KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE

October 23, 2023 – 10:00 AM ET
Virtual meeting: https://us02web.zoom.us/j/89129396618

Indicates action item

Who:	Kentucky Council on Postsecondary Education
Meeting Type:	Academic and Strategic Initiatives Committee
Date:	September 11, 2023
Time:	10:00 a.m. ET
Location:	Virtual Meeting via ZOOM Webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Monday, September 11, 2023, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

ATTENDENCE

All committee members attended the meeting: Dr. Kellie Ellis, Dr. Meredith Figg, Karyn Hoover, LaDonna Rogers and Kevin Weaver.

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

APPROVAL OF THE MINUTES

The minutes of the June 6, 2023, meeting, were approved as distributed.

PROPOSED NEW ACADEMIC PROGRAMS

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

Council staff reviewed the proposed programs and recommended approval.

Criminal Justice (B.S./B.A.) - CIP 43.0100 – University of Kentucky
Presented by: Justin Miller, Dean & Research Professor in the College of Social Work
- The 120-credit hour program would provide students with an interdisciplinary, comprehensive understanding of the multifaceted criminal justice system. The curriculum is designed to cultivate critical thinking through examining the role of social

and legal systems, structures, and institutions in addressing individual and community needs and seeking equitable outcomes.

Criminal Justice (M.S.) - CIP 43.0100 – University of Kentucky
Presented by: Justin Miller, Dean & Research Professor in the College of Social Work
- The 30-credit hour program would provide students with a comprehensive understanding of the integration of theory, policy, and research within leadership and administrative roles in criminal justice systems. The curriculum will cultivate critical thinking in examining the synthesis of social and legal systems, structures, and institutions in implementing and evaluating outcomes.

MOTION: Ms. Rogers moved the Committee approve both proposed programs from the University of Kentucky and recommend final approval by the Council at its September 19, 2023, meeting. Dr. Figg seconded the motion.

VOTE: The motion passed.

KENTUCKY'S ADULT LEARNER INITIATIVES

Amanda Johannsen, CPE's Associate Director of Postsecondary Completion and Adult Learning Initiatives, provided an update on the work completed since the release of CPE's 2022 report, *Moving Up: An Action Plan to Improve Economic Opportunity for Kentucky Adults Through Lifelong Learning*. The report was the result of a year-long effort that brought together a team of state and national experts to recommend action steps to advance this important work. Ms. Johanssen highlighted CPE's current initiatives aligned with the strategies and highlighted specific efforts being done in the area of student basic needs.

SUMMER BRIDGE PROGRAMS

Dr. Amanda Ellis, CPE's Vice President of K-12 Policies and Programs, and Dr. Robin Hebert, CPE's Senior Fellow of K-12 Policies and Programs, provided a report on summer bridge programs, including strategies, data, and value added for students, institutions, and overall student completion. The goal of the program is to ensure incoming students who complete a summer bridge experience will enter their fall term with confidence, a network of support, and a strong foundation for success. Dr. Hebert also discussed the Summer Bridge Convening set to take place on September 29, where attendees would discuss the challenges and strategies for first-year transition support.

STRATEGIC COMMUNICATIONS ON THE VALUE OF POSTSECONDARY EDUCATION

Dr. Rick Smith, CPE's Vice President of External Affairs and Economic Partnerships, provided an update on the work of the Communications unit since its reorganization in January of 2023. The unit is established with leading the agency's strategic communication's efforts, promoting the value of higher education, increasing public awareness about the role and priorities of

CPE, as well as strengthening external partnerships with economic development leaders, associations, state agencies, nonprofit organizations, community organizations, and other key stakeholders. Dr. Smith also introduced Jesse Osbourne, who joined the Council earlier in the month to serve as Director of Strategic Communications and Brand Identity.

2023 HEALTHCARE WORKFORCE COLLABORATORY

Dr. Leslie Sizemore, CPE's Assistant Vice President of Workforce Initiatives, invited the Committee members to the first ever Healthcare Workforce Collaboratory taking place on October 10, 2023, at the Marriott Griffin Gate in Lexington, Kentucky. The in-person only event features sessions and networking opportunities that help bridge the gap between postsecondary institutions and workforce partners. Planned sessions include panel discussions on how AI is impacting healthcare workforce operations; legislative perspectives on healthcare, workforce, and postsecondary education; and existing partnerships that have been shaped by the Healthcare Workforce Collaborative since its formation.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 11:10 a.m., ET.

ACADEMIC & STRATEGIC INITIATIVES COMMITTEE   **ACTION ITEM**
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION   October 23, 2023

TITLE: Proposed New Academic Programs for Review & Recommendation

RECOMMENDATION: Staff recommends the Committee approve the proposed New
Academic Programs from the University of Kentucky and recommend
final approval by the full Council at its November 17, 2023, meeting.

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

PROGRAMS PROPOSED FOR APPROVAL

The following proposed programs are recommended for approval. Proposal summaries for each
are attached, and include the program description, estimated student demand, employment
demand, and projected revenue and expenses related to the proposed program.

<u>University of Kentucky</u>
- B.A., Sports Leadership (CIP 31.0508)
- B.S., Statistics and Data Science (CIP 27.0501)

SUPPORTING INFORMATION

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

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

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Sports Leadership
Degree Destination: Bachelor of Arts

CIP Code: 31.0508
Credit Hours: 120
Implementation Date: 1/16/2024

Program Description

The proposed program will focus on leadership across sport and fitness industries through a blend of sport psychology and sport management/leadership. Students will also understand sociocultural issues in sports, kinesiology, and health promotion in sport management. It will be a transdisciplinary degree across colleges and departments in both the College of Education and the College or Communication and Information that allow students to specialize in specific areas of sport related to communications and socio-cultural issues while also providing a foundation of sport skills as recommended by the Commission on Sport Management Accreditation

The program is designed to expand on the university's existing foundation of a focused, intentional, purpose-driven curricular and co/extra-curricular experience with state-wide and global relevance, led and fostered by faculty and staff excellence. Currently one of the university's programs offers degree tracks in teacher education, health promotion, and exercise science. Not all students are interested in these tracks but do have a general interest in sport & fitness. This proposed degree option would give learners the opportunity to gain hands-on experience in the various sport & fitness industries.

This degree program would afford learners an option of experiential learning or research application. Coursework associated with the seminar and practicum of the degree can be customized to better fit the needs of the graduates. This will be attractive to students interested in applied sport and fitness concepts or those interested in sport & fitness research.

As a result of this programs, students will be able to:
- identify the bodily systems involved with sport and fitness concepts.
- demonstrate management/leadership characteristics in sport and fitness environments.
- identify the mental aspects of sport and fitness participants.
- plan, execute, and evaluate programs in sport and fitness.
- minimize risk in sport and fitness.
- create sociocultural programs to address current issues in sport and society.

A unique attribute of this proposed program is the sociology and psychology that will be intertwined in the curriculum to help address issues in diversity, equity, and inclusion, as well as mental health.

Connection to Other Programs

While Eastern Kentucky University, Morehead State University, and the University of Louisville have programs in a similar CIP code (31.0504 - Sports and Fitness Administration/Management), Western Kentucky University is the only one with a program in the proposed CIP code (31.0508 – Sport Studies). Representatives from UK and WKU discussed potential collaborations, including:
- cross-faculty guest lecture series, fostering knowledge exchange between UK and WKU.
- study abroad opportunities.
- research forum involving UK, WKU, and other entities.
- promotion of service learning opportunities
- joint career and graduate program information dissemination.

Student Demand

Based on feedback from a student questionnaire and communication with prospective students, a sports leadership program is highly desired. The transdisciplinary approach of the proposed program will allow students the opportunity to concentrate in areas related to communications, e-sports, and entrepreneurship, giving them the flexibility to prepare for a variety of careers. Additionally, the proposed program will be offered in three modalities – hybrid, online, and in-person. The goal of the proposed program is to grow the student market with the online option.

Initial estimates of enrollment are:
Year 1 – 50
Year 2 – 92
Year 3 – 133
Year 4 – 200
Year 5 – 210

Employment Demand

The program will prepare students to pursue a wide range of careers, such as a coach, athletic trainer, exercise trainer, sports official, and sports management. Students will also be prepared to continue to graduate school for degrees in sports psychology, athletics training, kinesiology, and other related areas. Data from the Bureau of Labor and Statistics shows that careers in this area are expected to grow in the next 10 years, and the median wages expected in these careers are above Kentucky's annual median wage.

Budget

By collaborating with multiple departments and colleges, the projected expenses of the program will be shared. Current faculty are in place to begin the program and additional faculty will be hired based on projected program growth in enrollment.

Projected Revenue over Next Five Years ($): $4,529,647.00
Projected Expenses over Next Five Years ($): $2,717,788.00

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Statistics and Data Science
Degree Destination: Bachelor of Science

CIP Code: 27.0501
Credit Hours: 120
Implementation Date: 1/15/2024

Program Description

The proposed program will equip students to execute all stages of data analysis, from data acquisition and exploration to application of statistics and machine learning methods for the creation of data products. Graduates will be prepared to enter the workforce directly or to continue on to graduate-level programs in statistics.

Through this program, students will:
- Develop fundamental statistical knowledge by:
  - formulating problems using the language of probability o represent and quantify error and uncertainty using formal mathematical language
  - evaluating the strength of evidence for empirical claims using statistical inferential theory and methods
  - understanding the differences when analyzing data from observational studies and well-designed experiments ·
- Explore real data modeling questions by:
  - building and assessing quantitative models that solve real world problems in diverse contexts
  - undertaking all stages of a data analysis pipeline – including data wrangling, model exploration, algorithmic modeling, and the creation of insightful data products
  - creating visual summaries of data patterns that are visually compelling, information-rich, accessible, and honest representations of the underlying data and methods
- Build computational fluency through:
  - effectively using professional-level technology tools to create reproducible, comprehensive records of a data analysis pipeline
  - understanding the core components of programming with data, with detailed knowledge of the statistical programming language, R
  - demonstrating the ability to learn emerging programming languages o differentiate between probabilistic and deterministic algorithms
  - understanding how mathematical models are translated as computational algorithms.

- Discuss data outcomes from a statistical perspective by:
  - presenting key statistical ideas both orally and in writing, especially for non-experts o articulate choices within the data analysis pipeline, including in the context of limitations of the data and/or modelling assumptions
  - translating between the context of a real-world problem and data-based considerations
  - constructing captivating deliverables that summarize a data analysis workflow, using fully reproducible methods.

Connection to Other Programs

Both Eastern Kentucky University and Northern Kentucky University offer undergraduate programs in statistics and related fields, with EKU focusing on data science and statistics and NKU offering traditional statistics and data science programs. EKU's Data Science and Statistics program offers several different program options with the statistics combination being most like the proposed program. This program

option requires three to four credit hours of programming and roughly 35 credit hours in math and statistics.

NKU's statistics program emphasizes methods and regression sequences, requiring 43 credits and offering a wide range of elective courses in math and statistics. NKU does not provide machine learning or data science courses within its statistics program. However, NKU also offers a separate data science degree within its School of Computing and Analytics, requiring 6-9 hours of programming, 15 hours in computer science, 16 hours in data science, and 18 hours in Math and Stats. Statistics students can pursue a minor in data sciences.

The University of Kentucky's proposed program is most like EKU's program and offers more data science courses than NKU's statistics program and more mathematical statistics than NKU's data science program. UK's program also allows for specializations and flexibility to pursue double majors and the university scholar program.

The University of Kentucky's program has strong faculty expertise, significant grant funding through its Predictive Analytics and Data Science Hub, and an established record of constructive collaboration with other units and other universities. Potential areas of collaboration with partner universities, recognizing their geographical proximity in the state, include offering data science workshops for all our combined students, and coordinating capstone/consulting experiences to create more and diverse options.

Student Demand
Initial estimates of enrollment are:
Year 1 – 5
Year 2 – 10
Year 3 – 30
Year 4 – 40
Year 5 – 50

Employment Demand
Based on criteria such as future growth, salary, and work-life balance, Data Scientist/Statistician is ranked as one of the best jobs by multiple career guidance websites. Current rankings for the occupation of data scientist are close behind and will likely exceed the demand for statisticians in the near future. In its 2020 Emerging Jobs Report, the professional networking and employment platform LinkedIn ranked data scientist third among 15 in a list of emerging jobs in the United States. Hiring of individuals for such roles increased by 46 percent since 2019 and an annual growth rate of new employment opportunities in the field is projected to be 37% annually. The Bureau of Labor Statistics (BLS) and the O*NET Program provide projections for new jobs in statistics and data science that are overwhelmingly positive. Both occupations are identified as having a "Bright Outlook" nationally and for Kentucky over the next 10 years. Much of this projected growth will result from businesses collecting an increasing amount of data from an ever-widening number of sources. In order to analyze and interpret this data, businesses and organizations will need to hire more people specifically trained in such analysis.

Budget
The program will be funded based on financial allocation models adopted by UK, and funds generated from these allocations will be reinvested into the program. The proposed program is expected to continue to bring new students to the institutions and has been deemed financially viable by the university.

> **Projected Revenue over Next Five Years ($):** $948,827
> **Projected Expenses over Next Five Years ($):** $890,100

TITLE: Preliminary Enrollment for Fall 2023

DESCRIPTION: Staff will provide the preliminary enrollment numbers for Kentucky's public institutions for the fall of 2023

PRESENTERS: Travis Muncie, Executive Director, Data and Advanced Analytics
Blake Nantz, Senior Associate, Data and Advanced Analytics

SUPPORTING INFORMATION

Preliminary enrollment data for the fall of 2023 shows impressive year-to-date growth in undergraduate enrollment at public institutions. Total undergraduate enrollment at 4-year publics has increased 3.1% after slow but steady declines over the last decade. KCTCS is up 3.6% overall and experienced a 14.9% increase in dual credit enrollment.

It looks to be another very large first-time class for our 4-year publics. The 4-year publics as a system are up 3.3%. All institutions are up except for NKU and KSU, and Murray leads the way with a 21.7% increase in their first-time undergraduate students. KCTCS appears to also be up big with an increase of 5.8% in their first-time student count.

Enrollment of underrepresented minority students continues to remain strong with total undergraduate enrollment up 6.7% at the 4-year publics and 8.7% at KCTCS.

Staff will provide a full update on the preliminary enrollment numbers at the meeting, and final report will release in November.

Fall 2023 Preliminary Enrollment

Travis Muncie
Executive Director, DRAA
Kentucky Council on Postsecondary Education

Blake Nantz
Senior Associate, DRAA
Kentucky Council on Postsecondary Education

CPE
Higher Education Matters

HIGHER EDUCATION Matters

1

Total Undergraduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
150,019		141,081	-6.0%	135,363	-4.1%	134,853	-0.4%	139,296	3.3%
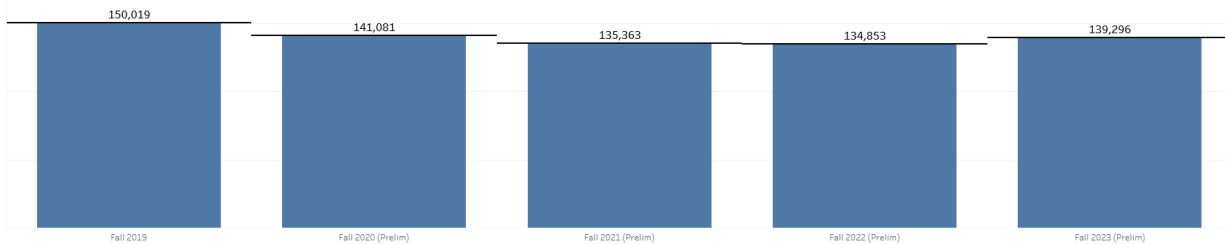
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Total Graduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
25,294		26,911	6.4%	28,595	6.3%	28,233	-1.3%	28,210	-0.1%
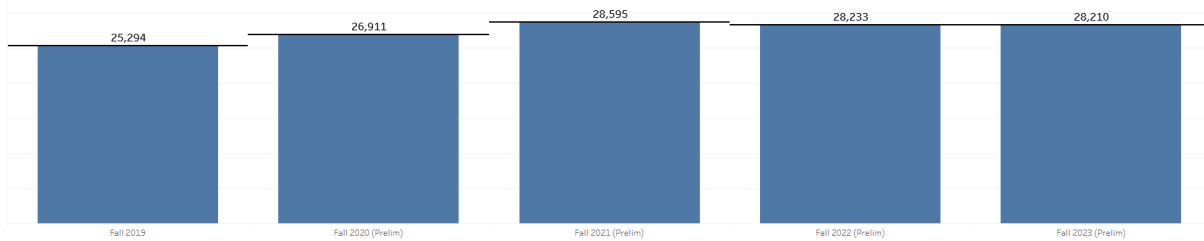
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Four-Year Publics

4

Total Undergraduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
98,185		93,715	-4.6%	91,030	-2.9%	90,588	-0.5%	93,420	3.1%
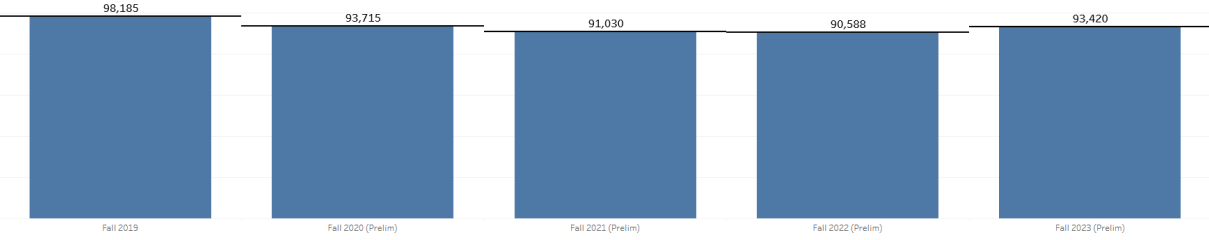
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First-Time Undergraduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
18,417		18,393	-0.1%	17,523	-4.7%	19,113	9.1%	19,738	3.3%
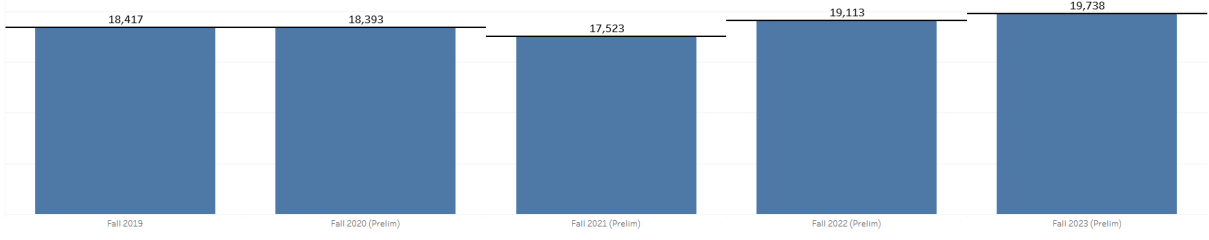
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Underrepresented Minority (URM) Undergraduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
15,998		16,330	2.1%	16,365	0.2%	16,613	1.5%	17,731	6.7%
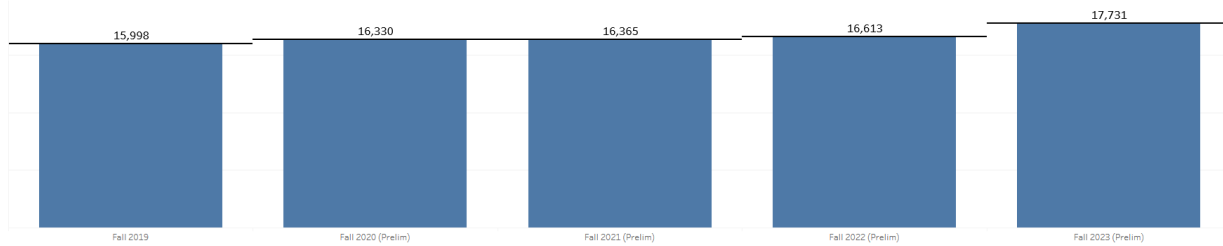
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Adult (Ages 25-64) Undergraduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
11,995		11,322	-5.6%	10,428	-7.9%	10,567	1.3%	10,352	-2.0%
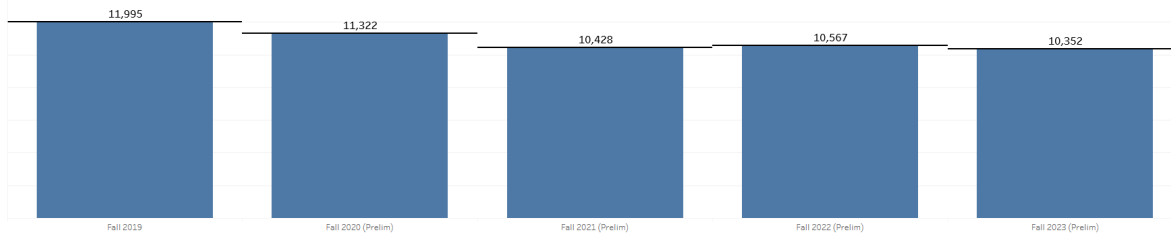
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Dual Credit

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
11,374		8,428	-25.9%	7,883	-6.5%	8,207	4.1%	10,060	22.6%
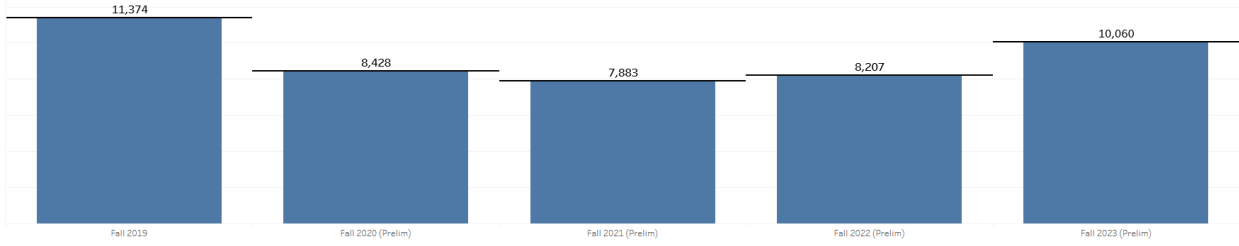
2-Year Publics

Total Undergraduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
51,834		47,366	-8.6%	44,333	-6.4%	44,265	-0.2%	45,876	3.6%
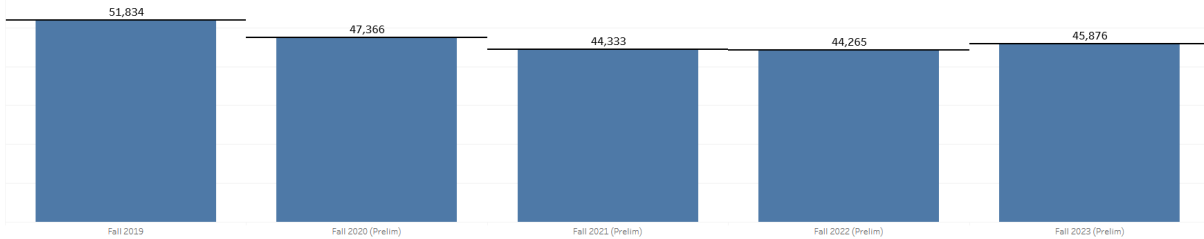
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First-Time Undergraduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
12,600		9,139	-27.5%	13,694	49.8%	14,390	5.1%	15,221	5.8%
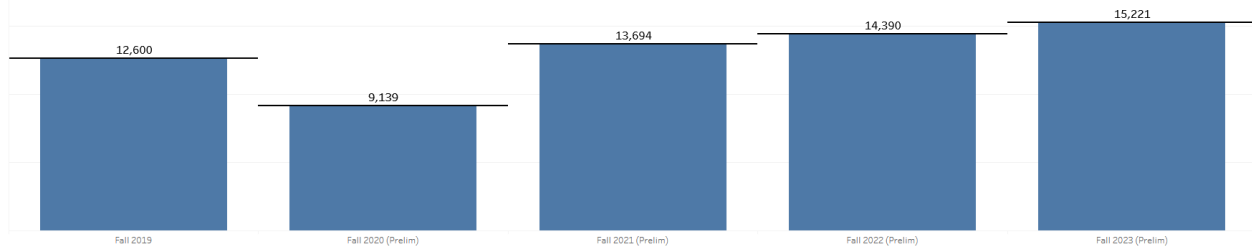
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Underrepresented Minority (URM) Undergraduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
9,853		9,249	-6.1%	9,066	-2.0%	9,487	4.6%	10,311	8.7%
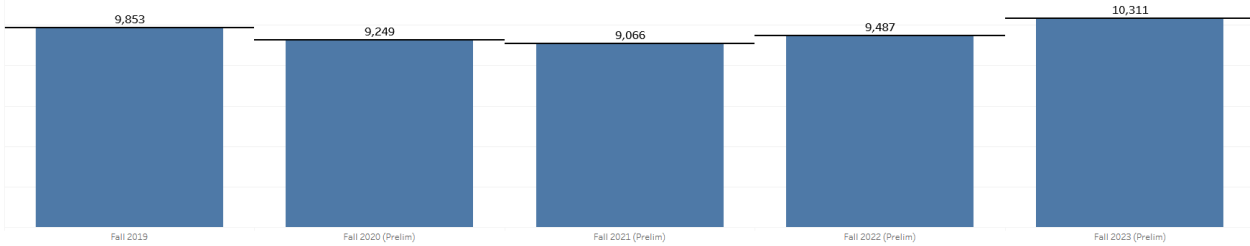
Adults (Ages 25-64) Undergraduate

Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
20,424		18,432	-9.8%	17,511	-5.0%	17,330	-1.0%	18,063	4.2%
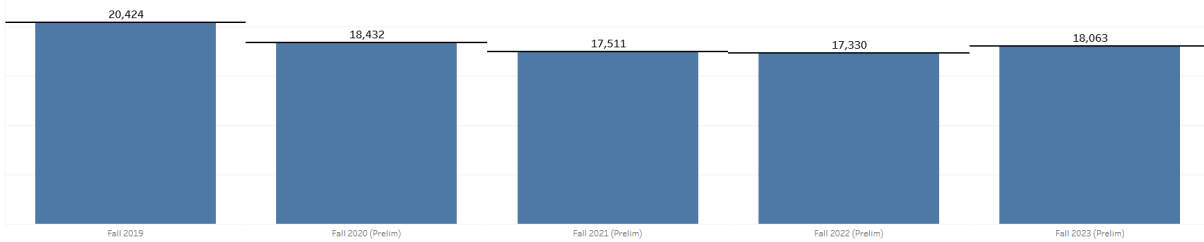
Dual Credit

Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change	Enrollment Count	% Change
12,266		15,136	23.4%	17,989	18.9%	20,674	14.9%

15

15

8
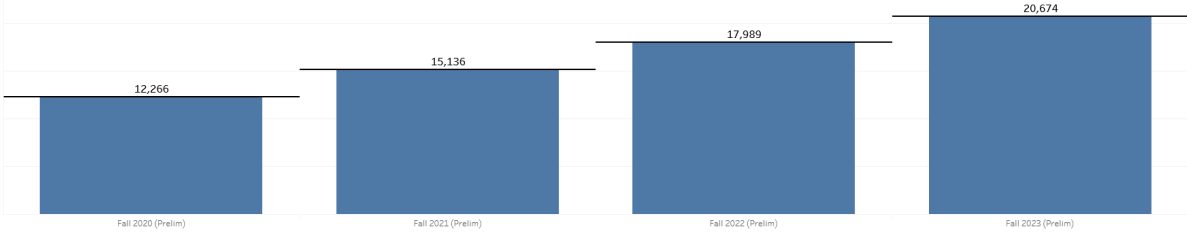
TITLE: CPE's kynector partnership with CHFS

DESCRIPTION: Staff will discuss the new partnership with CHFS to ensure basic student
needs are met, thus allowing them to persist through graduation.

PRESENTERS: Lilly Massa-McKinley, Executive Director, Kentucky Student Success
Collaborative

SUPPORTING INFORMATION

CPE's Kentucky Student Success Collaborative (KYSSC) convened the Student Basic Needs
Action Network (SBNAN) in the spring 2023 to develop a statewide strategy to address basic
insecurity. The strategy focused on two objectives: 1) to increase access to basic needs support
for postsecondary students, and 2) to increase access to postsecondary education for
individuals receiving state support.

The SBNAN was comprised of over 50 stakeholders from the governor's office, state agencies,
community colleges, universities, nonprofit partners, and workforce organizations. The SBNAN
released a report in July 2023 outlining the current state of basic needs insecurity as well as
eight recommendations to increase educational attainment and financial stability of Kentuckians.

The Cabinet for Health and Family Services (CHFS) was a highly engaged partner throughout
the project. CPE provided a briefing to Secretary Friedlander on the emerging barriers and
recommendations, and he proposed a partnership to place "kynectors" – CHFS employees who
provide benefit eligibility screening, application assistance, and referrals to community-based
organizations for basic needs support – at each of the KCTCS colleges and Kentucky
universities.

To date, CPE is excited to share that 16 kynectors have been hired to add capacity to KCTCS
colleges in support of students from low-income backgrounds and students who struggle with
basic needs security. The kynectors will serve full-time at the college and lead outreach to
students; promote benefit programs including SNAP (food assistance), CCAP (childcare
assistance), KTAP (cash assistance), and Medicaid (healthcare assistance); and serve as a
point of contact for all basic needs issues. Many of the kynectors are still in training, but four
started this week and all colleges will have kynectors by Thanksgiving.

CPE will be tracking the monthly impact of the kynectors including: # of students receiving
outreach, # of students they screen for benefits eligibility, # of students they assist with benefit
applications, # of new students enrolled in a benefit program (including SNAP, CCAP, KTAP,

Medicaid). Connecting students to benefits such as SNAP ultimately reduces unmet financial need by approximately $3,000 per year. The impact of benefit participation on retention, completion, and employment/earnings within one year of graduation will also be tracked.

The Cabinet is also committed to supporting kynectors at Kentucky's universities. Currently, kynectors will dedicate two days per month on university campuses to do outreach and support benefit screening and application assistance. CPE is just beginning to explore data sharing agreements and other ways to increase the impact of kynector outreach to students.

Kynectors will play a vital role in the overall student basic needs strategy. CPE is thankful for the support from the Cabinet for Health and Family Services and look forward to building on this great partnership.

TITLE: CLIMB Health Initiative

DESCRIPTION: Staff will provide an overview of the CLIMB Health initiative and how its work will be conducted over the next year.

PRESENTERS: Leslie Sizemore, Assistant Vice President, Workforce Initiatives

SUPPORTING INFORMATION

The CLIMB Health initiative, funded by the Cabinet for Health and Family Services, establishes career ladders in mental and behavioral health for individuals with lived experience in addiction recovery. It promotes higher education led opportunities for workforce re-entry and encourages healing for the Kentucky communities most affected by the effects of drug abuse and addiction.

CLIMB Health focuses on three key components: recovery/re-entry directed pathways, facilitation of relationships between specialty courts and participating campuses, and dedicated infrastructure for distinct educational opportunities available exclusively from CLIMB campuses. The program invites individuals, who have been previously excluded from workforce participation, to capitalize on educational opportunities designed for workforce re-entry into mental and behavioral health professions.

Program Objectives - CLIMB Health will improve career outcomes through access to educational opportunities that take advantage of lived experience in addiction recovery. Specific objectives include:

- Providing participating campuses with a system wide curriculum and pathway structure beginning with peer support specialist certification.
- Expansion of educational opportunities to allow participants to build on their achievements through completion of an AAS degree in Human Services and eventual seamless transition to partnering four-year institutions for degree completion in social work.
- Assistance with implementation and management of the CLIMB Health initiative through financial support and training of a specialized staff.
- Breaking down social barriers to allow participating individuals to gain the benefits of meaningful workforce participation.
- Expansion of peer support certification training availability through KY Career and Technical College System (KCTCS) campuses.

- Promotion of collaborative partnerships which will expose previously underutilized talent pools to achieve healthcare workforce development efforts in the fields of mental and behavioral health.
- Establish credential-based/multi-degree career ladders integrating behavioral healthcare occupations.

Program Activities - Some of the strategies provided through CLIMB Health include:

- Coordination of partnerships with four-year universities, drug courts, job developers/re-entry or recovery employment specialists, and mental and behavioral health providers.
- Implementation of CLIMB Health career pathways on select KCTCS campuses within the contract year.
- Improvements to the existing adult peer support specialist certification and development of a new certification course of instruction for youth and family peer support specialists, compliant with state regulatory requirements.
- Expansion of at least one peer support specialist certification course at all participating campuses by the end of the first contract year.
- Coordination of a community of practice for participating campuses for the purposes of providing professional support, best practices, and professional development experiences.
- Participation in a statewide convening to showcase program successes and create interest in new behavioral health partnerships and programs.
- Development of a communications and marketing plan targeting recruitment of minoritized and marginalized populations.
- Identification of performance metrics including program and student outcomes, and use of data for continuous quality improvement efforts.

Resource Allocation - The CLIMB Health initiative will allocate the necessary budget, personnel, technology, and infrastructure to support program activities. Funding will be specific to the development needs of the participating community and technical colleges but will cap at $165,000 per campus.

Communication and Reporting - Participating campuses will be required to maintain regular communication with the Kentucky Council on Postsecondary Education (CPE) and as needed to the Cabinet for Health and Family Services (CHFS) representative(s). Quarterly data reports reporting program metrics must be submitted to CPE. Funds will be accessed through invoiced expenses.

CLIMB Program Requirements Review

CLIMB Quarterly Review Outcomes

The Council on Postsecondary Education (CPE) has concluded its first quarterly CLIMB review with the Department of Behavioral Health, Disabilities, and Intellectual Disabilities (DBHDID.) As a result of initiating CLIMB KCTCS activities effective September 15, 2023, CPE has defined the scope of the CLIMB initiative and desired outcomes, reporting processes, and other contractual details and requirements. This document will serve to delineate those program activities and related conditions.

Scope of Work

Each CLIMB college will provide ongoing activities supporting CLIMB program outcomes in three areas: Adult Peer Support Specialist (APSS) Certification program, Lived Experience Career Pathways, and CLIMB Collaborative support and participation.

Adult Peer Support Specialists (APSS) Course Development – as part of the CLIMB program, each CLIMB campus will deliver at least one (1) APSS certification course by the end of the contract period. This course, offered live on-campus or virtually with a live instructor, will be delivered to seven of the nine CLIMB colleges (Southeast Community & Technical College and Big Sandy Community & Technical College currently have active and approved APSS courses).

Each of the seven remaining CLIMB colleges can request to immediately receive their APSS course using one of the approved DBHDID APSS courses (Big Sandy's course will be offered to each college for immediate implantation). Each CLIMB college will receive the complete course curriculum and associated documentation to begin offering its own APSS course. The only action required by colleges wishing to use this course is to:

- Complete the DBHDID Training Provider application (CPE will assist with this function)
- Assign course instructors and training assistants who meet DBHDID requirements.

A TEAM meeting for all interested CLIMB colleges will be scheduled to overview and detail the entire APSS course training provider process by CPE.

Upgraded Adult Peer Support Specialists (APSS) Course Development –CPE will deliver an updated APSS course for all CLIMB colleges to implement, as desired, before the end of this contract. This approved DBHDID APSS course will feature updates and improvements to the current APSS course used by CLIMB colleges. Colleges can continue to use their current APSS courses or implement the new APSS course as desired. CPE will again assist with all documentation required to gain DBHDID approval for implementing this upgraded course.

Youth and Family Peer Worker Course Development – these development courses are currently on hold based on DBHDID comments received during our first quarterly review meeting. Accordingly, any efforts associated with these outcomes are not authorized until further notice. These tasks were assigned to Big Sandy Community & Technical College only.

IMPORTANT NOTE: Each college has until June 30, 2024, to complete this outcome.

CLIMB Program Requirements Review

Lived Experience Career Pathway Development

Lived Experience pathways are career pathways for individuals in recovery/re-entry associated with mental and behavioral healthcare. This process will begin with the APSS course student transitioning to academic pathways designated into either the Recovery Coach or Psychiatric Mental Health Technician certificates within the A.A.S. Human Services degree program. Pathways will take CLIMB participants from these certification programs into the A.A.S. Human Services degree program and upwards into university/college KCTCS partners with BSW degrees (most with concentrations or minors in substance abuse areas).

As part of the CLIMB program, each CLIMB campus will develop at least one (1) complete Lived Experience career pathway for each CLIMB Human Services certification by the end of the contract period. CPE will designate university/college BSW programs for each CLIMB college to integrate their pathways to complete the 2+4 college pathway. CLIMB colleges will only be responsible for developing integrated courses at the A.A.S. Human Services degree and below level; all upper-level university/college pathway activities will be addressed at CPE. Again, CPE will conduct Lived Experience Pathway training and resources for all CLIMB colleges.

IMPORTANT NOTE: Each college has until June 30, 2024, to complete this outcome.

CLIMB Collaborative Development

The CLIMB collaborative will develop directed relationships with each CLIMB college and the following workforce regional partners:

- Specialty Court – this partner will be the county drug courts within each enrollment cluster county.
- Recovery/Re-entry – these partners will comprise job development partners specializing in recovery/re-entry areas.
- Mental and Behavioral Healthcare Employers – these partners will comprise local mental and behavioral healthcare employers and providers.

Each CLIMB college will be part of a regional workforce CLIMB collaborative with all introductions provided by CPE with participating partners. CPE will conduct these joint sessions and provide resources to continue and sustain these partnerships.

IMPORTANT NOTE: Each college has until June 30, 2024, to complete this outcome.

Reporting Requirements

Each CLIMB college will provide an ongoing documentation process for assessing program progress, validating program outcomes, and financial/expenditure reporting. The following is a summary of the anticipated progress and metrics reporting documents:

1. Semi-Annual Progress Reports:

Each CLIMB KCTCS institution shall submit a semi-annual progress report on all projects/evaluations no later than January 15, 2024.

CLIMB Program Requirements Review

2 Annual Progress Reports:

Each CLIMB KCTCS institution shall submit an annual progress report on all projects/evaluations no later than thirty days (30) following the end of the fiscal year.

3 Performance Metrics:

Each CLIMB KCTCS institution shall design, collect, manage, and monitor a set of agreed-upon performance metrics and include an analysis of performance metrics in progress reports. There will be a discussion with all participating CLIMB colleges to finalize the following set of reporting metrics:

- Number of students enrolled in A.A.S. Human Services degree certifications for Recovery Coach and Psychiatric Mental Health Technician per semester.
- Number of students enrolled in the A.A.S. Human Services degree program per semester.
- Number of students enrolled in Adult Peer Support Specialist (APSS) training course per quarter.
- Number of Adult Peer Support Specialist (APSS) courses conducted per quarter.
- Number of CLIMB APSS course students enrolling into the A.A.S. Human Services degree program or associated certification programs by semester.
- Number of Recovery Coach and Psychiatric Mental Health Technician students transitioning into A.A.S. Human Services degree program by semester.
- Number of A.A.S. Human Services degree program students transferring to university/college BSW programs by semester.
- Number of Employer, Specialty Court, Job Developer, and Community Advocacy partnerships by quarter.
- Number of CLIMB students participating in the Kentucky Work Ready Scholarship program by quarter.
- Number of established 'Lived Experience" pathways developed by quarter.
- Number of CLIMB students gaining employment with mental and behavioral healthcare providers by quarter.

Record Retention

It is anticipated that each CLIMB college will adhere to the following requirements as it pertains to the program documentation and data:

- Each CLIMB KCTCS institution shall retain all program data and documentation and produce upon request in the event of an audit of the Second Party. Records shall be held for five (5) years following the contract expiration.

Documentation may exist on various data source media and collection systems as determined by each CLIMB college.

Quarterly Meetings

Each CLIMB KCTCS institution shall meet quarterly with the CPE representative(s) to review data reports and discuss other program needs. The following is provided as a tentative meeting schedule:

- Quarter 1 – tentatively scheduled via TEAMS on November 1, 2023,
- Quarter 2 - tentatively scheduled via TEAMS on January 11, 2024,
- Quarter 3 – tentatively scheduled via TEAMS on March 1, 2024,
- Quarter 4 - tentatively scheduled at CLIMB convening on May 15, 2024.

Individual CLIMB college CAOs/Provosts and Workforce personnel may assign intermediaries to attend if unavailable for these scheduled meetings.

Presentations and Reports:

Each CLIMB KCTCS institution shall prepare and provide upon-request presentations and reports to CPE, CHFS, and others, as authorized by the CPE, on data owned or acquired by CPE as part of this contract.

Monitoring Requirements

Off-Site and On-Site Reviews:

Each CLIMB KCTCS institution shall be subject to monitoring consisting of an off-site review of data and documentation and may include semi-annual on-site inspections of operations and documentation at each established site. A summary report from any on-site assessments will be provided, and it may require submitting a corrective action plan.

Pricing/Invoicing

Quarterly Expenditure Reports

Each CLIMB KCTCS institution shall prepare and provide a detailed quarterly expenditure report by activity, which shall be submitted within 30 days of the end of each quarter. The following scheduled quarterly invoice reports are as follows:

- Quarter 1 –scheduled not later than November 12, 2023,
- Quarter 2 - scheduled not later than January 5, 2024,
- Quarter 3 – - scheduled not later than March 1, 2024,
- Quarter 4 - - scheduled not later than June 16, 2024,

Additional Invoices

Additional invoices may be submitted with the third and fourth quarter reports for expenses not exceeding the contract amount. All invoices must be submitted before June 30, 2024, for reimbursement.

Eligible Expenses

Expenses eligible for reimbursement shall be determined with the understanding that individual line items within the budget are subject to change, as appropriate, but not to exceed the total contract amount of $1,000,000 and budgeted amounts allocated to each CLIMB college.

CLIMB Program Requirements Review

Within the scope of the CLIMB program, each CLIMB KCTCS institution shall be authorized to expend funding on any support of the CLIMB program except the purchase of hardware and related capital materials or projects. Labor, travel expenses, marketing and materials, and other related CLIMB outreach and partnership activities are approved under this program. Each CLIMB college can request alternative efforts in support of CLIMB that more precisely mirror the college's capabilities and academic programs by seeking prior approval with CPE directly.

Submission of Invoices and Reports (KCTCS SYSTEM OFFICE ONLY)

Any budget modification request may be made upon written approval from CPE. The contractor shall submit an invoice to CPE monthly for services rendered and by the budget provided by the Contractor. Invoices shall be itemized and shall show actual expenses incurred by the Contractor. A ledger or equivalent financial documentation shall be included with the invoice to substantiate the requested reimbursement amount. Unexpended funds shall be returned to CPE by July 15, 2024. The final invoice is due to CPE by July 15, 2024. CPE will issue payment within 30 working days of receipt of an undisputed invoice. Expenses occurring before the contract's effective date will not be paid. Invoices shall be submitted to **CPEAccounting@ky.gov**.

Accompanying quarterly expenditure reports shall be submitted electronically directly to **CarlD.Wilson@ky.gov**. Expenditure reports must be submitted no later than thirty (30) calendar days after the completion of the service period or as otherwise delineated herein. Unexpended funds shall be returned by August 15, 2024.
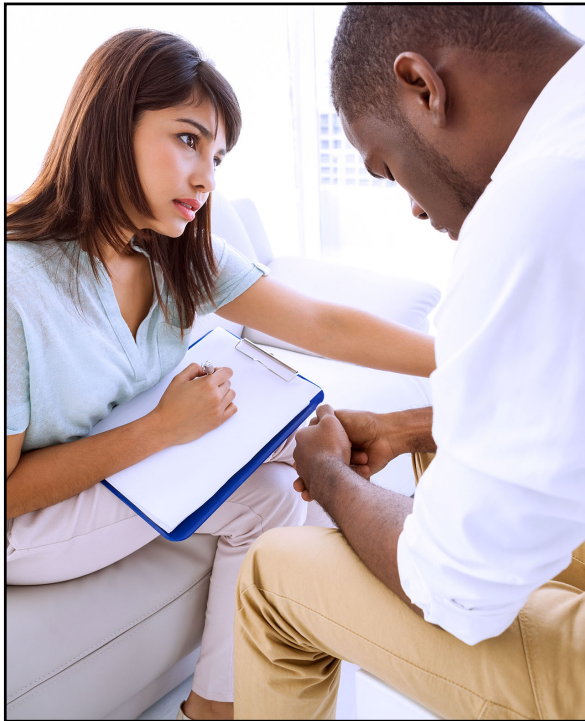
1

The Healthcare Workforce Initiative (HWI) Continued

HWI serves as the organizational foundation for the following CPE initiatives:

Mental and Behavioral Health (CLIMB-Health) – an innovative workforce development initiative to establish career ladders in behavioral health for individuals in recovery/re-entry. This effort is designed to increase opportunities for individuals in recovery/re-entry to participate in Kentucky's growing mental and behavioral healthcare workforce.

CLIMB, funded by the Cabinet for Health and Family Services (CHFS), is a 12-month program that will create nine KCTCS colleges with features for lived experience pathways, peer worker certification training, and workforce collaboratives partnering with Kentucky Specialty Courts, job developers, and mental and behavioral healthcare treatment providers.

2

KCTCS Enrollment Clusters with Mortality Rates

Drug Overdose Death Estimates and Rates by KCTCS Enrollment Cluster

Enrollment Cluster	2021 Overdoes Deaths Estimate	Population	Mortality Rate	
Hazard	82	83,724	90.8	Above Average
Ashland	121	133,631	86.2	
Maysville	156	201,734	82.4	
Southeast	70	101,184	70.1	
Bluegrass	455	777,294	63.5	
Gateway	218	439,808	61.2	
State Average	**2,408**	**4,509,394**	**56.8**	
Big Sandy	86	137,858	54.1	Below Average
West Kentucky	55	214,561	53.5	
Jefferson	689	1,052,973	51.4	
Somerset	143	318,758	48.5	
Elizabethtown	137	320,362	42.2	
Owensboro	36	144,915	37.9	
Hopkinsville	36	98,834	37.3	
Southcentral	89	315,669	33.7	
Madisonville	25	110,216	32.4	
Henderson	10	57,873	24.1	

Note: National Average = 34.3 deaths per 100,000 population. Source: CDC National Vital Statistics Program

3

CLIMB Workforce Outlook

All CLIMB Jobs (State-Level)

Occupational Title	SOC Code	2020 Estimated Employment	2030 Estimated Employment	Predicted Percent Change
Social and Community Service Managers	11-9151	1,697	1,894	11.6%
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	21-1018	4,102	5,164	25.9%
Mental Health and Substance Abuse Social Workers	21-1023	1,690	1,938	14.7%
Social and Human Service Assistants	21-1093	7,379	1,217	16.5%
Psychiatric Technicians	29-2053	504	563	11.7%
Psychiatric Aides	31-1133	138	146	5.8%
Total Jobs		15,510	18,301	18.0%

All CLIMB Jobs Regional Breakdown (Local Workforce Areas)

LWA	2020 Estimated Employment	2030 Estimated Employment	Percent Change
Bluegrass	2,483	2,926	17.8%
Cumberlands	1,168	1,375	17.7%
EKCEP	1,467	1,666	13.6%
Green River	442	551	24.7%
Kentuckiana Works	2,949	3,456	17.2%
Lincoln Trail	624	702	12.5%
Northern Kentucky	689	849	23.2%
South Central	680	798	17.4%
TENCO	701	778	11.0%
West Kentucky	638	746	16.9%
Total	11,841	13,847	16.9%

Note: Regional totals may not sum to state level due to missing data.

4

CLIMB's Innovative Design

The CLIMB-Health initiative will create a program that features these innovative approaches and concepts:

- **Recovery/Reentry Directed Pathways**

    1. 'Lived Experience' pathways

    2. In-demand behavioral healthcare occupations

- **Directed Working Relationships**

    1. Connect organizations in recovery/reentry

    2. Sustaining directed job placement

- **CLIMB Campuses**

    1. Expand behavioral healthcare workforce training

    2. Establish academic pathway programs

5

Employer Occupational Certification Career Pathways

Aging Services	Client Services Coordinator	Direct Support Work	Psychiatric Mental Health Technician	Recovery Coach
Aging Services Certification (4400003049) 18 credit hours	Client Services Coordinator Certification (4400003079) 24 credit hours	Direct Support Work Certification (4400003039) 15 credit hours	Psychiatric Mental Health Technician Certification (4400003069) 27 credit hours	Recovery Coach Certification (4400003089) 24 credit hours
Employer Occupation	**Employer Occupation**	**Employer Occupation**	**Employer Occupation**	**Employer Occupation**
Entry Level:	**Entry Level:**	**Entry Level:**	**Entry Level:** TBD	**Entry Level:** Peer Specialist
Certificate Level:	**Certificate Level:**	**Certificate Level:**	**Certificate Level:** TBD	**Certificate Level:** Recovery Coach
Advanced Level:	**Advanced Level:**	**Advanced Level:**	**Advanced Level:** TBD	**Advanced Level:** Certified Alcohol & Drug Counselor (CADC)

6

Certified Alcohol and Drug Counselor (CADC) Pathway

Previous Credit	Certificate	Additional Certificates	Associate Degree	Bachelors Degree
• Adult Peer Support Specialist (APSS) 30-Hours • Youth Peer Support Specialist (YPSS) 30-Hours • Family Peer Support Specialist (FPSS) 30-Hours	Recovery Coach Certification (44000030089) 24 credit hours *DOL Registered apprenticeships applied to any certification.	Psychiatric Mental Health Technician Certification (4400003069) 27 credit hours Client Services Coordinator Certification (4400003079) 24 credit hours	Associates in Applied Science (A.A.S) Degree*: Human Services (4400007000)	Bachelor of Social Work (BSW*) – Chemical Dependency Counseling Concentration *Fulfills requirements for Certified Alcohol and Drug Counselor (CADC) 270 hr. state licensing.

7

How Success is Measured

Career Pathway Development.

– Increase 'lived experience' pathways and enrollment in Human Services career pathways, and transitional college/university degrees programs

Peer Support Certification Training.

– Increase Peer Specialists trained, and mental and behavioral healthcare programs offered

Mental and Behavioral Healthcare Collaborative.

– Established, sustained, and expand CLIMB collaboratives

Mental and Behavioral Healthcare Job Placement and Employment.

– Increase employment opportunities and outcomes for individuals in recovery/reentry.

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Questions? Contact Us

Healthcare Workforce Initiative

Leslie M. Sizemore, PhD, EdS, OTR/L
leslie.sizemore@ky.gov
mobile: (606) 813-3212

Carl D. Wilson
CarlD.Wilson@ky.gov
mobile: (606) 434-1103

Twitter: CPENews and CPEPres   Websites: http://cpe.ky.gov and http://kyhigheredmatters.org   Facebook: KYCPE

9

TITLE: Commonwealth Education Continuum Update

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

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

SUPPORTING INFORMATION

The Commonwealth Education Continuum (CEC), a P-20 council, exists to strengthen Kentucky's education pipeline. Its work addresses the moral imperative for all students to have access and opportunity to earn degrees and credentials that lead to sustainable, competitive-wage careers. This collaborative effort will help Kentucky meet the 60 X 30 goal.

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

Over the last year, the CEC has continued to seek stakeholder input and use data to address barriers and identify ways to increase transition to postsecondary. Due to the work of the CEC and leadership of CPE, the agency also received a Launch grant from Education Strategies Group. Launch focuses on providing equitable and accelerated pathways for all students.

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

Commonwealth Education Continuum Update

Dr. Amanda Ellis, Vice President, K12 Policies and Programs
Robin Hebert, Senior Fellow, K12 Policies and Programs
Kelli Norman, Senior Fellow, K12 Policies and Programs

CPE
Higher Education Matters

1

Commonwealth Education Continuum (CEC)

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

- **Purpose:** The CEC seeks to improve actions to ensure students can equitably earn the necessary degrees and credentials to enter the workforce successfully.

- **Annual Objective**: Develop and execute a specific plan to activate the biggest levers for increasing successful student transitions into postsecondary.

2

National Recognition for the CEC
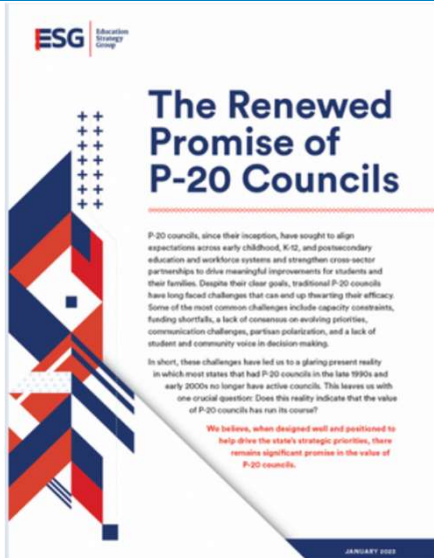
As state leaders undoubtedly continue to seek strategies to drive improvement in their state's educational and economic realities, enhanced P-20 collaboration cannot be overlooked as a primary vehicle for improving educational attainment and economic mobility for all.

3

Removing Silos and Strengthening the Education Pipeline

Through collaborative efforts, the CEC has helped to influence change in the following areas:

- Dual Credit
- Summer Bridge Programs
- FAFSA completion
- College and Career Advising
- First year postsecondary success: Academic and Basic Needs
- Educator Recruitment and Retention
- Transition to the workforce and work-based learning opportunities

4

Kentucky Launch: Equitable and Accelerated Career Pathways for All

Overview

Launch: Equitable & Accelerated Pathways for All is a national college and career pathways initiative that strives for every learner to have access to and succeed in high-quality and equitable pathways.

We will do so by:

- Driving a national agenda for college and career pathways

- Working with state and local partnerships to advance equitable growth and scaling of pathways by tackling entrenched inequities in education and workforce systems

- Advancing pathways policies and strategies that help achieve greater scale and sustainability

- Seeding and growing next-generation models that will transform career pathways systems and dismantle entrenched barriers that perpetuate inequities in economic advancement

The case for building equitable pathways

When done right, college and career pathways:

- Provide intentional, career-aligned courses that span secondary and postsecondary education;
- Embed meaningful work-based learning experiences; and
- Lead to credentials of value.

The challenge:

- Gaps in access, quality and outcomes for learner groups - particularly Black and Latinx learners and learners experiencing poverty - persist
- Too few learners are earning credentials of value
- Too many learners do not finish their pathways and take on hard-to-pay debt

6

The Plain Vision

Every young person deserves:
- a high school diploma,
- a postsecondary credential with labor market value, and
- to be engaged in full time employment or continuing training toward

A   family- sustaining   career in an economically strong community.

9

The Cohorts

Impact Cohort Site   Innovation Cohort Site   Dual Cohort Site

Launch is supporting two distinct cohorts, each comprised of state and regional partners from across 11 states:

- State education and workforce agencies
- K-12 districts
- Postsecondary institutions
- Intermediary partners

Working to elevate the levers that drive systems change – **data, policy, funding, partnerships, and equity** – and help state and local sites create **equitable, sustainable systems** that are built to last.
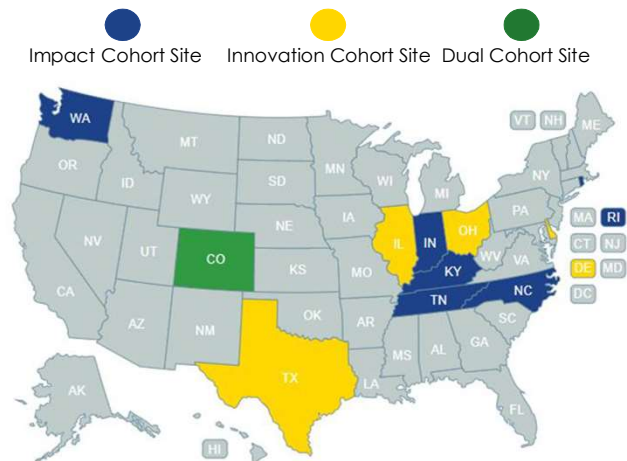
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Impact Cohort

Seven geographically diverse teams selected because of their:

- Foundational work in creating pathways and enabling conditions that have built connections between K-12 schools, postsecondary institutions, and employers
- Shared commitment to ensuring every learner will earn the credentials needed to be fully employed and engaged in their communities

Impact Cohort Sites will:

- Undertake a three-month needs assessment
- Perform an equity scan
- Participate in four content-specific academies
- Develop a state-specific strategic action plan
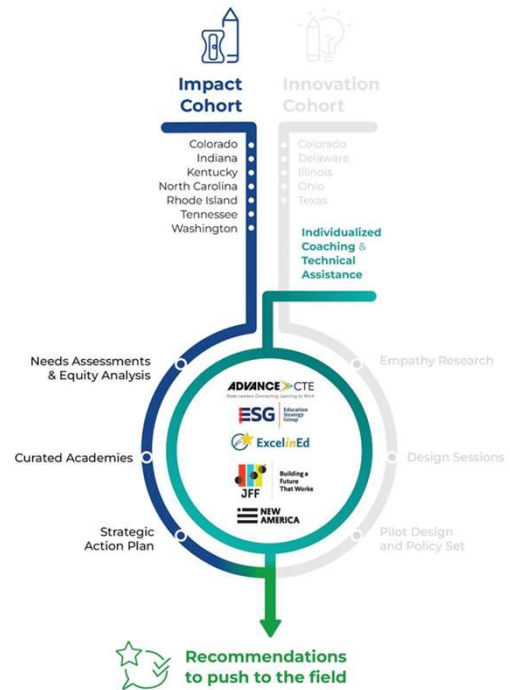
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Kentucky's
Scope & Timeline

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Impact Cohort Structure

Needs Assessment & Equity Analysis → Curated Academy Content, Individualized Coaching & Technical Assistance → Strategic Action Plan

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Impact Cohort: Organizing Framework

Equity

Pathways Systems: Build the Path

- Alignment to Credentials of Value
- Seamless Transitions between K - 12, PS, Workforce (Acceleration & Articulation)

Support Systems: Support the Student

- Individual Advising & Student Supports
- Next Generation Work- Based Learning Experiences

Funding/ Resources

Policy & Programming

Data

Partnerships

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14

40
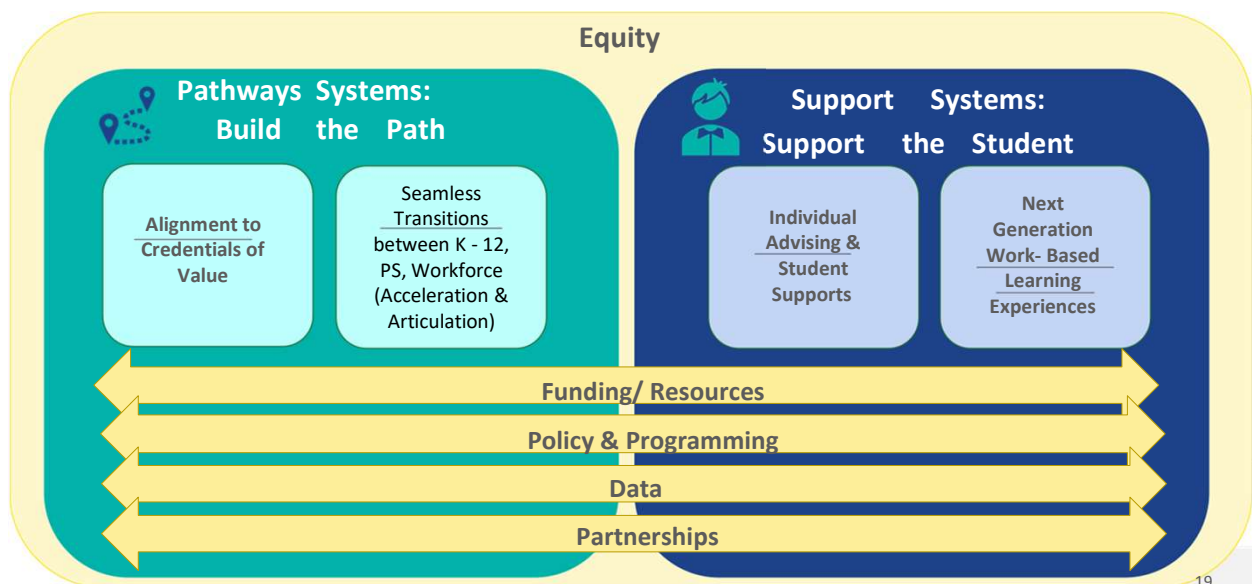
Kentucky's Launch Work Groups

Alignment to Credentials of Value	Deputy Secretary Beth Brinly, Chair KY Education and Labor Cabinet
Seamless Transitions Between K12, Postsecondary and Workforce	Tom Thompson, Chair KY Department of Education
Individualized Advising and Career Navigation Supports	Mitzi Holland, Chair KY Council on Postsecondary Education
Next Generation Work-Based Learning Experiences	Regan Satterwhite, Chair KY Department of Education

Key Levers

Policy & Programming

Partnerships

Funding & Resources
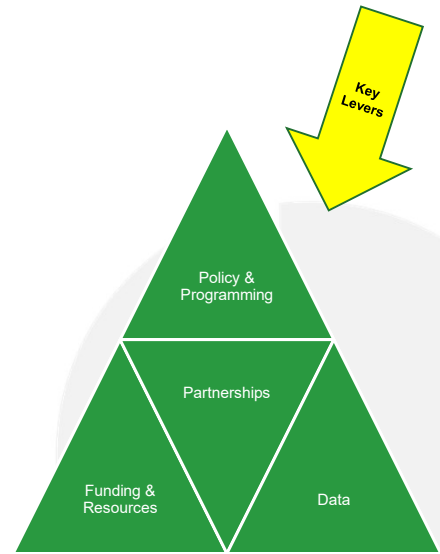
Data

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Suggested Scope and Sequence for Work Groups

Equity

- Session 2: Data
- Session 3: Policy
- Session 4: Funding
- Session 5: Partnerships
- Session 6: Recommendations

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School District Profiles

Beau Johnston, Lead
Jefferson County Public Schools

Amanda Wickersham, Lead
Fayette County Public Schools
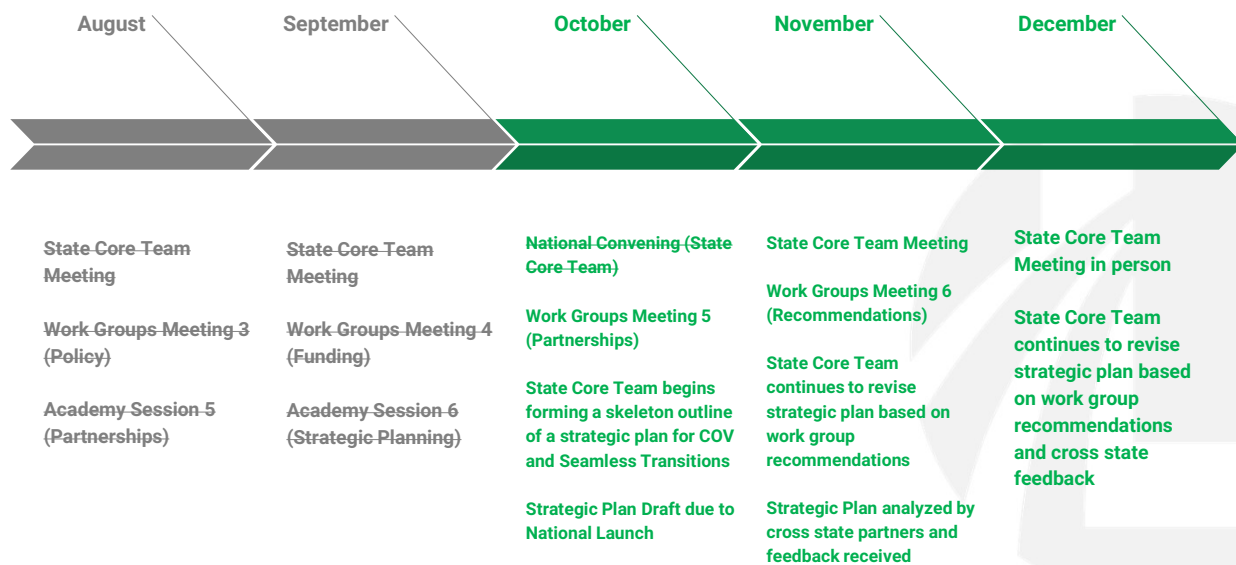
Steve Coleman, Lead
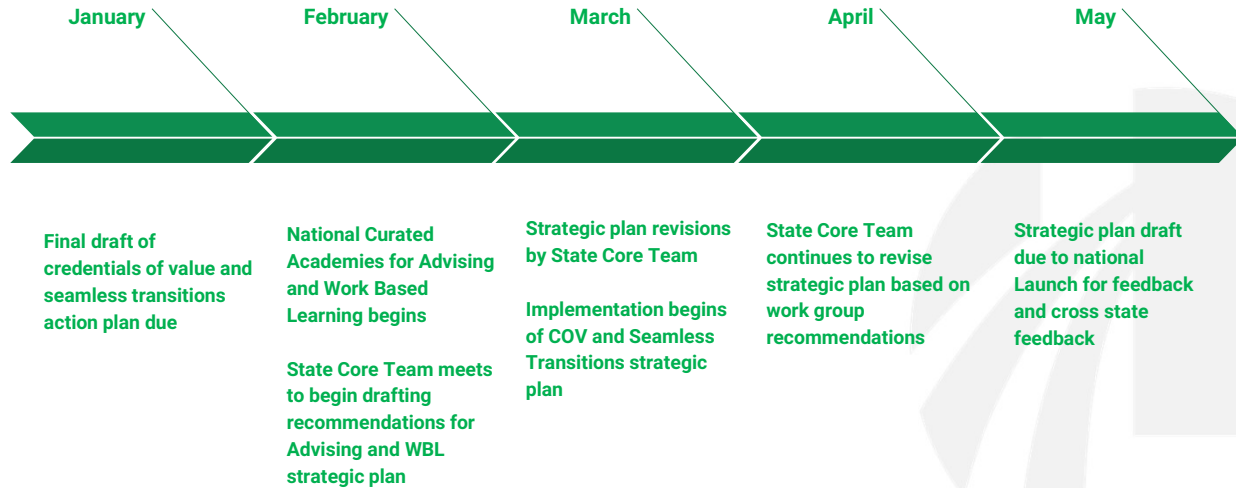**Shelby County Public Schools**

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Kentucky Scope and Sequence Fall 2023

August	September	October	November	December
State Core Team Meeting	State Core Team Meeting	National Convening (State Core Team)	State Core Team Meeting	State Core Team Meeting in person
Work Groups Meeting 3 (Policy)	Work Groups Meeting 4 (Funding)	Work Groups Meeting 5 (Partnerships)	Work Groups Meeting 6 (Recommendations)	State Core Team continues to revise strategic plan based on work group recommendations and cross state feedback
Academy Session 5 (Partnerships)	Academy Session 6 (Strategic Planning)	State Core Team begins forming a skeleton outline of a strategic plan for COV and Seamless Transitions	State Core Team continues to revise strategic plan based on work group recommendations	
		Strategic Plan Draft due to National Launch	Strategic Plan analyzed by cross state partners and feedback received	

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Kentucky Scope and Sequence Spring 2024

January   **February**   **March**   **April**   **May**

Final draft of credentials of value and seamless transitions action plan due

National Curated Academies for Advising and Work Based Learning begins

State Core Team meets to begin drafting recommendations for Advising and WBL strategic plan

Strategic plan revisions by State Core Team

Implementation begins of COV and Seamless Transitions strategic plan

State Core Team continues to revise strategic plan based on work group recommendations

Strategic plan draft due to national Launch for feedback and cross state feedback

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LAUNCH   Initiative   Sites   Partners   Funders   News   Resources   Q Enter your search

IMPACT
Kentucky State Profile

Site Partners

Educational and Workforce Landscape

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Questions?

Twitter: CPENews and CPEPres   Website: http://cpe.ky.gov   Facebook: KYCPE

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