

AGENDA

2016-20 Strategic Agenda Steering Committee

Council on Postsecondary Education

Tuesday, May 12, 2015

1:00 PM

Elizabethtown Community & Technical College - RPC Bldg, Rm 232/233

1. Welcome and Opening Remarks
 2. Discussion Items (PowerPoint will be referenced throughout the meeting) 2
 - a. Strategic Agenda Framework (policy areas and cross-cutting issues) 18
 - b. Review of themes, issues and recommendations from the policy forums on access, academic readiness, financial barriers, and diversity 21
 - c. Preliminary discussion on policy objectives
 3. Town Hall Meeting Updates
 4. Adjournment
- Next Meeting: June 11, 2015 9:30 a.m. - 12:00 p.m., Alice Lloyd College



CPE STRATEGIC PLANNING STEERING COMMITTEE

May12, 2015

Agenda

Discussion:

- Strategic Agenda Framework (policy areas and cross-cutting issues)
- Policy Forums (themes, issues and recommendations)
 1. Access
 2. Academic Readiness
 3. Financial Barriers
 4. Diversity
- Preliminary discussion about policy objectives

Updates

- June Steering Committee Meeting
- Metrics Advisory Group

Building the Framework

Current Policy Areas

- ☐ College Readiness
- ☐ Student Success
- ☐ Research,
Economic and
Community
Development
- ☐ Efficiency and
Innovation

Proposed Policy Areas

- ☐ Access
- ☐ Readiness
- ☐ Success
- ☐ Impact

Access

Alignment with key policy issues

- Outreach and Advising
- Affordability
- Campus Diversity
- Innovative Program Delivery (i.e. competency-based and online education)
- Transfer

To meet the need for educated citizens in an competitive global environment, Kentucky must bring people that have not pursued a degree or credential into the education pipeline.

Barriers to postsecondary access are not limited to the lack of academic preparation.

Financial limitations, lack of social support, insufficient guidance, limited pathways from one level to the next, and life responsibilities can limit access.

Readiness

Alignment with key policy issues

- **Teacher Quality and Effectiveness**
- **Developmental Education**
- **Adult Basic Education**
- **Early College/Dual Credit**

Over the past five years, collaboration between KY's P-12 and higher education sectors has been nationally recognized.

College readiness rates have soared, and educator program quality is a central area of focus.

Looking ahead, readiness continues to be a key policy area, with increased attention to teacher effectiveness, developmental education, and basic adult education that prepares students for successful transitions to postsecondary education.

Success

Alignment with key policy issues

- College Completion
- Achievement Gaps
- Student Engagement
- Academic Quality
- Inclusive Campus Culture

Kentucky's future depends on a well-educated citizenry. In large part, this depends on helping more students advance through the educational system and graduate in less time.

While rates are improving, fewer than half of full-time public university students graduate within 6 years, and less than a quarter of KCTCS students earn an associate degree within 3 years. Both percentages are below the U.S. average.

These challenges are compounded when looking at success rates of minority, lower income and underprepared students.

Impact

Alignment with key policy issues

- Research and Innovation
- Talent Pipeline Development
- Regional Stewardship
- Educational Attainment
- Entrepreneurship and Business Support

- Return on investment

Kentucky's colleges and universities are catalysts for economic, social and civic growth in their regions and throughout the state.

The positive impact of postsecondary education on the lives of Kentuckians depends not only on the number and quality of graduates, but the connection of programs and services to the state's economic and workforce priorities, the effect of research and innovation on the economy, and the leadership of campuses in driving change and improvement in their regions.

Review the proposed policy priority areas.

1. Are these the right areas?
2. Are the priority areas aligned with the right policy issues?

BREAKOUT DISCUSSION – 30
minutes

College Access Policy Forum

Major Themes

- ☐ The need for more student support, especially for at-risk populations.
- ☐ The need to begin college awareness activities much earlier in the educational process.
- ☐ The need for more flexible postsecondary delivery formats.
- ☐ The lack of “grit” and other non-cognitive factors that lead to college success.

Academic Readiness Policy Forum

Major Themes

- ❑ The need to improve core academic instruction in K-12 schools.
- ❑ The need to address non-cognitive factors that lead to college success.
- ❑ The need to improve counseling and advising at the secondary and postsecondary levels.
- ❑ The need to increase success rates for developmental education students.

Diversity Policy Forum

Major Themes

- ❑ A commitment to diversity needs to be front and center in the Council's next strategic agenda.
- ❑ All educational institutions and providers in Kentucky need to become more culturally competent.
- ❑ We need to find more effective strategies for closing achievement gaps.
- ❑ We need to reach diverse students and families where they are.

Financial Barriers Policy Forum

Major Themes

- ❑ The need for earlier and better advising about college financing and more transparency about college costs.
- ❑ The need for greater state investment in need-based aid.
- ❑ The need for a comprehensive campaign about the value of postsecondary education.
- ❑ The need for a review of state mandated tuition waivers.
- ❑ The need for more research and information about college-ready students who decide not to attend college, or who register but never show up.

Preliminary Discussion about Policy Objectives for **Access** and **Readiness**

- Given what we know from the current agenda and what we've learned from the policy forums, what are some key objectives to consider for the next agenda in the areas of ACCESS and READINESS?

BREAKOUT DISCUSSION – 20
Minutes

Current Policy Objectives

Related to the Areas of Access & Readiness

- ☐ Increase the number of college-ready Kentuckians entering postsecondary education.
- ☐ Increase the number of college-ready GED graduates.
- ☐ Increase the effectiveness of Kentucky's K-12 teachers and school leaders.
- ☐ Decrease financial barriers to college access and completion.
- ☐ Increase academic productivity through program innovations.

Updates



- ❖ **Metrics Advisory Group**
- ❖ **June Steering Committee**
- ❖ **Town Hall Meetings (6-8 p.m.)**
 - ❖ **July 15, University of Pikeville**
 - ❖ **July 16, Kentucky State University**
 - ❖ **July 20, Somerset Community and Technical College**
 - ❖ **July 21, Murray State University**
 - ❖ **July 29, Northern Kentucky University**



CPE STRATEGIC PLANNING STEERING COMMITTEE

May 12, 2015

Working Mission, Vision and Value Statements:

Mission

To prepare students to excel in a global culture, create and apply new knowledge, and advance the Commonwealth's social, economic and civic health and well-being.

Vision

Kentucky will experience a higher standard of living and quality of life through increased educational attainment, research and innovation.

Values

- A commitment to academic excellence and student success
- A culture of inclusion that provides equitable opportunities and embraces diversity
- The value of postsecondary and adult education as critical investments in Kentucky's future
- The role of postsecondary and adult education as powerful tools to disrupt poverty
- Access for all who are committed to the pursuit of postsecondary and adult education
- Collaboration and mutual respect among all postsecondary providers and education partners
- The power of business and community partnerships to advance the work of postsecondary and adult education
- A culture of accountability, transparency, and fiscal stewardship

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Strategic Agenda Framework

The following draft framework reflects feedback and conversations from the April 16 Strategic Agenda Steering Committee meeting, as well as input from campus representatives, senior CPE staff, and policy forum participants.

For consideration at the May Steering Committee meeting:

- **The four proposed policy areas: Access, Readiness, Success, and Impact**
- **Cross-cutting policy issues (i.e. efficiency and innovation) and strategies (i.e. advocacy)**
- **Review of high-level themes, issues and recommendations from the policy forums on College Access, Academic Readiness, Financial Barriers, and Diversity**
- **Preliminary discussion about key objectives for the proposed policy areas of Access and Readiness**

2016-20 Strategic Agenda Framework (DRAFT -- FOR DISCUSSION PURPOSES ONLY)

Suggested Priority Area	Priority Area Description	Alignment with Key Policy Issues	Sample Objective (measurable and tangible)	Sample Statewide Strategy (path to achieving objectives)
ACCESS	To meet the need for educated citizens and skilled employees in an increasingly competitive global environment, Kentucky must bring populations that traditionally have not pursued a degree or credential into the postsecondary pipeline. Barriers to postsecondary access are not limited to the lack of academic preparation. Financial limitations, lack of social or family support, insufficient guidance navigating complex admission and financial aid processes, limited pathways from one level of postsecondary education to the next, and life responsibilities that inhibit students' ability to attend class can limit access to a postsecondary education. Kentucky must pursue more collaborative and creative strategies to engage and support all students in accessing a quality postsecondary experience.	<ul style="list-style-type: none"> • Outreach and Advising • Affordability • Campus Diversity • Innovative Program Delivery (i.e. competency-based and online education) • Transfer 	<ul style="list-style-type: none"> • Decrease financial barriers to college access 	<ul style="list-style-type: none"> • Advocate for increased state funding for Kentucky's public colleges and universities and the state's need-based aid programs.
READINESS	With the passage of SB1 in 2009, college readiness has become a key area of focus for postsecondary and adult education. Over the past five years, collaboration between Kentucky's P-12 and higher education sectors to improve college and career readiness has been nationally recognized, with postsecondary representatives working hand in hand with their K-12 and adult education counterparts to ensure students have the academic skills and tools they need to succeed at the next level. College readiness rates have soared,	<ul style="list-style-type: none"> • Teacher Quality and Effectiveness • Developmental Education • Adult Basic Education • Early College/Dual Credit 	<ul style="list-style-type: none"> • Increase the number of college - ready students entering postsecondary education. 	<ul style="list-style-type: none"> • Support effective intervention strategies for underprepared students prior to postsecondary admission.

	and educator program quality is a central area of focus. Looking ahead, college readiness continues to be a key policy area, with increased attention to teacher and school leader effectiveness, improvements in developmental education, and basic adult education that prepares students not only for high school certification, but success in postsecondary education.			
SUCCESS	Kentucky's future depends on a well-educated citizenry. In large part, this depends on helping more students (working-age and traditional-age) advance through the educational system and graduate in less time. While degree production and completion rates are improving, fewer than half of full-time public university students graduate within six years, and less than a quarter of KCTCS students earn an associate degree within 3 years. Both percentages are well below the national average. These challenges are compounded when looking at success rates of under-represented minority, lower income and underprepared students.	<ul style="list-style-type: none"> • College Completion • Achievement Gaps • Student Engagement • Academic Quality • Inclusive Campus Culture 	<ul style="list-style-type: none"> • Close achievement gaps for low-income, underrepresented minority, and underprepared students. 	<ul style="list-style-type: none"> • Support effective student and academic support services, technology enhancements and other resources to enhance student success.
IMPACT	Kentucky's colleges and universities are catalysts for economic, social and civic growth in their regions and throughout the state. College graduates are the backbone of Kentucky's workforce, and with the faculty and staff of these institutions, they provide the intellectual, entrepreneurial and creative capital necessary for a strong and vibrant economy and culture. The positive impact of postsecondary education on the lives of Kentuckians depends not only on the number and quality of graduates, but the connection of programs and services to the state's economic and workforce priorities, the effect of research and innovation on the economy, and the leadership and involvement of campuses in driving change and improvement in their regions.	<ul style="list-style-type: none"> • Research and Innovation • Talent Pipeline Development • Regional Stewardship • Educational Attainment • Entrepreneurship and Business Support • Return on investment 	<ul style="list-style-type: none"> • Increase basic, applied and translational research to create new knowledge and economic growth. 	<ul style="list-style-type: none"> • Promote collaborative research efforts that lead to commercialization in high-growth areas and are aligned with industry demand.



Introduction

The College Access Forum was held on March 20, 2015, at the Kentucky Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-six individuals with expertise in college access issues attended, including representatives from the Kentucky Department of Education, GEAR UP KY, the Prichard Committee, TRIO/Upward Bound, KHEAA, Kentucky Campus Compact, Kentucky Educational Television, and university registrar and admissions offices.

Major Themes

The need for more student support, especially for at-risk populations. Participants voiced their concerns about the lack of sufficient academic, social, and financial support for students most at-risk of not completing college, both in K-12 and college settings. Specifically, there are not enough resources for returning adult students, military veterans, undocumented students, individuals with criminal backgrounds, young adults in foster care, and students without parental support, as well as low-income, underprepared, and underrepresented minority students. Much of this discussion focused on the shortcomings of K-12 guidance counselors, as administrative and assessment duties have overwhelmed their traditional college and career advising roles.

The need to begin college awareness activities much earlier in the educational process. Programs like GEAR UP Kentucky begin as early as eighth grade, but most participants felt college-going messages and activities need to begin even earlier in elementary school and during early childhood education. Families need to understand the value of postsecondary

education and its return on investment in terms of income, job mobility, quality of life, and other health and wellness outcomes. Having employers reinforce these messages at their workplaces may strengthen their effectiveness.

The need for more flexible postsecondary delivery formats. While technology has enabled service providers to be more nimble, adaptable, and accessible, too many colleges and universities continue to deliver a one-size-fits-all model. For students trying to juggle work and family, there is a need for more convenient, flexible, and affordable postsecondary delivery options. Online proprietary schools capture a large segment of the non-traditional student population due to flexible scheduling and aggressive marketing campaigns; unfortunately, these schools often fail to graduate students, leaving them with high levels of student debt. Similarly, there is a need to raise awareness about multiple pathways to degree completion, including stackable credentials, 2-year to 4-year “completer” degrees, reverse transfer, career ladders, and other less-publicized routes to a postsecondary credential that may be a better fit for students interested in vocational and technical occupations.

The lack of “grit” and other non-cognitive factors that lead to college success. There was overwhelming consensus that too many students are failing to develop key attitudes and behaviors linked to student success. These include perseverance, motivation, independence, study skills, organizational skills, discipline, and what’s colloquially referred to as “grit.” Financial literacy is an important non-cognitive factor; too many students and families lack a basic understanding of how to finance college, including college savings strategies and techniques.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on students' ability to access a college education. Responses included:

- Legislative mandates in Senate Bill 1 (2009) that require students who are not meeting college readiness standards to receive academic interventions.
- EPAS assessments in high school and other mandated assessments of college/career readiness.
- Transparent, shared college readiness standards among K-12 and postsecondary education.
- The Kentucky College Coaches Program and similar programs that place near-peer mentors in high schools.
- GEAR UP Kentucky, which provides college awareness activities and supports from grades 8-12 to low-income Kentucky schools.
- The KEES scholarship, which has high visibility among Kentucky students and families, has motivated many lower and middle-class students to pursue in-state postsecondary opportunities.
- KHEAA's College Bowl Sunday and other outreach efforts have increased the number of FAFSA applications and general awareness of state and federal financial aid resources.
- The Kentucky Latino Education Alliance has been successful in raising academic aspirations and expectations of Hispanic students.
- Corporate educational assistance and incentives (e.g., UPS, Norton Healthcare) that increase college access for working adults, a key segment of the state's target population.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing student access. Responses included:

- Statewide communication and marketing campaigns are not coordinated, well-funded, or sustained enough to significantly impact college enrollment.
- Efforts to close achievement gaps in college access and readiness are not significantly moving the needle.
- College awareness and readiness activities often live inside the school building, but they do not significantly affect parental engagement and support.
- The state's need-based financial aid programs (CAP, KTG) are underfunded, and there is little to no financial support for adult students.
- KCTCS's open admissions policy does some students a disservice. Institutions should not admit students who have a very low probability of success.
- We are losing too many students who enroll in college but never show up for the first semester. This phenomenon is called "summer melt."
- Many of our most successful strategies, like Kentucky College Coaches and GEAR UP, are not available at every school.
- Financial aid vocabulary is difficult for many families to understand. Additionally, there is little standardization in language among federal, state, and institutional aid programs. The FAFSA is difficult to understand and complete.
- While KEES is a highly visible program, students need a better understanding of the college requirements they must meet to keep their scholarships. Perhaps the college GPA requirement should be eliminated.
- Students need better advice to determine how much student debt to incur based on their major or projected future earnings.

Recommended Strategies

- Intentionally integrate financial literacy training into the high school and college curriculum, and consider adding some financial literacy activities for parents of elementary and middle school students. Kentucky could add a component to the high school Individual Learning Plan (ILP) that addresses financial literacy.
- Increase college awareness activities in K-12 schools, which may include events like alma mater day, where teachers wear college sweatshirts and invite career professionals and recent graduates to talk about their college experiences. Ensure these opportunities are available to all students, not just students identified as high achieving.
- Coordinate a statewide college awareness campaign that builds a college-going culture in every area of the state and communicates the value of a postsecondary degree.
- Design specific outreach materials and strategies for every grade level (consider using social media and digital apps) to facilitate college planning and savings.
- Simplify college outreach and financial aid materials so they are easier to understand, and translate materials into Spanish.
- Evaluate current outreach and access strategies to determine their effectiveness, and promote research-based practices with proven results.
- Restructure the role of K-12 guidance counselors and provide more professional training and support, including use of supplemental resources like college coaches or near-peer mentors.
- Provide more immediate engagement for incoming freshmen during the summer (e.g., pre-orientation activities, social events, summer coaching sessions with near peers, social media reminders and contacts).

- Develop an intentional, systematic checklist or “roadmap” to college. This could be a digital app that provides reminders and prompts about different college readiness activities, deadlines, and requirements.
- Provide more intentional career exploration and development activities in K-12 and postsecondary education, and increase students’ understanding of the kind of education and training needed for different careers. Increase employers’ visibility and involvement in schools.
- Support federal efforts to simplify FAFSA completion by using prior-year tax data. This tax data would automatically populate an electronic form so parents or students would not have to enter it themselves.

Feedback on Metrics

- It would be interesting to capture how many Pell grant funds are left on the table by Kentucky students each year. A federal source estimates this figure at \$40 million.
- Could we begin to capture students who go to out-of-state colleges in our college-going metric? It also would be good if our completion rate tracked students who transferred to out-of-state institutions and earned a degree elsewhere.
- Participants would like the Council to track the retention and graduation rates of developmental education students over time.
- A tool like ACT Engage, a behavioral skills assessment, could be used to measure non-cognitive student success skills and identify gaps for future interventions.
- It would be interesting to conduct a survey to determine why some college-ready high school graduates do not enroll in college, as well as the reasons for “summer melt.”

The Council on Postsecondary Education thanks the Lumina Foundation Strategy Labs for its financial support of these Strategic Agenda Policy Forums.

Appendix A: Participants

Derek Ball, Financial Aid Program Director, Kentucky Community and Technical College System

Kim Barber, CPE Committee on Equal Opportunities & Steering Committee member

Cindy Baumertt, Director, Governor's Commonwealth Institute for Parent Leadership, Prichard Committee on Academic Excellence

Emma Brown, Director, Community Engagement, Louisville's 55,000 Degrees

Nancy Carpenter, Senior Director, Education, Kentucky Educational Television

Kim Chaffer-Schroeder, Office of Admissions, Transylvania University

Dan Connell, Kentucky Association of Educational Opportunity Program Personnel (TRiO Ky) & Assistant Vice President of Adult Education and College Access, Morehead State University

Connie Cox, University of Louisville

Lori Davis, General Counsel, Kentucky State University

Kim Dolan, Kentucky Higher Education Assistance Authority

Mason Dyer, Vice President for External Relations and Information, Association of Independent Kentucky Colleges and Universities

Melissa Goins, Director, Family Resource and Youth Service Centers

LaCrystal Green, Kentucky Association of College Registrars & Admissions Officers

John Greenwell, Student Services Jefferson County Adult Education Center

Gayle Hilleke, Kentucky Campus Compact, Americorp Program

Randolph Hollingsworth, Assistant Provost, Undergraduate Education, University of Kentucky

Dennis Horn, RTT Project Manager, OVEC

Terry Hosler, Berea College

Sharon Hunter, Director, Strategic Enrollment Management, Western Kentucky University

Shauna King-Simms, System Director Of College and Career Transitions, Kentucky Community and Technical College System

Beth Lawson, Regional Program Manager, GEAR UP Kentucky

Wendy Nealy, GUK Parent Engagement, GEAR UP Kentucky

April Pieper, Branch Manager, Differentiated Learning Branch, Office of Next Generation Learning, Kentucky Department of Education

Jenny Sawyer, Executive Director of Admissions, University of Louisville

Leslie Slaughter, Policy Advisor, Career & Technical Education, Kentucky Department of Education

***Kentucky Council on Postsecondary Education
2016-2020 Strategic Agenda Policy Forums***

***College Access
March 20, 2015***

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Opening Conversation

Following the opening activity and presentation by CPE, the facilitator led the participants through a guided conversation. The questions asked and corresponding responses are as follows:

1. What facts jumped out at you from the data presented?

- \$40.6 million in Pell Grant funds left on the table

2. What surprised you? What concerns you?

Surprises:

- \$40.6 million in Pell Grant funds left on the table
 - Why are we not giving the Pell Grant funds to those going to college instead of just letting it sit there?
- Summer melt
 - The figure seems a little low... national figures are lower, Kentucky's are higher

Concerns:

- Adult learners do not qualify for Pell Grant
- College fit
- College going rates stay flat despite funding
- Completing FAFSA – students can't do it alone
- Financial aid
- Lower-Middle income students do not have access to funds that are just sitting there
- Foundation success skills
- Non-academic components that are barriers

3. How does what you heard compare with your intuitive or personal experience of students and college access?

- Commuters generally do not have the same types of bonds as students living on campus... if commuting students have a problem, then they can easily get in their car and leave campus without anyone knowing about and/or having the opportunity to fix the problem
- Insecurities
- Lack of familial support due to various reasons
- Peer support helps a lot
- We don't really know if a student showed up on the first day, so the marker should be census day (first three weeks) instead of the first day

4. From the standpoint of improving access for students, what are the most important factors to consider when looking to the future?

- Adequate and appropriate advising
 - Number of high school guidance counselors and the training they receive
- Connecting labor force with education and do a better job with communication
 - Pre-counseling
- Customer service – there is a gap between the nimbleness of society vs. higher education
- Dual credit
- Earlier exposure
- Educate communities
- Educating families
- Emerging adulthood/delayed adolescence
- High expectations
- How do you get them off the front porch?
 - Adult learners are going to stay, but with enough support, young students might go
- Low ACT scores
- Marketing
- Meeting students where they are
- Multiple pathways
- Non-cognitive factors (i.e., soft skills)
- Not feeling it's where the kids belong
- P-12 issues
- Relevancy and labor market payoff
- Staff and faculty may have lost touch with problems/issues faced by these populations (e.g., drugs)
 - If suffered from trauma, they need more coaching
- Undocumented students have no support from government agencies and education
- Universities analyzing programs to align better with labor force

Morning Evaluation Activity

The participants were divided into small groups, assigned an Objective/Strategy, and asked to answer the following key question. After generating answers to the question, each small group was asked to share their ideas with the group-at-large. Through a dotting exercise, the participants were asked to prioritize the most critical issues listed under the “Not Working” categories of each Objective/Strategy. The number of dots each idea received are denoted with (#).

1. From your perspective, what objectives, strategies and tactics in the current Strategic Agenda related to college access A) have worked well; B) have not worked well; and C) should be kept, edited, deleted or added?

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.2 Support effective intervention strategies for underprepared students prior to postsecondary admission.

Working

- Flexibility to meet students’ needs
- Intervention tab in Infinite Campus
- Kentucky Latino Education Alliance
- Legislation in place requiring interventions
- Near peer coaching (e.g., KCC, etc.)
- On target for state CCR rate

Not Working

- Financial/Educational literacy (8)
- Education system not “planting the seed” early enough (5)
- More immediate engagement of perspective students (summer melt) (5)
- ACT support interventions or alternatives for underrepresented minorities (3)
- STEM Preparation (3)
- CCR – there is a widening gap in services for adults with high school credentials (1)
- Customized interventions for special populations (e.g., undocumented, criminal records, etc.) (1)
- Public marketing campaigns (1)
- Definition of college readiness and academic vs. non-academic readiness – Kentucky vs. Nation
- Open door KCTCS policy

Keep, Edit or Delete

- Keep, but edit to include “Support and promote...”

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.3 Strengthen the college-going and completion culture in Kentucky.

Working

- College coaches
- Increase in student agency
- Increased expectations across diverse populations has multi-generational impact
- Increased focus on assessment of college/career readiness
- Increased marketing programs (e.g., KnowHow2Go, KHEAA)

Not Working

- Programs/Initiatives primarily live in the school building **(9)**
- Not enough Pre-K/early elementary engagement **(8)**
- Expanding and decoding the idea of “soft skills” **(7)**
- College-going activities are inconsistent between schools **(5)**
- Lack of college-going information/culture in workplace **(4)**
- Inadequate engagement of military and their families **(2)**
- Not reaching the right influencers **(2)**

Keep, Edit or Delete

- Keep

Objective 5 Decrease financial barriers to college access and completion

Strategy 5.4 Increase students' and families' understanding of the net costs of going to college and the availability of financial resources to assist them.

Working

- Corporation involvement and incentives
 - Norton Healthcare
 - University of Louisville Minority Teacher Recruitment Program
 - UPS
- Data retrieval (IRS)
- Each year we see an increase in FAFSA submissions
- Network of outreach

Not Working

- Return on Investment and connection to workforce **(8)**
- Expectations for students keeping aid **(2)**
- Loan counseling **(2)**
- Helping educate families on how to save money before college **(1)**
- Not thinking about four-year costs, even with aid **(1)**
- People don't understand affordability of community colleges **(1)**
- Award letters are inconsistent between institutions
 - Federal Student Aid Shopping Sheet could be a tool to improve inconsistencies
- Concept of net cost to include education abroad
- Lack of understanding of KEES program
- Need to increase awareness of benefits of common language
- Need to look at launch points (i.e., don't end where you start)
- Net cost calculation needs more personal information/explanation
- No common language/definitions related to total cost, merit-based aid
- Wide range of interpretation of "other cost" (i.e., institutions display costs different ways)

Keep, Edit or Delete

- Keep, but edit to include
 - How to measure understanding
 - Add "compare" or options

Afternoon Strategies Activity

The participants were divided into small groups, given a key question and/or prioritized “Not Working” issue, and asked to develop strategies that address the key question and/or improve what’s not working. After generating ideas, each small group was asked to share their strategies with the group-at-large.

Through a dotting exercise, the participants were asked to prioritize the strategies that they believe are the most urgent for the next 2016-2020 Strategic Agenda. They were asked to identify the top strategies that they believe to be creative and different **(C)**, as well as, the top research-based and reasonable strategies **(R)**. The number of dots each idea received is denoted with **(#)**.

Group One

Key Question #1

What can we do about the percentage of students entering college directly out of high school decreasing?

Group One did not provide answers to this question. The participants have questions about Key Question #1 that need to be answered prior to answering Key Question #1. Those questions are as follows:

- Are we collecting all relevant data?
 - Students who go out-of-state
 - Students who take less than full load
- More data is needed:
 - College ready or not?
 - Financial?
 - Where in life?
- We recognize that some students aren’t ready for college right out of high school. Is this gap year a traditional paradigm?

ISSUE:

Financial/Educational Literacy

- Begin community/family/student engagement around financial/educational literacy early **(C-3)**
- Intentionally integrate financial literacy into high school educational outcomes **(C-4, R-10)**
 - Should we mandate?
- Make financial literacy relevant to low income families **(C-4)**
- Return on Investment

Group Two

Key Question #2

How can we better communicate the value of postsecondary education to all Kentuckians, especially when college isn't on their radar?

Group Two did not provide any answers to this question.

ISSUE:

Education System Not “Planting the Seed” Early Enough

- College-going culture earlier **(C-6, R-1)**
 - School flags
 - Name hallways after colleges
 - College commitment pledges
- CPE help facilitate paraphernalia packets **(C-4)**
- Earlier information for parents **(R-1)**
 - Events such as career fairs, parent information nights
 - Handouts for parent meetings given at sporting events
 - KCTCS hometown marketing for middle school
 - Perhaps from parents... What I wish I had known
- Operation Preparation at elementary level **(C-1)**

ISSUE:

Programs/Initiatives Primarily Live in the School Building

- Include ALL students **(C-12, R-2)**
 - Don't “track” students – open access/opportunities
 - More inclusive
 - Department of Juvenile Justice
 - EL
 - Foster children
 - Migrant
 - Military
 - Special Education
 - Unregistered
- More collaboration **(C-1, R-12)**
 - Business/Industry
 - Community partners (community outreach)
 - Families
 - “Open” school doors – no silos
 - Program areas – no silos
 - Tech programs have advisory committees

Group Three

Key Question #3

Where are the gaps and disparities in knowledge of navigating the application/enrollment/college access?

- Building the case over time with academic record (eligibility, as well as, post-secondary success)
 - Navigating starts with knowing every level matters, not just high school
 - Individual Learning Plan (ILP)
- Consumer friendly information not forthcoming from institutions **(R-6)**
 - Confusing even to those who are in the system
 - Hard to get information from parents even if independent
- Disparities fueled by cultural assumptions that see higher education in negative light, not just a must have for success today
- Understanding the high-stakes nature of what the ACT, college prep course, or entrance placement test scores mean (this is not a barrier)
 - Especially for low-income, first generation, or under-represented minorities
 - Scholarships, KEES

ISSUE:

College-Going Activities are Inconsistent between Schools

- All have some quality resources and programming for transitioning students **(C-1)**
- Be more prescriptive about data-driven models that work **(R-1)**
- Higher education should be more embedded in secondary school system (authoritative voice) **(R-6)**
- More professional development for high school counselors, educators and staff **(R-7)**
- Secondary report of how many students have succeeded with developmental courses

Group Four

Key Question #4

What are the non-academic foundational or “soft skills” provided in the education pipeline? Are they available to everyone? Are they comprehensive and effective?

- Currently, non-academic skills are not an intentional focus within the educational pipeline

ISSUE:

Expanding and Decoding the Idea of “Soft Skills”

- Coordinate information and interventions among school/home/community/post-secondary education **(C-1, R-2)**
- Imbed skills into curriculum **(R-1)**
- Increase the number of guidance counselors/college coaches and provide professional development **(C-9, R-8)**
- Integrate these skills in Individual Learning Plan **(R-5)**
- Use universal measurement (e.g., ACT Engage) **(C-3, R-1)**

Group Five

Group Five was not assigned a key question to answer.

ISSUE:

More Immediate Engagement of Perspective Students (Summer Melt)

- Better understanding of where melters go and when they melted **(C-1, R-7)**
- Community building through social media/technology **(C-6)**
 - Apply to rural?
- Fill summer with valuable experiences (i.e., internships)
- Seamless transitions during senior year
 - Pre-orientation
 - Time on campus
 - Less assessing
- Summer coaching from near peers **(C-6, R-2)**
- Texting campaigns with nudges **(R-1)**

ISSUE:

Return on Investment and Connection to Workforce

- Burning glass (four parts)
- Conversation with economic development, businesses and chambers on skilled workforce needs **(R-1)**
 - HEI match with programs
- Marketing campaign → labor market outlook/career inventory for students/adults/parents **(C-3, R-3)**
 - HEI match to programs
- Professional Development to hold Return on Investment conversations
- Use existing resources (e.g., Individual Learning Plan) to include quarterly labor market outlooks in career exploration **(C-4, R-11)**
 - Kentuckiana Works quarterly report

Group Six

Group Six was not assigned a key question to answer.

ISSUE:

Not Enough Pre-K/Early Elementary Engagement

- Develop intentional and systemic check points along a “Roadmap” of college readiness (P-12) **(C-10, R-3)**
 - “Game”-ification
 - Kentucky Scholars
 - Roadmap to Success Project
- Educate and engage parents/larger community about readiness at each transition point **(C-1, R-2)**
 - Kindergarten to First Grade
 - “Roadmap” for each grade level
- Increasing roles as influencers of college-going culture **(C-3, R-1)**
 - Alumni with 2-year degrees
 - College day each month (e.g., t-shirts, etc.)
 - Our degree(s) held
 - Talking about readiness with Pre-K
- Pre-K KnowHow2GoKY needs to be re-energized **(C-5, R-1)**
 - Look at “Destination Degree” via 55,000 Degrees

Strategic Agenda's Influence

The participants were asked to individually answer the following question:

How has the Strategic Agenda influenced the behaviors of your organization? If not, why?

- 1) Basis of our strategic plan; 2) Forced a more in-depth look at some metrics – institutional perspective can be quite different (e.g., URM gaps are insurmountable) and perhaps, the rate of improvement by group might be more accurate; and 3) Gave “weight” to importance of items such as college readiness in the early days of SB1
- 1) Raised the profile of U of L transfers (especially KCTCS) and the importance of this population; 2) Increased use of data integration of metrics; and 3) Sped up the progress of initiatives completion
- 1) Reinvigorated transfer and dual credit initiative; 2) Reinventing developmental education – when and how it is delivered; and 3) Focus on credential completion and affordability
- 1) We now prioritize coming to meetings such as this (formerly parochial to K-12, now stretching Pre-K to Postsecondary); 2) CCR data and information incorporated in training materials; and 3) Internal workflow is no longer done in isolation (e.g., Pre-K/K-12/Postsecondary) – break down those walls!
- 55k Degrees: 1) 55k looks to CPE as a strategic partner; 2) I started six months ago... but I know Mary Gwen is actively involved; and 3) Many of our objectives align and CPE can help drive policy change to benefit local impact
- AIKCU: More focused on data/measurement of private college contributions to state goals and collaboration between public and private postsecondary institutions and KIZ.
- As a public institution, we need to address how our colleges report the CPE agenda. I believe institutional outcomes are reported to CPE annually.
- As mine is a college-access organization, increasing the rates and the emphasis has pushed schools and agencies to work closer with a single focus rather than just their own agendas.
- Being house at CPE and having the tenants being nearly identical, my program has not been as much influenced by the strategic agenda.
- I work for the University of Louisville in the ULtra Program. ULtra works to assist transfer students to transition to the University. The University has done a great job in empowering students at their various levels.
- KDE: 1) Support and collaboration around intervention systems; 2) More HEI's engaged in K-12 settings; and 3) FAFSA data collection and disaggregation for schools
- Kentucky Campus Contact: 1) Contributed to the building of KYCC's strategy in combination with Campus Compact national priorities and strategies; and 2) Helped keep focus for Kentucky College Coaches – how they were contributing to the statewide goals
- KET: The Agenda has influenced the development of programs and resources schools, parents, and communities can use to encourage a college-going culture and help learners be college and career ready. It has also produced broadcast and public affairs programs that inform the public, stakeholders, etc. about these issues.

- KHEAA: 1) Supporting near peer mentors from KYCC; 2) Providing to private, homeschool and adult learners; and 3) Continued commitment to outreach programs
- The Agenda has influenced us by adhering and implementing college and career readiness strategies, working with students to better inform them of postsecondary options, and setting priorities for helping students and instructors to establish goals for the future.
- The Agenda has not influenced my organization. Many of the concepts within the plan have been impactful, but few K-12 organizations even think of the CPE or the plan.
- The Agenda has positively influenced a greater awareness and development of strategies to impact degree completion for low income, underprepared, and minority students.
- The Agenda is the backbone of the grant and has set the tone and mission statement.
- The CPE Agenda is something moving forward that FRYSC could use to support ideas of career/college exploration and development. Historically, the agenda has not been used in that way and we have focused very much on the college/career readiness scores for local schools.
- The Strategic Agenda increased our reliance on data and the specific data points on student access, including graduation rates and bachelor/graduate programs.
- The Strategic Agenda's influence on my organization has been uneven. The impact's quality/quantity depends on the buy-in regarding the liaison to a CPE working group where the strategies become real back on campus. If the CPE or President has chosen a poor liaison (e.g., a chair-filler or a bombast) there is little or no impact.

Parking Lot

Items identified at the meeting, but due to time constraints could not be addressed, were placed in the parking lot for future reference.

- CAP and KTG are under-funded
- KEES program is working

Debrief

The facilitator closed the meeting by asking the participants to answer a series of questions. Their responses are as follows:

1. What worked in regards to today's meeting?

- 1-2-3 Clap
- All ideas were heard
- Collaborative work environment
- Combo of small/large group discussion
- Deep knowledge base
- Dialogue with other peers
- Diverse group with differing backgrounds and experiences to draw from both personally and professionally
- Diverse ideas
- Diversity of representatives
- Dotting process
- Everyone starting at a common place and building out from there
- Good guiding questions
- Good management of time and purpose
- Group assignments
- Keeping everyone on task
- Learned a lot
- Lunch
- Narrowing down process was effective
- Nominal group process/dotting
- Open, engaging conversations
- Opening activity let us all get everything out as an option
- Pace
- Separating some institution staff to different tables provided diversity of thinkers
- Started off with PowerPoint, but didn't go back to lecture

2. What would you change? What would have made the day better?

- Blind voting instead of dots
- Hard to talk when everyone is facing forward – tough to hear sometimes
- Institutional folks in room (e.g., KCTCS)
- It's a large room, it would have been nice to see the wall better
- More dots
- More time – not enough time to weigh in on strategies for other groups, would have liked to add more ideas

3. What lingering questions do you have?

- There was a lot of networking today... can we get a contact list of everyone that was here?

DRAFT

ACADEMIC READINESS POLICY FORUM



Introduction

The Academic Readiness Forum was held on April 9, 2015, at the Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-nine individuals with expertise in academic readiness issues attended, including university provosts, academic outreach professionals, college advising and enrollment directors, adult education professionals, assessment coordinators, dual credit specialists, and others.

Major Themes

The need to improve core academic instruction in K-12 schools.

The academic success of college students in large part depends on the preparation they receive in high school. More work needs to be done to align classroom instruction and assessments with Kentucky's Core Academic Standards and ensure teaching is student-centered, project-based, and relevant to students' lives. The current use of standardized assessments encourages too many teachers to teach to the test—authentic assessments of student learning would be preferable. Interestingly, some of the most innovative instruction is occurring in mandated interventions for students who do not test college-ready; this is the kind of individualized, high-quality teaching that all students should be receiving on a regular basis. Consider using videos to help model good teaching, as well as ongoing, high-quality, standardized professional development offerings and one-on-one coaching that builds content knowledge and pedagogical skills. There are too many scatter-shot, one-day professional development activities that are inconsistent in quality. Career pathways are needed to attract and retain good teachers. Teacher preparation programs also need to improve the quality of their

graduates and provide more rigor and practical experiences earlier in the major.

The need to address non-cognitive factors that lead to college success. As noted in other forums, participants are finding that more and more students lack non-cognitive attributes and behaviors that lead to student success. Various surveys of student engagement show that high school and college students typically spend less than ten percent of their time studying outside of class, either due to a lack of study skills or academic rigor or both. Students tend to be less independent and lack self-efficacy, motivation, tenacity, leadership, problem-solving, cooperation, and organizational skills—skills that contribute not only to academic success but future career success. These skills must be assessed and addressed in the K-12 curriculum. The mandated Individual Learning Plan (ILP) might be a good vehicle for guiding the “soft skills” development of each student.

The need to improve counseling and advising at the secondary and postsecondary levels.

Participants explored a range of shortcomings related to advising, from the administrative burdens K-12 guidance counselors face to the lack of academic and career advising at the college level. Guidance counselors can be extremely effective in helping build academic, social, and emotional skills, but they are saddled with too many disciplinary and assessment duties. The role and training of guidance counselors need to be revamped. Regarding postsecondary advising, many students wait too long to declare a major and do not develop an intentional, four-year plan to minimize time-to-degree and maximize undergraduate career development opportunities. There especially needs to be more advising around alternative degree pathways for students who are interested in vocational or technical careers and for students who begin at KCTCS and transfer to a four-year institution. High school dual

credit/enrollment programs with KCTCS have been successful in encouraging higher rates of college-going among students who may not see themselves as college material. However, high school dual credit teachers need to employ a more rigorous teaching style that more closely mimics a college environment.

The need to increase success rates for developmental education students. Research shows that students who are placed in traditional developmental education course sequences have dramatically lower rates of retention and completion. The Council has promoted new remediation models, such as placing developmental students in regular credit-bearing courses with enhanced academic supports, that are beginning to produce better outcomes for these students. However, not all faculty members and administrators are convinced their developmental education programs should be redesigned. More needs to be done to move developmental education redesign from the margins to the mainstream.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on the academic readiness of students. Responses included:

For K-12 and postsecondary education:

- Postsecondary and secondary collaboration on college readiness standards and intervention strategies.
- Mandated intervention programming in high school for students who do not test college-ready on the ACT, which includes high school transition courses in math, English and reading.
- Alignment among K-12, adult education, and teacher preparation programs around the Kentucky Core Academic Standards.
- The development of degree pathways and 2 + 2 programs that help more students transition to baccalaureate programs.

- Summer bridge programs and other initiatives that address college readiness needs before students enroll in the fall.
- The involvement of CPE and postsecondary faculty in creating and delivering professional development focused on Senate Bill 1.
- Advance Kentucky, dual credit/enrollment programs, and early college initiatives that prepare more high school students for college—not just high-achieving students, but students who may not have set their sights on postsecondary education.
- TRIO and GEAR UP Kentucky, which provide college awareness activities and supports from grades 8-12 to low-income students. Consider adding similar services for elementary school students.

For adult education:

- The move from open-entry, open-exit to managed enrollment for Adult Basic Education/GED programs.
- Accelerated GED programs for students with high scores on the GED pre-test.
- Contextualized adult education programs that incorporate basic academic skill training with career and technical training (e.g., Accelerating Opportunity).
- Adult Education's adoption of the Kentucky Core Academic Standards, which has increased collaboration between Kentucky Adult Education, KDE, and CPE.
- Kentucky Adult Education is providing more robust professional development opportunities for both full- and part-time instructors.
- Kentucky Adult Education has provided good distance learning tools for local programs and students.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing academic readiness. Responses included:

For K-12 and postsecondary education:

- Individual Learning Plans (ILPs) need to be more robust in high school to monitor academic and non-cognitive skill development, as well as career readiness and exploration. If ILPs were incorporated into college admissions decisions, they might gain more weight.
- Current efforts to close college readiness achievement gaps among low-income and underrepresented minority students are not significantly moving the needle. Intervention services for at-risk, rural, or inner-city students are more often unavailable or ineffective.
- More needs to be done to align high school curricula and assessments to the Kentucky Core Academic Standards. Also, postsecondary institutions should review their programs to see how well they align with the Kentucky Core Academic Standards.
- Advising and counseling needs to be strengthened at the secondary and postsecondary levels. There is not enough parental, business and community support in schools.
- The CPE needs a permanent, full-time director assigned to college readiness initiatives.

For adult education:

- The new GED is more rigorous, so individuals are afraid to take the test. Instructors are focused more on moving students to a passing score (150) than an honors score (170).
- Adult education needs more training and resources to deal with students' significant learning disabilities and non-academic barriers to enrollment (e.g., childcare, work, transportation, addiction, homelessness, etc.).
- Many adult education instructors do not have strong enough content knowledge to prepare students for successful transitions to postsecondary education.

- Although adult education distance learning tools are available, many students lack broadband connectivity.
- Adult education marketing efforts need to be expanded to students and employers.

Recommended Strategies

- Expand efforts to redesign the delivery of developmental education courses.
- Mandate postsecondary involvement in the development of high school transition programs and maintain secondary and postsecondary collaborations and partnerships.
- Consider using a co-requisite developmental education model at the high school level to show struggling students that they can be successful in college with the right academic supports.
- Use student data and predictive analytics to inform the development and implementation of transition and intervention programming for K-12 students.
- Create more AP, IB, dual credit/enrollment and early college experiences for students, and ensure they are of uniform quality.
- Expand degree pathways, 2+2 transfer programs, and flexible degree programs for working adults.
- Expand the Accelerating Opportunities program model to more adults to help them gain basic academic skills and career training simultaneously.
- Increase the number of K-12 guidance counselors and provide more resources and support, including use of near peer, community, and career mentors. Use counselors to facilitate the development of "soft skills" and to identify students for intervention programming.
- Increase postsecondary education's presence and involvement in K-12 schools through near-peer mentoring, college fairs, student speakers, career fairs, and other outreach activities.

Require college students to mentor high school students as part of a service requirement.

- Make better use of social media and digital technology to help students plan for college.

areas where the college-going culture needs to be strengthened.

- Kentucky needs a better metric to evaluate teacher effectiveness in both K-12 and adult education settings.

Feedback on Metrics

- Kentucky adult education needs a key metric to focus on transitions from GED programs to postsecondary education. The GED metric also needs to be revised.
- Participants would like to see more data on the educational outcomes (retention and graduation) of students in developmental education courses. They also would like to know how many developmental education students pass gatekeeper courses.
- Tracking student achievement by region would emphasize the large gaps between rural and metropolitan regions of the state and highlight

The Council on Postsecondary Education thanks the Lumina Foundation Strategy Labs for its financial support of these Strategic Agenda Policy Forums.

Appendix A: Participants

Kim Barber, CPE Committee on Equal Opportunities and Strategic Agenda Steering Committee member

Geoff Bailey, Executive Director, REACH

Sandy Bolster, Director, Basic Mathematics Program, Berea College

Gayle Box, Kentucky Adult Education

Dale Brown, Director of College and School Relations, Western Kentucky University

Dan Connell, Kentucky Association of Educational Opportunity Program Personnel (TRiO Ky) and Assistant Vice President for Adult Education and College Access, Morehead State University

Mason Dyer, Vice President for External Relations and Information, Association of Independent Kentucky Colleges and Universities

Donna Elder, National Center for Family Learning

Johnny Fleming, Mathematics Faculty, University of Pikeville

Dawn Hanzel, Director, Adult Literacy Education, Collaborative Center for Literacy Development

Randolph Hollingsworth, Assistant Provost, Undergraduate Education, University of Kentucky

George Hruby, Executive Director, Collaborative Center for Literacy Development

Sharon Hunter, Director, Strategic Enrollment Management, Western Kentucky University

Daniel McGee, Executive Director, Kentucky Center for Mathematics

Patrick Moynahan, Vice Provost, Northern Kentucky University

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Eve Profitt, Director, P20 Innovation, University of Kentucky

Mike Rosenberg, Gateway Community and Technical College

Benton Shirey, Director, University Advising, Eastern Kentucky University

Jennifer Stansbury-Koenig, Kentucky Partnership Academy Director, Northern Kentucky University

Lisa Stephenson, Dual Credit Director, West Kentucky Community and Technical College

Daniel Super, KY Partnership Academy Director, Western Kentucky University

Mary Gwen Wheeler, Executive Director, Louisville's 55,000 Degrees

Diane Williams, Director, Learning Assistance Programs, Northern Kentucky University

Kathy Williams, Director, Academic Readiness & Testing, Eastern Kentucky University

Ben Withers, Associate Provost, Undergraduate Education, University of Kentucky

***Kentucky Council on Postsecondary Education
2016-2020 Strategic Agenda Policy Forums***

***Academic Readiness
April 9, 2015***

Facilitation Services Provided by

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Focus Group Participants

The Academic Readiness Focus Group was attended by a diverse group of representatives including provosts; academic outreach professionals; college, advising and enrollment directors; differentiated learning specialists; adult education collaborators; and dual credit representatives from Kentucky institutions, KDE, the Prichard Committee, KYAE, 55k Degrees, and others.

Focus Group Purpose & Outcomes

Purpose

- To gather feedback from key stakeholders to better inform the 2016-2020 Strategic Agenda for Kentucky Postsecondary and Adult Education.

Outcomes

- Important factors to consider regarding academic readiness
- Evaluation of 2011-2015 agenda
- Suggested objectives and strategies
- Responses to specific questions from CPE
 - College readiness
 - Motivations
 - Measures
 - Postsecondary role
 - Achievement gaps
 - Aligning curriculum

Opening Conversation

Following the opening activity and presentation by CPE, the facilitator led the participants through a guided conversation. The questions asked and corresponding answers are as follows:

1. From the standpoint of academic readiness, what are the most important factors/challenges to consider when looking to the future?

- Adult students and their concerns/needs
- Colleges and universities also providing many wrap-around services
 - Average college student spends 7% of time doing class related work; 51% socializing
- Family education is critical – they can support if they had better skill sets
 - Need for and amount of support seems to be increasing for students with heavy family responsibilities (e.g., siblings, etc.)
- Large increase in students with mental health issues
- Large life changes of students (e.g., homeless, family is homeless, orphans, etc.)
- Many Kentuckians prefer to stay home and not move for a job
- Many students work – need educational pathways
 - On-campus employed are highly retained
- Professional school counselor's role with the student
 - Kentucky has 1 counselor for every 475 students
 - Needs to be defined
 - Working on clerical components that someone else could do
- Social transition is just as important as academic transition
- Some have mindset that a college education isn't needed – just high school to get a job
- Students' academic mindset, rigor
 - 70% of middle and high school students spend 30 minutes or less studying outside the classroom

Morning Evaluation Activity

The participants were divided into small groups, assigned an Objective/Strategy, and asked to answer the following key question. After generating answers to the questions, each small group was asked to share their ideas with the group-at-large. Through a dotting exercise, the participants were asked to prioritize the most important strategies to focus on in the next Strategic Agenda. The number of dots each idea received are denoted with (#).

1. From your perspective, what objectives and strategies in the current Strategic Agenda related to academic readiness A) have worked well; and B) have not worked well?

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.1 Align K-12, adult education, and postsecondary education standards, curriculum, and assessment processes as directed by *Senate Bill 1* (2009).

Working

- 2+2 academic pathways (KCTCS → 4-year)
- Consistent staff at CPE (Sue Cain)
- Job-alike P-20 networks to share strategies
- K-12 has accountability that is driving change and focus on standards
- K-12 has changed and have standards – IHE had input into new standards
- Postsecondary Education did the SB1 training
- SB1 required a percentage of retention and decrease readiness; however, no real language for course/professor change
- Standards alignment

Work in Progress

- Curricular alignment

Not Working

- Professional development harmony **(2)**
 - Inconsistent objective and definition of professional development
- P-20 alignment did not really occur as a result of mandated training **(1)**
 - P-12 aligned with postsecondary, but there was no conversation/collaboration in the standards
- Where is the central “model” of contact for universities to be in compliance – SB1 (2009) **(1)**
- Assessment alignment
- Change in postsecondary coursework for undergraduate core was minimal

- Did anything change? – K-12, Adult Education and Postsecondary Education still plan and operate mostly independently
- K-12 prepares some students so far, but postsecondary does not pick up to continue college ready for students underprepared
- Lack of understanding about implementation of standards
- No real language change for SB1

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.2 Support effective intervention strategies for underprepared students prior to postsecondary admission.

Working

- Accessibility
- Advance Kentucky
- Culture/Climate is positive for professional learning (schools are “buying-in”)
- Early college
- ECU has data to support KYOTE and Compass validity
- GEAR UP
- Good collaboration
 - Between KDE and CPE
 - Between postsecondary and high schools
- Individualized interventions
- Intervention data tab (I.C.)
- Required accountability
- Resources are available
 - Kentucky System of Intervention
 - Transition course materials
- Robinson Scholars
- STEAM Academy
- Summer bridge programs
- Supporting interventions (e.g., TRiO)
- Transition courses – English, Math and Reading

Not Working

- Advising and counseling needs to be more available, effective, resourced and supported **(13)**
- Alternatives to assessment **(6)**
- We still need strong, effective core instruction **(2)**
- Abuse of assessments (overuse) **(3)**
- Equity **(1)**
 - Mismatched interventions
 - Race and culture
 - Socioeconomic differences – kids focused on survival, not academics
- Lack of professional development “alignment” between high school and university faculty **(1)**
- Access to resources
- Funding
- High school transition courses don’t teach “soft skills”
- Lack of communication among stakeholders
- Need more collaboration with teacher prep programs
- Teachers need to understand the instructional sequence to help students
- Teaching to the assessment
- Transition courses

Objective 2 Increase the number of college-ready GED graduates.

Strategy 2.1 Increase enrollment and retention in Kentucky Adult Education programs and services.

Working

- Accelerated opportunities
- Accountability system
- Community collaboration
- Contextualized learning
- Flexible sites and scheduling of classes
- Partnerships with postsecondary institutions
- Professional development system
- Well-implemented managed enrollment

Not Working

- Addressing the non-academic barriers **(11)**
- New GED® marketing **(1)**
- Poorly-implemented managed enrollment

Objective 2 Increase the number of college-ready GED graduates.

Strategy 2.2 Increase enrollment and retention in Kentucky Adult Education programs and services.

Working

- Accelerated opportunities
- Contextualized learning
- Distance learning tools
- Implementation of the College & Career Readiness Standards for Adult Education

Not Working

- Instructor understanding of college academic requirements **(3)**
- Student failure to see the value of transitioning **(3)**
- Accountability model does not require transitions **(2)**
- Technology access away from the Center

After reviewing and discussing the objectives and strategies in the current Strategic Agenda related to academic readiness, the participants were asked to answer the following key questions. Through a dotting exercise, the participants were asked to prioritize the most critical issues that will need to be improved by 2020. The number of dots each idea received are denoted with (#).

2. Kentucky determines college readiness based on ACT scores and other assessments. What other measures of college readiness should we consider?

- Capacity for collaboration/work as a team
- Dual Credit/Advanced Placement
- Engagement in high school (e.g., clubs, etc.)
- Financial literacy/need
- GPA
- GRIT (non-cognitive tests)
- ILP (after transition)
- Leadership (non-cognitive test)
- Maturity
- Soft skills and social markers (e.g., decision making skills, organizational skills, resiliency and time management)

3. What objectives, strategies or metrics related to academic readiness are missing?

The following issues are not in connection to a specific strategy unless otherwise noted:

- Disconnect of teacher preparation (theory → practice) **(7)**
- Standardized professional development between K-12 and college faculty **(7)**
- Strong, effective school administrative leaders **(7)**
- Permanent college readiness representative at state level **(5)**
- How to engage the under-motivated **(5)**
- Funding **(4)**
- How do we help the non-traditional students (GED or partial 2-year/4-year adult students) **(3)**; How to capture “non-traditional” and veteran students who are not in adult education programs
- Parent education/involvement **(3)**
- Adult Education Accountability Model to emphasize transitions **(2)**
- Accountability measures for postsecondary **(1)**
- Assessment/Use of ILP success data **(1)**
- Attention to non-cognitive skills **(1)**; Parent engagement
- Career pathways for teachers **(1)**

- Clearly defined measures **(1)**
 - Fidelity of implementation
 - School climate
- Collaboration between universities and adult education programs **(1)**
- Engaging in content/curricula **(1)**
- High-end **(1)**
 - High achievers eligible to get in high-end schools – leave the state and don't come home
 - We have no comprehensive competitive schools
- How to truly address P-20 seamless **(1)**
- No “help desk” for questions related to P-20 transitions and collaborations **(1)**
- “Ongoing” partnership collaboration **(1)**
- Ongoing review and revision of SLOs for 6-16 levels **(1)**
- Peer mentoring **(1)**
- “Postsecondary” is overly broad to encompass the varied types of academic experience **(1)**
- Strategy 2.2 – Implement... students equipped with 21st Century employability skills **(1)**
- Aligned curriculum to College and Career Readiness Standards for Adult Education
- Increased Adult Education marketing of services
- Integrate social experiences into curriculum
- Intervention strategies for returning/entering adult students
- Objective 2 – Should read “college and career ready”
- Other partners (e.g., PTO/PTA, business/industry, etc.)
- Scope/definition of underprepared
- Videos of good adult education instruction
- Where are the strategies for college completion?
- Where is the global (international) aspect to address the vision of succeeding “global economy”?

4. What should be a priority focus in 2016-2020?

The following issues were identified as being the top priorities to focus on in the next Strategic Agenda:

- Advising and counseling needs to be more available, effective, resourced and supported
- Addressing the non-academic barriers
- Disconnect of teacher preparation (theory to practice)
- Standardized professional development between K-12 and college faculty
- Strong, effective school administrative leaders

Afternoon Strategies Activity

The participants were divided into small groups, given a key question and asked to develop strategies that address the key question. After generating ideas, each small group was asked to share their strategies with the group-at-large.

1. What actions should be considered to ensure more high school graduates are college ready?

- Assure assessment and curriculum promote student centered learning
- Ensure teachers at all levels (P-12) have content knowledge and pedagogical content knowledge of what is required pre/during/post
- Increase professional school counselors (PSC) to decrease PSC/student ratios
- Mandated postsecondary institutions' involvement in transition programs
- Move beyond the test to assessing skill mastery
- PSC identify socially/SES/academically at-risk students and families for additional support and mentoring

2. What motivates students to be college and career ready?

- Clear understanding of what being ready means
- Education seen as fun – experiments/activities tied to curricula
- Escape
- Family – support system
- For adult education students to have a goal beyond GED/high school diploma
- Internal motivation from a culture of excelling – desire to succeed/meet expectations of family or other role model – persistence
- “Lesser of two evils” – the rest of my friends are doing this
- Money – financial aid and hope/dream for future
- Relevance of their learning
- Revisit goals

3. How can postsecondary institutions play a larger role in ensuring high school students are college ready?

- “Authenticity” – partner college students as mentors for K-12 students as required for experience
 - Good matches with students
- Better understanding where the students come from – especially general education courses
- Clarification of “what it takes to succeed” – pathways of majors to careers
- Colleges fund and place college/career counselor in high schools/ATCs
- Emphasis on academic expectations/literacy
- Establish uniform dual credit standards
- Involvement in policy creation at K-12 level
- Mentoring/Training of instructors in “how to teach classes like a college class” college expectations
- Ongoing partnership between content faculty and K-12 faculty
- Postsecondary collaboration with community organizations (churches, etc.)
- Preparation of counselors includes/focuses on connecting with college freshmen – capture stories, internships
- Redefine role and training of high school counselors
- Stronger connections to college campus (assist in transition)

4. Underrepresented minority and low income students have lower rates of college readiness. How can we close these achievement gaps?

- Co-requisite dual credit model
- Dual credit and early college
- Early outreach and intervention from postsecondary (GEAR UP, etc.) starting Pre-K
- Embed executive skills/academic mindset early in P-12 curriculum
- Expand accrediting opportunities (pathways)
- Expand peer/near-peer mentoring down to K-5
- More deliberately utilize technology to get information and data to students – make it fun, “gamify” and engaging
- Postsecondary – use more data-informed strategies to guide intrusive advising
- Postsecondary partner with community organizations, adult education centers, etc.
- School counseling interventions

5. How can we better align high school instruction and curricula to college readiness standards?

The participants thought the better question to answer might be:

➤ ***“How do we facilitate effective implementation of aligned standards?”***

All answers listed below apply to this question.

- Comprehensive advising opportunities for students
- Increase in autonomy of student (more requirements and supports at high school; more autonomous at postsecondary)
- Instruction should be designed around meaningful learning experiences
- More collaboration between postsecondary faculty and high schools (maybe K-12) teachers
 - BARRIERS: lack of “levers” to require; lack of funding for incentives
- Postsecondary perception of high school readiness
- Should we consider/define more innovative, alternative pathways (i.e., career pathway connections)
- Students need non-academic skills as well
- Suggestions for some revisions (especially developmental concerns) of KCAS
- We need better assessments that better align with college readiness standards

Action Plan

The participants identified the following key next steps for moving forward:

- Faculty buy-in for shift from developmental to credit-bearing

Debrief

The facilitator closed the meeting by asking the participants to answer a series of questions. Their responses are as follows:

1. What worked in regards to today's meeting?

- Diversity of experience in the room
- Good questioning
- Opportunity for conversation
- Realization of what we want/need is similar

2. What would you change? What would have made the day better?

- Adult Education program director in attendance
- P-12 representation (e.g., principals, primary school counselors)
- Students in attendance (high school, transition and those that have made it)

3. What final thoughts and/or lingering questions do you have?

- For students to be successful, it's much more than academic readiness
- Have to renew our focus on diversity in these discussions

DIVERSITY POLICY FORUM



Introduction

The Diversity Forum was held on March 24, 2015, at the Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Thirty-five individuals with expertise in diversity issues attended, including members of the CPE Committee on Equal Opportunities, the Kentucky Latino Education Alliance, university EEO representatives, local representatives of the National Association for the Advancement of Colored People, minority college students, and others.

Major Themes

A commitment to diversity needs to be front and center in the Council's next strategic agenda.

Participants overwhelmingly felt that the current Strategic Agenda does not signal strongly enough the Council's commitment to diversity. The word diversity does not appear in the mission or vision statement. Some participants felt that "diversity" should become a focus area in the next plan (like "college readiness" or "student success"), while others thought diversity objectives and strategies should be interwoven throughout all of the focus areas. Participants noted that if diversity objectives and strategies are not explicitly stated in the plan or given a high enough profile, too often they become an afterthought for institutional presidents and administrators. The current objectives and metrics in institutional diversity plans are not robust enough and require only a minimal effort on the part of institutions to comply.

All educational institutions and providers in Kentucky need to become more culturally competent. The National Center for Cultural Competence offers several definitions of "cultural competence," but perhaps the most widely accepted is

"a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals that enables [them] to work effectively in cross-cultural situations." In educational settings, the National Education Association defines it as "developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching." Participants felt that, despite progress, there is much work to do in Kentucky to build more inclusive and welcoming culturally competent schools and educators. Participants shared instances where prospective minority students have had negative experiences on campus tours, or with admissions officers, registrars, financial aid officers, or other personnel who were their first point of contact. When recruiting diverse students and faculty members, we should be able to point them to relevant community and social organizations or resources, as well as provide advice on local neighborhoods, places of worship, or where to buy specific products. To remedy the situation, cultural competence needs to be part of the core curriculum for teacher preparation programs and a central component of professional development programs for current educators, school leaders, and staff.

We need to find more effective strategies for closing achievement gaps. Participants found Kentucky's lack of progress in closing achievement gaps for underrepresented minority students somewhat discouraging. Despite many statewide and institutional initiatives, ACT scores and college graduation rates for these students are flat. Participants wondered if current programs are ineffective, or if there are other mitigating circumstances that are not being adequately addressed. Strengthening cultural competence may be a key strategy in closing these gaps.

We need to reach diverse students and families

where they are. Places of worship and neighborhood or community centers are important communication channels for many minority students and families. The growth of online outreach materials and activities (like KnowHow2Go) is positive, but online resources cannot be effective if students do not have broadband access at home. If we produce informational print materials for prospective college students, we must publish them in languages other than English, and we must ensure they are written in such a way as to be easily understood by people outside of education.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on diversity. Responses included:

- The SREB Doctoral Scholars program has increased the number of diverse faculty members in Kentucky institutions.
- The CEO adopted a more inclusive definition of diversity that encompasses issues of gender and sexual orientation.
- Outreach programs like the Governor's Minority Student College Preparation Program (GMS CPP), YMCA Black Achievers, and GEAR UP have been successful in providing early intervention for at-risk students, but programs need to begin even earlier.
- The Kentucky Latino Education Alliance is having a positive impact on the aspirations and educational outcomes of Hispanic students.
- Internships and coop programs have been successful in increasing the engagement of minority students at some institutions. This translates into better student outcomes.
- Pairing minority students with minority mentors and advisers is an effective strategy. Some institutions have successfully trained alumni or community members to mentor students.
- The summer bridge programs at Kentucky State University and Morehead have helped many

minority students address their college readiness needs before they matriculate.

- Free high school dual credit programs are particularly valuable for undocumented students who want to go to college but are not eligible for many sources of financial aid.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in increasing diversity. Responses included:

- K-12 and postsecondary education need more inclusive curricula that reflect the history and experiences of racial-ethnic minority groups. Educators should use pedagogical practices that reflect, value, and elicit diversity.
- There is lingering tension between the need to broaden notions of diversity and the fear that doing so will weaken our commitment to African-American and Hispanic students.
- The statewide diversity policy and institutional plans have not translated into improved performance on key objectives (e.g. student diversity, faculty and staff diversity, minority student outcomes).
- While student organizations to support diversity on campus are important (e.g., LGBTQ organizations), their existence does not necessarily indicate an institutional commitment to diversity, which is necessary to shift the culture and promote lasting, systemic change.
- Too often diversity initiatives are assigned to a single office or committee within the university and do not receive wide institutional support or attention. One participant stated, "Diversity committees on campus have no power. They don't have much impact because diversity is not woven into the fabric of the institution."
- The lack of diversity of KEES recipients suggests that the state's financial aid programs may need to be revised. Consider adding a need-based

component to KEES or equalizing funding between KEES and CAP/KTG.

- Although Kentucky's college readiness standards are good, care must be taken in admissions decisions to balance academic performance with the need to enroll a more diverse student population. Not all students of color should be funneled to KCTCS because of statewide college readiness standards.
- There is not enough minority parental support and involvement. How can we do a better job of educating and engaging parents sooner in the process?
- Very few of the state's college outreach materials are translated into languages other than English.
- Some counselors are not encouraging undocumented students to apply for financial aid, even though there are some institutional aid programs for which they are eligible. It is up to counselors to educate themselves about available resources and help these students navigate the process.

Recommended Strategies

- Implement programs to recruit more diverse students into education professions, as teachers, administrators, counselors/advisors, and faculty members. Find ways to increase minority participation on school Site-Based Decision Making Councils.
- Increase cultural competence in K-12 schools and college campuses for all school staff and personnel so that all students are welcomed, valued, supported, and accommodated.
- Help teachers accommodate different learning styles and more effectively respond to the needs of diverse students.
- Develop a financial incentive model within the CPE budget to reward the hiring of minority faculty and staff.

- Increase alignment between the CPE's statewide diversity policy, institutional diversity plans, and the Strategic Agenda for Postsecondary and Adult Education.
- Increase the number and quality of academic interventions for minority students and begin them sooner than middle school. Increase mentoring, advising, and tutoring programs, and pair minority students with minority mentors whenever possible.
- Provide more counseling to at-risk students and help them develop the non-cognitive behaviors and attitudes that will lead to success.
- Implement more parental engagement strategies for underrepresented minority families.

Feedback on Metrics

- CPE needs to be clear about what racial-ethnic minority categories are included in the metrics (i.e., are Asian populations included? Native Americans?)
- Is there an appropriate metric that could be used to monitor cultural competency on campus? Consider a metric that looks at dollars or resources devoted to this.
- CPE needs to break out performance on the metrics by race/ethnicity whenever feasible to focus more attention on achievement gaps.
- Participants would like to see diversity metrics incorporated into a postsecondary performance funding model.

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Appendix A: Participants

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Genny Ballard, Kentucky Latino Education Alliance

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Brian Buford, Assistant Provost for Diversity, University of Louisville

Maria Bush, Delta Sigma Theta

Juan Castro, JCC Group

Roger Cleveland, Eastern Kentucky University

Ricardo Nazario Colon, Kentucky Latino Education Alliance

Raoul Cunningham, State NAACP

Alexis Fonville, Student, Kentucky State University

Andrea Garr-Barnes, Director of Institutional Diversity and Inclusion, Western Kentucky University

Natalie Gibson, EEO Representative, Kentucky Community and Technical College System

Charles Holloway, EEO Representative, Morehead State University

Erin Howard, Latino Outreach Director, Bluegrass Community and Technical College

Dennis Jackson, Chair, CPE Committee on Equal Opportunities

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Edgardo Mansilla, Kentucky Latino Education Alliance

Steve Mason, Chief of Staff, Kentucky State University

Linda McCray, Former Executive Director, Bowling Green Human Rights Commission

Shannon Means, Director of Policy and Data Analysis, University of Kentucky

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***Kentucky Council on Postsecondary Education
2016-2020 Strategic Agenda Policy Forums***

***Diversity/Equity and Inclusion
March 24, 2015***

Facilitation Services Provided by

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Opening Conversation

Following the opening activity and presentation by CPE, the facilitator led the participants through a guided conversation. The responses to the question regarding important factors to consider when looking to the future are as follows:

1. From the standpoint of improving diversity/equity and inclusion in education, what are the most important factors to consider when looking to the future?

- All educational entities are not providing the framework for diverse teachers, administrators
 - Policy?
- Are the requirements at a minimum level just so they can meeting requirements? Do we really have Kentucky's commitment?
- Begin earlier with programs – PK (there's a gap between 4th – 8th grad)
- Children are all different (quality vs. fairness)
- Diversity should be included in all areas of the plan (macro and micro levels)
- Encourage building a diverse teaching force/educational administrators
- Getting parents involved
- Lack of understanding of what commitment looks like
 - How do the leaders support innovation?
 - Represent institutional commitment with resources to diversity (not just student groups)
 - Use synergy to leverage diversity within relational groups
- More inclusive curriculum across educational span
- P-12 isn't engaged in inclusiveness, diversity
- Positive inclusive pedagogy
- Think about the educational pipeline and diversity of such
- Recruit and retain diverse educators
 - Re-up the push that was made with Education Reform 1990 around inclusiveness
- Reform Colleges of Education

Morning Evaluation Activity

The participants were divided into small groups, assigned an Objective/Strategy/Tactic, and asked to answer the following key question. After generating answers to the question, each small group was asked to share their ideas with the group-at-large.

1. From your perspective, what objectives, strategies and tactics in the current Strategic Agenda related to diversity/equity and inclusion A) have worked well; B) have not worked well; C) should be kept, edited, deleted or added?

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.3 Strengthen the college-going and completion culture in Kentucky.

Tactic 1.3.1 Work with business, philanthropic, alumni, community and education leaders to help generate sustained interest and support for the state's efforts to increase educational attainment.

Working

- Collaboration
- Connection with alumni
- Internships
- Job shadowing programs
- K-12 school foundations
- P-12 leadership training
- P-12 teacher and learning training
- SACS

Not Working

- Organize communication with alums (e.g., African American alumni and other alumni of color)

Keep, Edit or Delete

- Keep

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.3 Strengthen the college-going and completion culture in Kentucky.

Tactic 1.3.2 Encourage baccalaureate degree granting institutions to set admission standards that, at minimum, align with college readiness standards.

Working

- Bridge programs

Not Working

- No predictive standards and communicating to student and parents

Missing

- Making assumptions with no data

Keep, Edit or Delete

- How do you gauge what will predict student success?

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.3 Strengthen the college-going and completion culture in Kentucky.

Tactic 1.3.3 Scale public awareness efforts to available resources and to the extent possible deliver the message through existing campus, business and government marketing channels.

Working

The group did not provide any responses to this category.

Not Working

- Community support
- Lack of CBO engagement
- Limit of internet access (transportation)
- More explicit communication to make sure everyone is welcome (e.g., LGBT, undocumented, etc.)
- Training of the gate keepers at the universities
- Translate into more languages (other than Spanish; international)

Missing

- High level admin/college level talk about diversity

Keep, Edit or Delete

- Keep, but edit... specify “public scale”

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.3 Strengthen the college-going and completion culture in Kentucky.

Tactic 1.3.4 Support expansion of student outreach and effective advising in middle and high school.

Working

- Good concept

Not Working

- Lack of development (see edits below)
- Need a dedicated person to intentionally counsel students with wide diversity knowledge (there is a gap)

Missing

The group did not provide any responses to this category.

Keep, Edit or Delete

- Keep, but edit to say “Support development of...”
 - Make more specific/better to understand

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.3 Strengthen the college-going and completion culture in Kentucky.

Tactic 1.3.5 Develop web-based resources related to educational attainment for students/families, regional/community leaders, educators, state policy leaders.

Working

- In addition to web-based, develop other effective means to provide information and resources related to educational attainment to students/families, community leaders, and state policy leaders (emphasis on personal outreach)

Not Working

The group did not provide any responses to this category.

Missing

The group did not provide any responses to this category.

Keep, Edit or Delete

- Edit – expand tactic

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.3 Strengthen the college-going and completion culture in Kentucky.

Tactic 1.3.6 Promote programs like Advance Kentucky, Project Lead the Way, and other initiatives that help improve college readiness and generate college credit for high school students.

Working

The group did not provide any responses to this category.

Not Working

- Communication of programs to diverse communities
- Faculty/Staff community engagement

Missing

- Commitment to free dual credit opportunities
 - Advisement
 - May be able to use KEES
- Uplift the “other initiatives” (e.g., KSU camps, LLCEC)

Keep, Edit or Delete

- Keep, but edit wording “Enhance Direct”

Objective 1 Increase the number of college-ready Kentuckians entering postsecondary education.

Strategy 1.3 Strengthen the college-going and completion culture in Kentucky.

Tactic 1.3.7 Maximize the use of KEES as an early financial aid commitment and college readiness tool (e.g., communications to students and parents).

Working

- Counselors communicate about it to students
- Counselors know about it
- Students are incentivized by funding
- Students receive funds/cut their costs

Not Working

- Adults are not recipients
- Counselors may need to begin communicating earlier
- Counselors may need to target low-income and minority populations
- Data needed to confirm who gets KEES
- Reorganization of KEES with CAP funds
 - KEES doesn't reflect demographics
- There is a gap between high GPA and low ACT scores and the use of KEES

Missing

- Effective financial aid for adults

Keep, Edit or Delete

- Keep, but edit wording... change “early financial aid commitment” to “early awareness” highlighting the incentive

Objective 4 Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared and underrepresented minority students.

Strategy 4.7 Implement a statewide diversity policy that recognizes diversity as a vital component of the state’s educational and economic development.

Tactic 4.7.1 Coordinate the development of institution diversity plans consistent with the new statewide policy, focused on student diversity, student success, workforce diversity, and campus climate.

Working

The group did not provide any responses to this category.

Not Working

- Are all communities “minority” being included?
 - African American
 - Asian American
 - Latina(o) or Hispanic
 - Native American
- Diversity committees on campuses lack power
- Plans are getting done – not implementing, just checking boxes
- Uncoordinated – focus of diversity committee not as a school, as a whole

Missing

The group did not provide any responses to this category.

Keep, Edit or Delete

- Keep, align with local community and internal

Objective 4 Increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared and underrepresented minority students.

Strategy 4.7 Implement a statewide diversity policy that recognizes diversity as a vital component of the state’s educational and economic development.

Tactic 4.7.2 Align the mission and responsibilities of the Committee on Equal Opportunities with the statewide diversity policy.

Working

- There is a policy and it is innovative and inclusive – CPE approved it

Not Working

- The policy has not improved all of the four focus areas in the statewide diversity policy

Missing

- Equity does not equal diversity

Keep, Edit or Delete

The group did not provide any responses to this category.

After reviewing and discussing the objectives, strategies and tactics in the current Strategic Agenda related to diversity/equity and inclusion, the participants were asked to answer the following key questions:

1. Are there other measures/metrics that could be used to capture progress in this area?

- To confirm commitment count funding put out by institutions

2. If you could change the Strategic Agenda, what would you change?

- A true P-20 plan for college access/success
- Add diversity into vision and mission
- Adequate funding/support for programs that work
- Better communication of the plan
- Broad statement that includes diversity in every goal and focus specifically
- Expand outreach beyond religious spaces
- Faculty members who are engaged in community (not just content experts)
- Faculty/Staff community engagement
- Frame in global competence
- Holistic cultural competency education
- Include Asian and American Indian
- Leadership accountability
- Where is diversity in the plan?

Afternoon Strategies Activity

The participants were divided into small groups, given a key question and asked to develop strategies that address the key question. After generating ideas, each small group was asked to share their strategies with the group-at-large.

1. What could be done at the statewide level to narrow or close academic achievement gaps?

- Increase student engagement by including diversity (contributions of diverse populations) in the curriculum/instruction
- Increase the cultural competence of teachers (through effective evaluations and professional development)
- Tie finances/performance funding to metrics (lowering the gaps)
- Each public school needs an Equity Council and staff/administrators devoted to this issue (KDE and CPE should work together on this issue to develop policy)
- SOEs increase diverse efforts (councils/courses) to work with community
- Legislative agenda (both KDE and CPE are responsible for closing gaps)

2. What can CPE do to further promote student preparedness to ensure that low-income and minority students are not overly represented in developmental education courses?

- Call out and define institutional responsibility – in other words, creed
- Leverage influence/relationship at the state level to increase accountability (especially P-12)
- CPE develop practical/appropriate language for dialogue (focused, clear, connection and compassion)
 - Resources to get faculty into the community to assist students – out of school learning
- Early intervention program 8th – 12th grade to motivate both students and parents to develop a culture of learning

3. What statewide strategies could be used to recruit and retain more diverse students, particularly from low-income, first-generation, and underrepresented minority backgrounds?

- Start in early elementary school
- Educate and include parents – multi-lingual and culturally appropriate
- More counselors that are diverse and culturally appropriate to demographics, as well as committed and mission minded
- Proactive outreach, personal
 - Community organizations
 - Social media, multi-lingual and multi-cultural videos
 - Worship centers
- Sustain, support through mentoring and follow-up through college graduation
- Involve universities in the minority communities proactively and culturally prepared

4. How can CPE partner with K-12 to better promote accessibility and the process for entry into postsecondary education for 1st generation, low-income, and diverse students?

- CPE can partner with school and community groups to develop programs targeted to reaching students from elementary through high school
- Develop mentoring programs comprised of high school and college mentors that work with elementary and middle school students to assist them in preparing for college
- Encourage parents in education and training so they can assist their children in preparing for college
- Share venue to best practices

5. What statewide strategies could be used to recruit and retain more diverse faculty & staff, particularly those from underrepresented minority groups?

- Develop connections with local community...
 - Fund SREB
 - Structure relationship with community (e.g., cultural life, house of worship, real estate, retail schools, etc.)
- Research grants for institutions to advance or distribute for Minority Tenure track
- Undertake the development of direct relationships with institutions that traditionally serve underrepresented minority groups
- Staff mentoring and development program (i.e., develop executive leadership program)
- Develop a financial incentive model within the CPE budget to reward hiring of underrepresented minority faculty and staff
- Develop statewide network for new faculty and staff

6. What statewide strategies could be used to recruit and retain more diverse faculty & staff, particularly those from underrepresented minority groups?

- Require career advising in first year
- Coordinate career counseling and academic advising
- Require an internship, co-op, study abroad and/or research experience of all students with faculty supervisor
- Require faculty workplace visits
- Foreign language and cultural competencies early in education (start in elementary)

Parking Lot

Items identified at the meeting, but due to time constraints could not be addressed, were placed in the parking lot for future reference.

- Think about creating the community you want!

Debrief

The facilitator closed the meeting by asking the participants to answer a series of questions. Their responses are as follows:

1. What worked in regards to today's meeting?

- Breakout sessions
- CPE is interested and committed to make this report work; therefore, it will close the achievement gap
- Discussion of how to include diversity in the total plan
- Diverse perspectives
- Facilitator
- Focus of discussion – everything was important/all vital to learning
- Group interaction worked
- Group work/not just one voice
- Hearing best practices from colleagues
- Inclusive definition of diversity
- It was a great idea to have a neutral facilitator; however I would like to make a suggestion of brainstorming what local community efforts are working to improve education outcomes for students and have CPE develop professional development opportunities to teach higher education professionals about their programs – these may be great recruiting opportunities
- Key/Knowledgeable participants
- Meeting and interacting with other participants
- Overall, very good working session
- Preparation materials
- Questions/Discussions
- Rotation to view other topic questions
- Some of the candid discussion
- Staying out of the weeds (kudos to facilitator)
- Table settings worked
- The discussion of the successful strategies to connect K-12 with postsecondary education
- The strategic overview was very good
- Topic discussion groups
- Visual aids at front

2. What would you change? What would have made the day better?

- Better directions to CPE offices (I got lost trying to find it from CPE directions on website)
- Having more academic leaders involved – people with decision-making power
- Having the plan before this meeting
- I felt that our dialogue was restricted by time
- If colleagues stayed the entire day (more lead time if there is a next time)
- Later start time for people from CDT zone (10:30 AM or 11:30 AM)
- More diversity
- More networking time
- Needed explanation/preparation prior to arriving
- No discussion of the vision to set parameters and get everyone on the same page
- Open the conversation up in small groups earlier in the meeting
- Other communities (Asian American, Native American) and KNHC representative
- The group interaction work was good; however, the broader question of how diversity will fit into the Strategic Agenda remains unclear
- Understanding of what and how this information gathered will be used by CPE
- We operated from a privileged class point of view

3. What lingering questions do you have?

- Can we get a report from today?
- Is there data on why students drop out? (i.e., academics, finances, isolation, lack of caring, lack of community, psychological, social)
 - 70% of students in a study said “school is boring”
- What is the purpose of the Agenda and audience?



Introduction

The Financial Barriers Forum was held on April 7, 2015, at the Kentucky Council on Postsecondary Education to gather feedback from key stakeholders to inform the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. Twenty-five individuals with expertise in college affordability issues attended, including representatives from GEAR UP KY, the Legislative Research Commission, 55K Degrees, KHEAA, the Governor's budget office, student government, and university student financial aid and enrollment offices.

Major Themes

The need for earlier and better advising about college financing, greater transparency about college costs, and simplification of financial aid processes. This was a common refrain throughout the day and was heard from virtually all participants. Students often are unaware of the necessary steps to apply for financial aid and are not starting the process early enough. Many families are intimidated by the process and will give up before all the steps are taken. College costs are not well understood, and often there is inadequate knowledge about student loans. Despite efforts to make college costs more transparent through tools like college cost calculators, many students still struggle to understand college financing. Several people suggested that high school counselors need better training in this area.

The need for greater state investment in need-based financial aid. This was another issue that surfaced repeatedly throughout the day. Thousands of eligible students don't receive state need-based financial aid due to lack of funding. This is a particular concern for adult and part-time students, many of whom apply later in the year for financial aid. Several people mentioned that the state is not directing the statutorily required amount of lottery funding into state aid programs. Some also mentioned that students are

running out of state aid before graduating due to the costs and time associated with non-credit bearing developmental education courses. Students who take longer to graduate often run out of federal financial aid eligibility as well.

The need for an organized, comprehensive campaign about the value of postsecondary education and strategies for college-going. As in several other policy forums, a number of participants suggested that there is need for a statewide campaign to promote the value of college. The campaign should include messaging about specific strategies and processes for college admissions and financial aid applications. The Education Pays campaign from the early 2000s, as well as Go Higher and Know How to Go were mentioned as examples.

The need for a review of state mandated tuition waivers. The concern over mandated tuition waivers was a common refrain. These waivers, which are in statute, require public campuses to waive tuition for specific populations without regard to financial need, such as public postsecondary faculty members, foster children, and spouses and dependents of service members killed or injured in the line of duty. Participants expressed concern about the increase in waivers and the impact they have on campuses' ability to serve other needy students. It was suggested that all of these waivers be reviewed to determine if they are still relevant and necessary.

The need for more research and information about college-ready students who decide not to attend college, or who register but never show up. A number of participants suggested that we don't know enough about summer melt—students who register for courses but never show up, as well as the reasons academically capable students choose to forego college. Data resources like the National Student Clearinghouse could help us analyze income profiles

and other student information so we can develop more targeted strategies to address these issues.

What's Working

Participants were asked to identify current statewide strategies that are having a positive impact on students' ability to overcome financial barriers to a college education. Responses included:

- CAP is need-based and caters to all kinds of students.
- KTG provides opportunities for needy students to attend private, independent colleges.
- Spalding University has a five and a half week, two-course semester that caters to adults. (alternative scheduling). The financial aid office has made this work for adults.
- The KEES program is helping traditional-age students attend college.
- The FAFSA is simpler now than it was in the past, but there is room for improvement.
- Tax credits work well for middle income students (the ones right above the Pell cutoff). Perhaps the ceiling for the tax credit should be lowered so more families could qualify.
- The University of Kentucky medical school has a fixed cost model—this model is easy to explain to students and parents.
- Four-year guarantees are working for some campuses—students are guaranteed a fixed annual cost if they finish in four years.
- Outreach workshops held by campuses, KHEAA and others are very helpful for many students.
- Aid is awarded on a semester basis and is not flexible enough to address alternative delivery models or people who finish early.
- Institutions receive no funding for state-mandated tuition waiver programs, which are growing every year. For example, public postsecondary faculty members and Area Technology Center instructors are granted tuition waivers to attend any institution in Kentucky. This was passed to help many instructors gain certifications required by accrediting agencies, but the time for this measure has passed.
- There is a lack of transparency about the true cost of college once room and board, books, and other expenses are considered. More and simpler information is needed for students and families to understand their bottom line. "Net" cost is not easily understood and means different things to different people and schools. More standardization is needed.
- Effective program review strategies are needed to ensure institutions are able to sunset programs that are no longer in demand (this is a way to achieve cost savings that could be passed on to students).
- Without adequate state support, enrollment and tuition revenue declines can result in the reduction of institutional student aid and support services.
- Work-study funding needs to be increased.
- The definition of an "independent student" needs to be revisited to make it easier for them to qualify for financial aid.
- College-savings programs (529) are not realistic for all income levels.
- Pell award levels are not high enough to meet students' financial needs.
- The FAFSA verification process is not working because it is tied to tax returns. It would be helpful to be able to use prior-year tax information.
- Higher education tax credits tend to help only higher income individuals.
- We allocate aid at 12 credit hours instead of 15 hours, which may create a disincentive for some students to take the necessary number of hours to graduate in four years.

What's Not Working

Participants brainstormed about current statewide strategies that have not been as effective in improving financial access to college. Responses included:

- Funding for need-based aid is insufficient. Money runs out in February and thousands of eligible students are left out.
- The KTG funding formula hasn't changed since the 1970s and needs to be modernized.

- Attendance at outreach workshops tends to be low.
- The required federal net price calculators do not work and are not helpful for students. There is little consistency in these tools among schools.

Recommended Strategies

- Increase funding for state need-based aid programs.
- Achieve compliance with existing statutes regarding the amount of lottery money that should go to state aid programs.
- Implement an organized, focused communication campaign to provide early college information and outreach to students and families. KHEAA and CPE might lead this effort.
- Raise awareness of the value of higher education. Institutions should work together to educate students, not compete against each other.
- Develop better financial literacy programs and information about wise borrowing.
- Improve training for guidance counselors or other near-peer mentors about college access strategies and financial aid.
- Evaluate mandated tuition waivers and associated costs and justify the continuation of each program.
- Institutions should freely discuss how they are using institutional aid with each other to increase transparency and the sharing of best practices.
- Explore the development of a free community college program like that in Tennessee. The effect on the comprehensive campuses would need to be considered, as would the cost and impact on KCTCS.
- Revise statutes and regulations to ensure part-time and adults students qualify for aid and increase grant funding for these students.
- Develop a better definition of “unmet need.”
- Increase opportunities for students to get college credit while in high school to help reduce college costs.
- Support federal efforts to simplify FAFSA completion by using prior-year tax data. This tax data would automatically populate an electronic form so parents or students would not have to enter it themselves.
- Target financial aid programs and education efforts for students and families with the biggest challenges, such as undocumented students, first-generation students, students from economically depressed areas of the state, and middle class students who are just over the income threshold for Pell grant eligibility and other need-based programs.

Feedback on Metrics

- CPE should look at net price for each income quartile—this is a better metric for affordability and one that CPE used in the past.
- The “eligible but did not receive aid” metric is too broad. It includes everyone who filled out a FAFSA but should only include those who applied and were accepted to a school.

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Appendix A: Participants

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Tiffany Quinlan, KCTCS student regent (Hazard Community and Technical College)

Carl Rollins, Executive Director, Kentucky Higher Education Assistance Authority

Breana Smith, Student Government Association President, Kentucky State University

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Denise Trusty, Financial Aid Director, Morehead State University

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***Kentucky Council on Postsecondary Education
2016-2020 Strategic Agenda Policy Forums***

***Financial Barriers
April 8, 2015***

Facilitation Services Provided by

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Focus Group Participants

The Financial Barriers Focus Group was attended by a diverse group of representatives including budget officers, research and policy advocates, admission directors, financial aid specialists and program coordinators, students from the Kentucky institutions, KHEAA, the State Budget Director, 55k Degrees, GEAR-UP Kentucky, Legislative Research Commission, and others.

Opening Conversation

Following the opening activity and presentation by CPE, the facilitator led the participants through a guided conversation. The questions asked and corresponding answers are as follows:

1. What questions and/or suggestions do you have for more informative data?

- Data of increase in FAFSA
- Data of student debt by in- and out-of-state
- Data that reflects financial aid and cost of college education and their relationship
- What types of institutional aid is offered?
 - High aid state (relative to other states)
 - Average incomes
 - Measure amount of remaining needed aid
- Where do you rank on need based?

2. From the standpoint of decreasing financial barriers to college, what are the most important factors/challenges to consider when looking to the future?

- Adult learners – affordability is a top concern and how to get credit for prior learning
- College is not perceived as an investment (lack of financial literacy)
- Consider incentives – eliminate disincentives
 - Reward on back- vs. front-end (e.g., at graduation, etc.)
- Don't lose the “middle student”
- High school counselor's role – Are they providing the best information?
 - What is their role? Are there other groups filling their role (i.e., college admissions)?
- “Kentucky Rising” initiative underway – new diploma to show a student is college ready
- Other people/agencies/groups to get involved in funding (e.g., employers)
 - Look and be open to new partners
- Perceptions and reactions are sometimes incorrect (students, parents, counselors)
- Personal motivations are key (males)
- Value of college education – public vs. private sector; state funding cuts
- Workforce Investment/Development is a critical component

3. What are the financial barriers in Kentucky? How do they differ by region, sector or student type?

Most Significant Financial Barriers in Kentucky

- Economic squeeze of the middle class
- Financial literacy; Lack of college planning and pre-science in K-12; Lack of early information (e.g., affordability, opportunities, resources); and Poor quality of information
- Perception/Lack of understanding of affordability
- Underfunded state aid

Additional Important Barriers

- Abuse of federal aid by “predatory” institutions
- Adult learners’ financial and other responsibilities
- Developmental courses eat up financial aid
- “Entitlement” attitude
- Idealize the “college student” as opposed to the real college student
- Lack of “general” financial resources (i.e., gas money to get there)
- Lack of awareness of matching loan payment to career choice (Return on Investment)
- Lack of online and competency based programs
- Low per capita income state
- Money does not match time-to-degree (4-year vs. 5-year vs. 6-year degree)

Special Attention Areas

REGIONS:

- Southeastern Kentucky and Delta region in Western Kentucky
 - Lack of economic base in these counties
 - Perception
- Urban areas (portions of)

SECTORS:

- Community College
- Comprehensive
- Research
- Two-year

STUDENT TYPE:

- Adult students
- First generation
- Low income
- Undocumented students/parents

Morning Evaluation Activity

The participants were divided into small groups, assigned an Objective/Strategy, and asked to answer the following key question. After generating answers to the questions, each small group was asked to share their ideas with the group-at-large. Through a dotting exercise, the participants were asked to prioritize the most important strategies to focus on in the next Strategic Agenda. The number of dots each idea received are denoted with (#).

1. From your perspective, what objectives and strategies in the current Strategic Agenda related to financial barriers A) have worked well; and B) have not worked well?

Objective 5 Decrease financial barriers to college access and completion.

- Strategy 5.1 Increase funding for state's need-based student financial aid programs and ensure they address the needs of part-time, transfer, and adult learners, as well as traditional students.

Working

- 5 ½ week semester (e.g., Spalding)
- CAP and KTG are need based and cater to all types of students
- Encourage more students to go to private colleges

Not Working

- Needs funding increased (21)
- KTG hasn't changed with the times
- Money runs out very fast
- Aid runs on an outdated model (good base; needs revisions)

Objective 5 Decrease financial barriers to college access and completion.

Strategy 5.2 Advocate for sufficient state operating support, financial aid, and campus efficiencies to reduce pressure of tuition.

Working

- College Career Readiness Model leads to less remediation
- KEES program 2.5 to earn

Not Working

- State mandated programs (no funding received) (9)
 - Tuition waivers
- Difficulty of sun-setting programs
 - Employability of grads
 - Lack of thorough research into relevancy of programs
 - Market needs/demand
- Funding low enrollment programs (cost efficiency issue)
- Lack of information on “true” cost of education
- State appropriate funding and tuition funding are not equal

Objective 5 Decrease financial barriers to college access and completion.

Strategy 5.3 Support Pell Grants, the simplification of FAFSA, college savings programs, college work study, tax credits, and other federal aid initiatives intended to maximize student access and success.

Working

- FAFSA is fairly to complete
- Tax credits for students in the middle income

Not Working

- FAFSA verification process **(2)**
- Tax credit is not working for low income families **(2)**
- Definition of an independent student needs to be revisited **(1)**
- College savings programs are not realistically available to all income levels
- Pell amounts need to be higher
- Some FAFSA questions are confusing (needs clarification)
- Work Study funds need to be increase
 - Helps financially
 - Helps with constant interaction

Objective 5 Decrease financial barriers to college access and completion.

Strategy 5.4 Increase students' and families' understanding of the net costs of going to college and the availability of financial resources to help them.

Working

- Four-year guarantee at Centre College
- University of Kentucky medical school fixed cost model is working well

Not Working

- 15 to finish is the goal, but aid allowed at 12 credits (inconsistent)
- Colleges offering workshops, but low family attendance
- Locking-in tuition relies on constant state appropriations
- Net cost calculator
 - Confusing to the average parent/student ("Net" – what's that?)
 - Hidden on websites
 - Not updated
- Too many variable costs... hard to estimate costs
 - Books
 - Housing
 - Meals
 - Transportation

After reviewing and discussing the objectives and strategies in the current Strategic Agenda related to financial barriers, the participants were asked to answer the following key questions. Through a dotting exercise, the participants were asked to prioritize the most critical issues that will need to be improved by 2020. The number of dots each idea received are denoted with (#).

2. Are there other measures/metrics that could be used to capture progress in this area?

- Counterintuitive to what institutions need to do to maximize efficiency related to aid dollars
- Low income student measure is too broad
 - Should only include students who applied and were accepted to a key institution
- Measures are important
- Too confusing (charts are hard to read)
- Tracking low income

3. What objectives, strategies or metrics related to financial barriers are missing?

The following issues are not in connection to a specific strategy unless otherwise noted:

- Increase awareness of educational value that goes beyond aid (will take unity among institutions) **(6)**; Education on loans for parents and students **(4)**; Strategy to expose students and parents to college/career options **(3)**; What are we doing to help students make smart loan choices? **(3)**; Do college fairs at employers directed at parents **(2)**; Strategy 5.4 – Add using additional communication modalities such as social media, PSA, peer programs, etc. **(1)**; and Cost of education equals for years **(1)**
- Develop a model to determine who's not coming (need data to tell); Who is not finishing college and why? **(5)**; and Who is not attending college and why?
- Strategy 5.2 – Suggest statute revisions to align with objectives **(4)**
 - Financial Aid eligibility for part-time and adults
 - Unfunded tuition waivers
- Further develop and assess collaborative efforts to prepare students for college **(3)**; Increase “dual credit” (dual enrollment management) participation of students in high school **(2)**
- Grants for adult learners **(2)**
- Develop a comparison model of how schools are utilizing aid **(1)**
- Free community college **(1)**
- Strategy 5.2 – Include metric to encourage student success and affordability in Performance Model **(1)**
- Clarify unmet need
- Metric – Measure student loans in excess of direct cost
- Metric – Need a better way to gauge “intent” instead of just FAFSA
- Metric – Net price by income quartile
- Relationship between institutional costs (tuition, cost of attendance) and amenities/auxiliary services

Afternoon Strategies Activity

The participants were divided into small groups, and asked to develop strategies that address the prioritized issues by answering the following question:

- **How will we improve this issue by 2020?**

After generating ideas, each small group was asked to share their strategies with the group-at-large.

ISSUE:

Strategy 5.1 – Needs Funding Increased

- Achieve compliance with existing statutes to utilize all lottery proceeds for need-based aid
- Advocacy campaign coordinated by CPE and KHEAA
- Redirect tax incentive to increase need-based aid

ISSUE:

Strategy 5.2 – State Mandated Programs (No Funding Received)

1. Review all tuition waivers
 - Adopted and Foster Children
 - Could require income component
 - Dependents & Spouses of public service officers/military killed or disabled
 - Employees
 - Could share costs between KCTCS and four-year schools
 - Seniors 65 years and older
2. Need budget relief
3. Need funding source

ISSUE:

Missing – Increase Awareness

- Assessment
- Program (e.g., Education Pays)
- Marketing
- Execute
 - Faith-based organizations
 - Family Resource centers
 - Professional development for guidance counselors
- Collaboration – community, past partners, new partners
- Funding

ISSUE:

Missing – Who is not coming to college? Who is not finishing and why?

- Each college/university should look at national clearing house and send report to state (CPE) of those that applied, but didn't go anywhere
- Find creative ways to identify non-completers for each year and at what point are they dropping out
- Implement process at state level to gather data
- What are the income levels (their profile)?

The participants agreed the following issue is not a priority; however, it was important for them to discuss its impact, advantages and disadvantages:

ISSUE:

Missing – Free Community College

- Cost?
- Four-Year?
 - Potential lower costs
 - Regional may feel it worse than flagships
- Bump staff all-around at community colleges
- Classroom dynamic change
- Forge partnerships between two- and four-years (e.g., concerning facilities, etc.)
- Strengthen advising and student support
- Strengthen transfer policy
- To be economically competitive, citizens need more than high school education

Debrief

The facilitator closed the meeting by asking the participants to answer a series of questions. Their responses are as follows:

1. What worked in regards to today's meeting?

- Collection of attendees

2. What would you change? What would have made the day better?

The group did not provide any responses to this category.

3. What final thoughts do you have?

- Collaboration is key – having all sectors and key agencies as a part of the discussion is important