

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION WORK SESSION & CAMPUS SPOTLIGHT



September 12, 2025 – 9:00 a.m. ET

Somerset Community College, 808 Monticello St, Somerset, KY 42501 – Meece Hall Auditorium

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

I. Work Session (9:00 a.m. ET)

A. Welcome Remarks	2
B. Update on Federal Issues	7
C. Council Priorities 2025-26	22
1. Strengthening Dual Credit Access, Success and Value across Kentucky	
2. Advocacy for Postsecondary Progress	

II. Campus Spotlight and Tour (11:00 a.m. ET)

III. Lunch break (12:15 p.m. ET)

CPE Board Retreat Goals and Actions

CPE Work Session
September 12, 2025

Why?

I serve on this board, the only board on which I serve, because this is the intersection of my passion and my purpose. There are only two things in life that no one can take from you: salvation and education. - CB Akins, SR

My experience in the Kentucky higher education system was so very positive and shaped my life in every way. I want the other folks in Kentucky and elsewhere to have the same opportunity. - Kevin Weaver

Because I care about Kentucky's future. Because I care about all students. - LaDonna Rogers

I think education is important and I am blessed with the opportunities it has provided me. As a parent and member of a small town, I want to be part of the solution that provides education to others. - Meredith Figg

I care about education-all levels (P-20) I believe and want to serve. - Karyn Hoover

To help students in Kentucky. - Lindsey Case

I want my children to have a world-class, quality education, close to home. - Madison Silvert

Education and life-long learning are essential at all levels for a healthy, productive society. As a fourth-generation educator, I see how important thinking and learning are to filtering through levels of information. - Jennifer Collins

I am a board member because I want to provide the perspective of faculty. I want to advocate for policies that improve access and affordability of higher education. I love higher education, and I want to learn more. - Kelli Ellis

SWOT

Strengths:

- Great institutions
- KY Connectors remove barriers
- CPE Data system
- CPE reputation among campuses and legislature
- CPE Staff
- Diverse make-up of the CPE board
- Emphasis and engagement with all institutions
- Confidence in CPE and seen as unbiased

Weaknesses:

- Low reputation from public
- Over reliance on soft money
- KCTCS time to completion
- No staff representation on the Board
- No enforcement mechanisms

Opportunities

- Place institutional staff member on Board.
- Provide opportunity to speak to political leaders from a system-wide perspective as opposed to a single campus.
- The Board can provide unbiased opinions on what is best for the entire system.
- Get ahead of conversations about performance funding model.
- Rethink board composition.
- Collaborate with others to communicate the value of higher education.
- More alignment with K-12-Lack of preparation for incoming college students.
- Find best practices in a college-going culture.
- New partnerships that promote value.
- The Board to tell the story of how higher education matters.
- Dual credit opportunities for improved quality outcomes.

Threats

- Loans and grant changes-financial challenges and uncertainty
- Political climate unknown-federal and state
- Kentucky being a low-income state
- Admissions and acceptance practices in the state.

Priority 1: Strengthening Dual Credit Access, Success, and Value Across Kentucky

The Board will lead efforts to make dual credit more accessible, support meaningful academic progress, and deliver long-term value for students and the state.

Needs:

- Data & Outcomes – Reports on student access, success, workforce outcomes, and credential progress.
- Communication Tools – Customized talking points and engagement materials.
- Policy & Advocacy – Updates on federal legislation and funding models.
- Engagement & Training – Face-to-face opportunities, professional development, and best practices.

Priority 2: Advocating for Postsecondary Progress

The Board will champion policies that advance student outcomes and institutional effectiveness by serving as visible, informed advocates for postsecondary education across the Commonwealth.

Needs:

- Practical Learning – Real-world professional development on funding and policy.
- Unique Advocacy – Guidance on how Board members can influence beyond staff.
- Policy Updates – Briefings on key federal legislation.
- Messaging Tools – Consistent, customizable talking points.
- Stakeholder Engagement – More faculty input and statewide connections.



Federal Higher Education Update

Kentucky Council on Postsecondary
Education

Austin Reid, Federal Affairs Advisor, NCSL
September 12, 2025





Federal Education Funding Update

Congressional Budget: Appropriations versus Reconciliation

- **Annual Budget Process (aka Appropriations Process)**
 - Discretionary spending programs funded year-by-year
 - Most higher ed education programs are fully or partially funded by discretionary spending
 - Discretionary spending bills are subject filibuster
 - Need 60 votes in Senate and majority in House
 - Congress must approve discretionary spending before start of new federal fiscal year on October 1
- **Budget Reconciliation Process**
 - Optional annual process that unlocks privileged legislation
 - Only requires simple majority in Senate
 - Limited scope: Only deals with tax, revenues (mandatory spending), debt limit
 - Recent examples: One Big Beautiful Bill (2025), ARPA (2021)

FY26 Appropriations: State-of-Play

- **FY26 Appropriations** (FY26 runs Oct. 1, 2025-Sept. 30, 2025)
 - May 2-30, 2025: President proposes FY26 “skinny”, then full budget
 - July 31, 2025: Senate Approps Cmte approves draft education bill (26-3)
 - Sept 9, 2025: House Approps Cmte approves draft education bill
- **A continuing resolution (CR) likely needed to avoid shutdown by Oct. 1**
 - House committees still working, very far apart from Senate
 - Recissions, from President and approps, threatening bipartisanship
- **Competing pathways to avoid shutdown**
 - White House: Clean CR through Jan. 31
 - House: Clean CR through Nov. 21
 - Dems: Will not support clean CR (as of Sept. 11)
 - Remember: At least 7 Dem Senate votes are required to pass a CR
 - Demands: Extending ACA health care tax credits?

FY26 Budget Comparison for Higher Education Programs

Programs	FY25 Enacted	POTUS Request	House Labor-H sub	Senate Labor-H full
Pell Grant- Maximum	\$7,395*	\$5,710*	\$7,395*	\$7,395*
TRIO	\$1.2	\$0	\$1.2	\$1.2
GEAR UP	\$.388	\$0	\$.388	\$.388
Work Study	\$1.2	\$.480	\$.778	\$1.2
FSEOG	\$.910	\$0	\$0	\$.910
HEA Title III	\$.926	\$.823	\$.926	\$.926
HSI Aid	\$.351	\$.356	\$.351	\$.351
Total	\$79.1	\$66.7 (-\$12)	\$66.7 (-\$12)	\$79.0

* Amounts in thousands, all others in billions



One Big Beautiful Bill Act: Education Provisions

OBBB Final Bill Score: Congressional Budget Office



- **Total: \$3.4 trillion increase to fed deficit / 10 yrs**
 - Direct spending decreased by \$1.1 trillion
 - Revenues decreased by \$4.5 trillion
- **Tax Cuts and Extensions: +\$4.5 trillion**
- **Medicaid: -\$941 billion**
- **Student Loans: -\$284 billion**
- **SNAP: -\$121 billion**
- **Energy: -\$21.3 billion**

Pell Grants

- **Workforce Pell:** grant expands to cover short-term (8-14 weeks), workforce-aligned programs
 - Programs must meet outcomes measures (70%+ placement rate, 70%+ completion rate, value-added earnings)
 - **State Role:** Governors, with state workforce board, determine which programs qualify based on fed criteria
 - Programs must prepare students for work in high-skill, high-wage jobs or in-demand industry sectors
 - Programs must lead to recognized postsec credential, or additional certificates or degrees
 - Implementation date of July 1, 2026, federal rulemaking committee established to meet in Dec/Jan
- **Pell Grant Aid Eligibility:** Changes to determinations
 - Excludes farm and small business assets from aid eligibility
 - Exclude families with a Student Aid Index twice the max Pell from receiving grant
 - Excludes full-ride scholarship from Pell eligibility

Student Loan Limits



- **All Student Loans**
 - Institutions can now set lower loan limits
 - Borrowing prorated based on enrollment intensity
- **Undergraduate Loans:** No changes
- **Graduate Loans:** New limits
 - Graduate program cap of \$100k (\$20.5k/yr)
 - Professional program cap of \$200k (\$50k/yr)
- **Parent Loans:** New limits
 - \$20k/yr per student, \$65k lifetime per student
- **State Fiscal Impact:** Minimal, maybe for institutions
- **Federal Fiscal Impact:** -\$44 billion / 10 yrs

Federal Student Loan Limits

Changes via the OBBA

Table 1: Federal Student Loan Limits Under Previous Law and OBBA

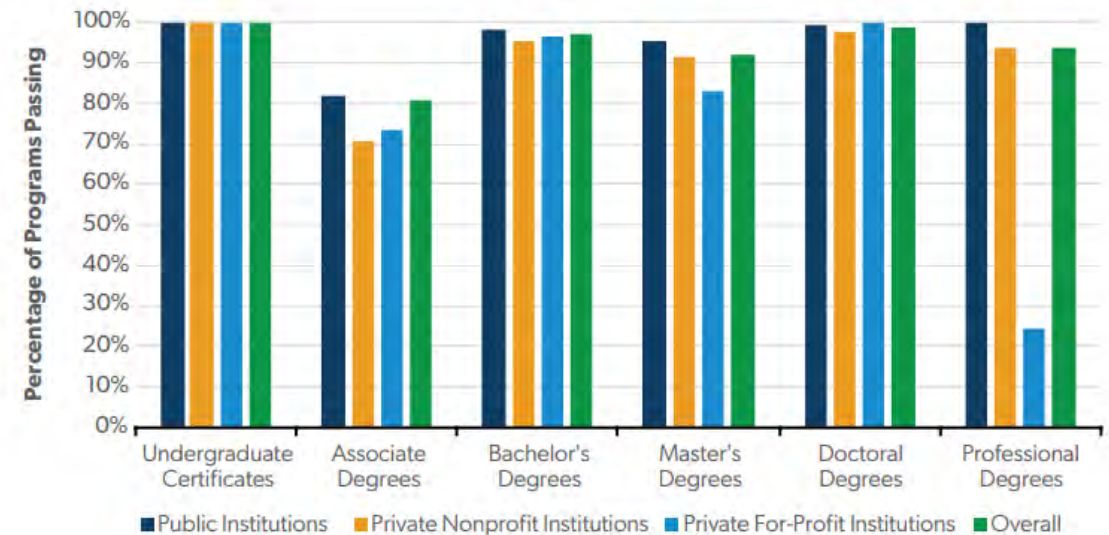
Category of Borrower	Loan Limits Under Previous Law	Loan Limits Under OBBA
Undergraduate Students	\$5,500 to \$12,500 annually; \$31,000 to \$57,500 in aggregate	\$5,500 to \$12,500 annually; \$31,000 to \$57,500 in aggregate
Nonprofessional Graduate Students	Cost of attendance (as defined by the institution)	\$20,500 annually; \$100,000 in aggregate
Professional Graduate Students	Cost of attendance (as defined by the institution)	\$50,000 annually; \$200,000 in aggregate
Parents of Undergraduates	Cost of attendance (as defined by the institution)	\$20,000 annually; \$65,000 in aggregate (per child)

Source: US Department of Education, Federal Student Aid, <https://studentaid.gov/help-center/answers/article/how-much-money-can-i-borrow-federal-student-loans>; and One Big Beautiful Bill Act, H.R. 1, 119th Cong. (2025).

Student Loan Accountability

- “Do No Harm” Accountability Standards
 - Undergrad: Prohibit loans to programs where majority earn less than median high school grad
 - Graduate: Prohibit loans to programs where majority earn less than median bachelor’s degree
 - Programs lose eligibility if they fail in 2 of 3 years, includes appeals process
 - **State Impact:** Some community programs could lose access to loans, many students do not borrower for community college

Figure 5: Share of Programs Passing the OBBB Earnings Benchmark Test, by Credential Type and Institutional Sector



Source: College Scorecard and American Community Survey, 2018–22.
Note: Results are weighted by enrollment.

Student Loan Repayment

- **New borrowers:** only have two plans available after July 1, 2026:
 - Standard plan: Fixed payments like a mortgage
 - 10 years for less than \$25,000 borrowed, 5 years added for every \$25,000 borrowed, max of 25 years
 - Repayment Assistance Plan (RAP): Income-based payments (see right)
 - Subsidizes unpaid interest, provides matching principal payment of up to \$50 monthly, payments reduced by \$50 per dependent
- **Current borrowers:** Select income-driven repayment plans (ICR, PAYE, SAVE) must choose new plan by July 1, 2028, including RAP and exiting Income-based Repayment (IBR) plan
- Eliminates economic hardship and unemployment deferments by July 1, 2027, limits forbearance to 9 months every two years
- **State Impact:** Supporting borrowers to successfully repay loans
- **Federal Fiscal Impact:** -\$269 billion / 10 yrs

Repayment Assistance Plan (RAP) Payment Calculation

AGI	Annual Payment
\$0-10K	\$120
\$10-20K	1% of AGI
\$20-30K	2% of AGI
\$30-40K	3% of AGI
\$40-50K	4% of AGI
\$50-60K	5% of AGI
\$60-70K	6% of AGI
\$70-80K	7% of AGI
\$80-90K	8% of AGI
\$90-100K	9% of AGI
>\$100K	10% of AGI

SNAP and Medicaid Changes: State Fiscal Implications



- **SNAP:** Potential for clear and direct state fiscal impact starts FY28
 - New state cost share based on state payment error rate
 - **Error rate below 6%:** No benefit cost share requirement.
 - **6%-8% error rate:** State required to pay 5% of SNAP benefits.
 - **8%-10% error rate:** State required to pay 10% of SNAP benefits. (KY '24)
 - **10% or higher error rate:** State required to pay 15% of SNAP benefits.
 - Higher state admin costs: States now cover 75% of admin costs
- **Medicaid:** States fiscal impacts, if at all, could vary widely, change over time
 - Reduced benefits, lower enrollment achieves majority of fed cost savings
 - Many provisions phase in over years, many
 - Increased costs for states less certain, depends (partly) on:
 - Reliance on state provider tax, and use of those tax revenues
 - State choices on benefits coverage (if reduced by federal changes)
 - Impact of new admin costs



U.S. Department of Education

Higher Ed Regulatory Agenda, Recent Actions

Actions under the Trump Administration



- **FAFSA: 2026-2027 form to launch on on-time Oct. 1**
- **2025 Rulemaking**
 - PSLF: Disqualify orgs with “substantial illegal purpose”
 - OBBB: Workforce Pell, Accountability (Dec-Jan) + Student Loans (Sept-Nov)
- **2026 Rulemaking**
 - Accreditation changes, disparate impact, foreign funding for IHEs, Title IV, civil rights enforcement
- **DOJ lawsuits against in-state tuition for undocumented**
 - TX, OK end programs, MN, KY, and IL suits pending
- **Students for Fair Admissions v. Harvard (2023): USED Actions**
 - Sept: Announces end of \$350 funding for minority-serving institutions
 - Aug: Requires collection of college admissions data
 - Aug: DCL letter on “race conscious” programs/activities vacated by courts



What Are Dual Credit Courses?

A dual credit course is taught on a college campus, online, or at a high school, and allows a student to earn both high school and college credit at the same time. The curriculum is the same as that of the college or university and is offered through a partnership agreement between the school district and the institution.

What Types of Financial Assistance Are Available?

Kentucky's Dual Credit Scholarship pays for

- ➔ **General education courses: Up to two courses each year during a student's junior and senior years (maximum of four).** General education dual credit courses are core courses that transfer between colleges under the statewide transfer policy. These typically include subjects such as English, mathematics, biology, chemistry, physics and history.
- ➔ **Career and technical courses: Up to two courses each year of a student's high school experience (maximum of eight).** These courses are taken as part of a Career and Technical Education (CTE) pathway approved by the Kentucky Department of Education.

Link to scholarship information on KHEEA's website:



Kentucky's Goal and Progress

Kentucky's 2030 goal is for 50% of high school seniors to graduate with a grade of "C" or better in at least one dual credit course.

- ➔ **We are less than four percentage points away from our goal,** meaning 46% of public high school graduates in the Class of 2023 graduated with a "C" in at least one dual credit course.
- ➔ **Translating this percentage to student numbers, nearly 23,000 Kentucky public high school seniors in the Class of 2023 had participated** by the time they graduated.
- ➔ **To put growth of the program into context, the percentage of students participating has more than doubled when comparing to the 2016 high school cohort,** which graduated prior to development of the Statewide Dual Credit Policy and dual credit scholarship.

Why Have a Goal?

Dual credit helps Kentucky students enroll in college, succeed academically, save money on tuition and graduate faster. By continuing to expand access, the state can meet its 60x30 goal and ensure more students begin college with postsecondary credits and valuable experience already earned.

	Students Who Don't Participate	Students Who Participate	Difference
Likelihood of college enrollment	52.7%	71.6%	18.9pp increase
Average first-year GPA	2.38	2.92	.54pp increase
Average first-year unmet need	\$6,033	\$4,351	\$1,682 in savings
Average first-year credit hours attempted	12.9	14.0	1.1 more hours

CPE's Role in Strengthening Dual Credit Success

- ➔ **Strong State Policy and Collaboration** – CPE works with institutions and state leaders, as well as consults with national organizations, on strengthening dual credit policies, partnerships and transfer agreements. The Council also serves as a strong legislative advocate for retention and expansion of the state's dual credit scholarship program.
- ➔ **Quantitative Data and Qualitative Feedback Analysis** – As part of its accountability system, the Council monitors state and district dual credit trends. Methods include utilizing longitudinal data systems and input from stakeholders, such as the Dual Credit Community of Practice.
- ➔ **Statewide Communications, Resources and Professional Development** – To assist practitioners and advisors, CPE coordinates several professional development resources, including webinars, professional learning and online resource repositories.

Advising Toolkit



Early Postsecondary Opportunities Toolkit



Dual Credit Policy and Information



Staff Contacts

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Dual Credit: Foundations

Kentucky Council on Postsecondary Education
September 12, 2025



Dual credit:

a type of early postsecondary opportunity (EPSO) in which a high school student can earn college and high school credit simultaneously.

Other EPSOs that are not dual credit:

Dual Enrollment
Advanced Placement (AP)
The International Baccalaureate (IB)
Cambridge

Eligibility

Students must meet the postsecondary admissions guidelines in Section 6 of 13 KAR 2:020

- Gen Ed: an unweighted high school GPA of at least 2.5 on a 4.00 scale
- Gen Ed: meet any college course prerequisites established by the institution
- CTE: meet the course prerequisite requirements established by the institution offering the course

Teachers must “possess the same academic credentials and/or documented professional experience required by the institution of all of its faculty” established by SACS-COC’s (2018)

- Gen Ed: a master’s degree in the discipline-specific content area or at least 18 credit hours of discipline-specific content
- CTE: determined by each postsecondary institution
- All: ensure that the learning outcomes established by the partnering postsecondary institution are fully implemented

Types of Dual Credit Courses

General Education	Career & Technical Education
<p>5 Main Categories:</p> <ul style="list-style-type: none">• Written & Oral Communication• Arts & Humanities• Social & Behavioral Sciences• Natural Sciences• Quantitative Reasoning	<ul style="list-style-type: none">• Aligned to KDE's Career & Technical Pathways• Connected to Kentucky's high demand and emerging fields like:<ul style="list-style-type: none">• Healthcare• Education• Manufacturing & logistics• Construction• Professional, scientific & technical services• Aerospace & aviation• Behavioral health careers
Dual Credit Scholarship	Dual Credit Work Ready Scholarship

Kentucky CAREER AND TECHNICAL EDUCATION PROGRAMS

Agricultural Education

Career pathways in agribusiness, agriculture power, structural and technical systems, animal, environmental, food and plant science, natural resource and processing systems.

Business & Marketing

Career pathways in accounting, administrative support, e-commerce, financial services, hospitality, travel, tourism and recreation, management and entrepreneurship, marketing, retail services and supply chain management.

Computer Science

Career pathways in additive manufacturing, computer programming, computer science, cybersecurity, data science, digital design and game development, information support and services, network administration, network security and web development.

Construction Technology

Career pathways in air conditioning, building construction, construction carpentry, electrical technology, heavy equipment sciences, masonry and plumbing technology.

Education & Training

Career pathways in teaching and learning in all levels of education designed to prepare students to become future educators.

Engineering Technology

Career pathways in energy, aerospace and automation, architectural, civil, electrical, structural and mechanical engineering, additive manufacturing, aircraft maintenance and flight and aeronautics.

Family & Consumer Sciences

Career pathways in consumer and family services, culinary and food services, early childhood education, fashion and interior design, food science and dietetics, fundamentals of teaching, and hospitality, travel, tourism and recreation.

Health Science

Career pathways in allied health, biomedical sciences, clinical medical assisting, dental assisting, EKG technology, emergency medical technology, medical administrative assisting, patient care technician, phlebotomy technician, pre-nursing and veterinary assistant.

JROTC

Junior Reserve Officers' Training Corps career pathways in U.S. Air Force, Army, Marine Corps and Navy.

Law & Public Safety

Career pathways in corrections, fire science/firefighting, homeland security, law-enforcement and pre-law studies.

Manufacturing

Career pathways in computer-aided design, computerized manufacturing and machining, industrial maintenance, metal fabrication, welding technology and wood manufacturing.

Media Arts

Career pathways in cinematography and video production, graphic design and interactive media.

Transportation

Career pathways in automotive maintenance, service, and engineering, collision repair and diesel/medium-heavy truck technology.

Kentucky's Dual Credit Scholarship Program

Dual Credit Scholarship:

- Covers up to two General Education courses per year for high school juniors and seniors for a total of 4 general education courses

Work Ready Dual Credit Scholarship:

- Covers up to two CTE courses per year for high school students beginning freshmen year for a total of 8 CTE courses

[List of Participating Institutions – Dual Credit \(General Education\) Scholarship](#)

[List of Participating Institutions – Work Ready \(Career & Technical\) Dual Credit Scholarship](#)

Benefits of Dual Credit Participation

- 1) Higher College Matriculation
 - 2) Lower Unmet Financial Need
 - 3) Higher First-Year GPA, Credits Earned, Success & Retention
 - 4) Higher Postsecondary Completion
-

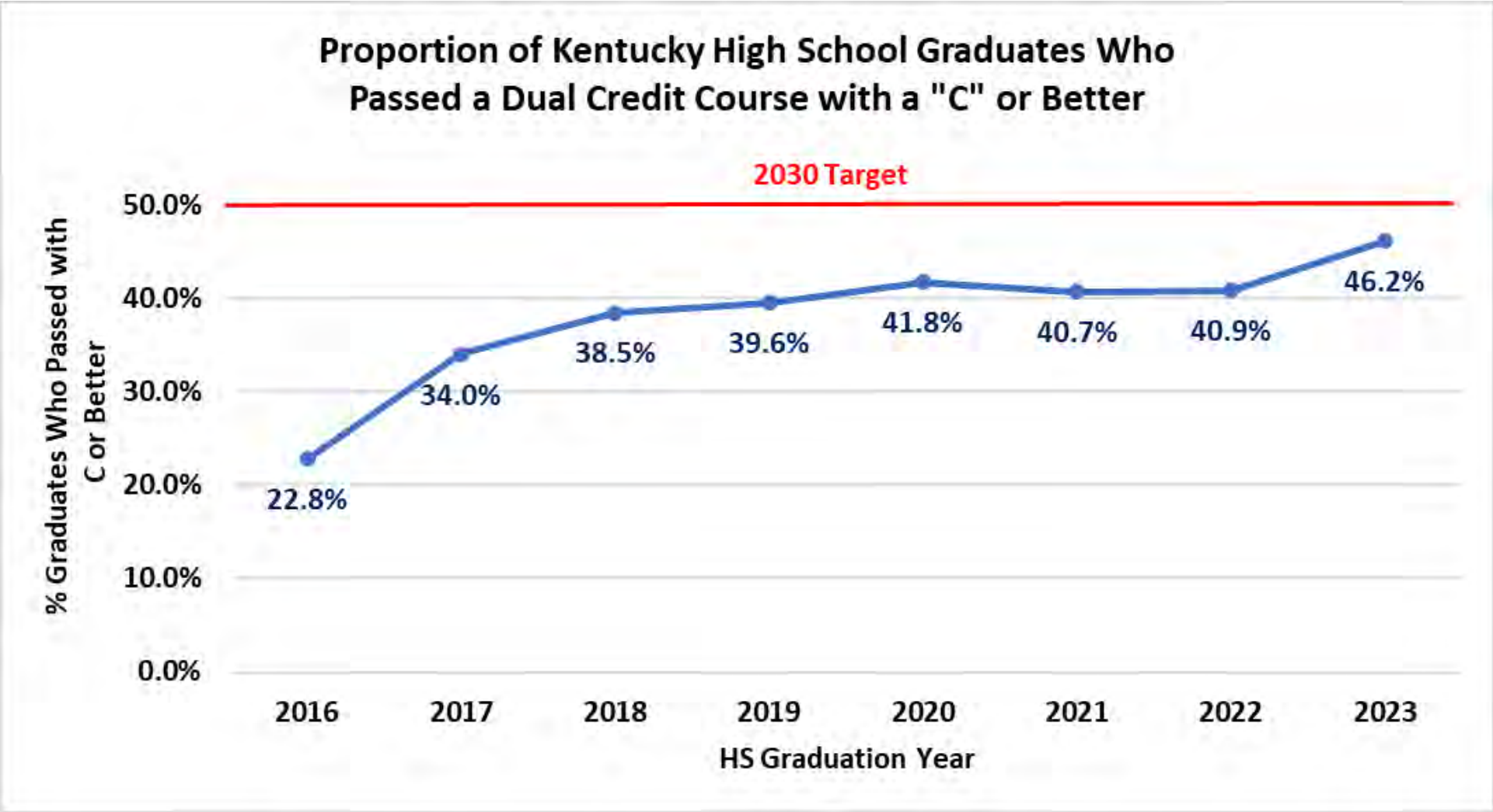
These benefits apply across all student demographic groups.

Kentucky's 2030 Dual Credit Attainment Goal

The **first of its kind nationally**, Kentucky's Dual Credit Attainment Goal states that:

50% of Kentucky high school students should graduate high school having completed at least one dual credit course with a qualifying grade of a C or higher.

Dual Credit Attainment Goal Progress



Important Enrollment Statistics

2019-2020

2023-2024

34,900

Enrolled in dual credit



+41%

49,076

Enrolled in dual credit

216,254

Earned credit hours



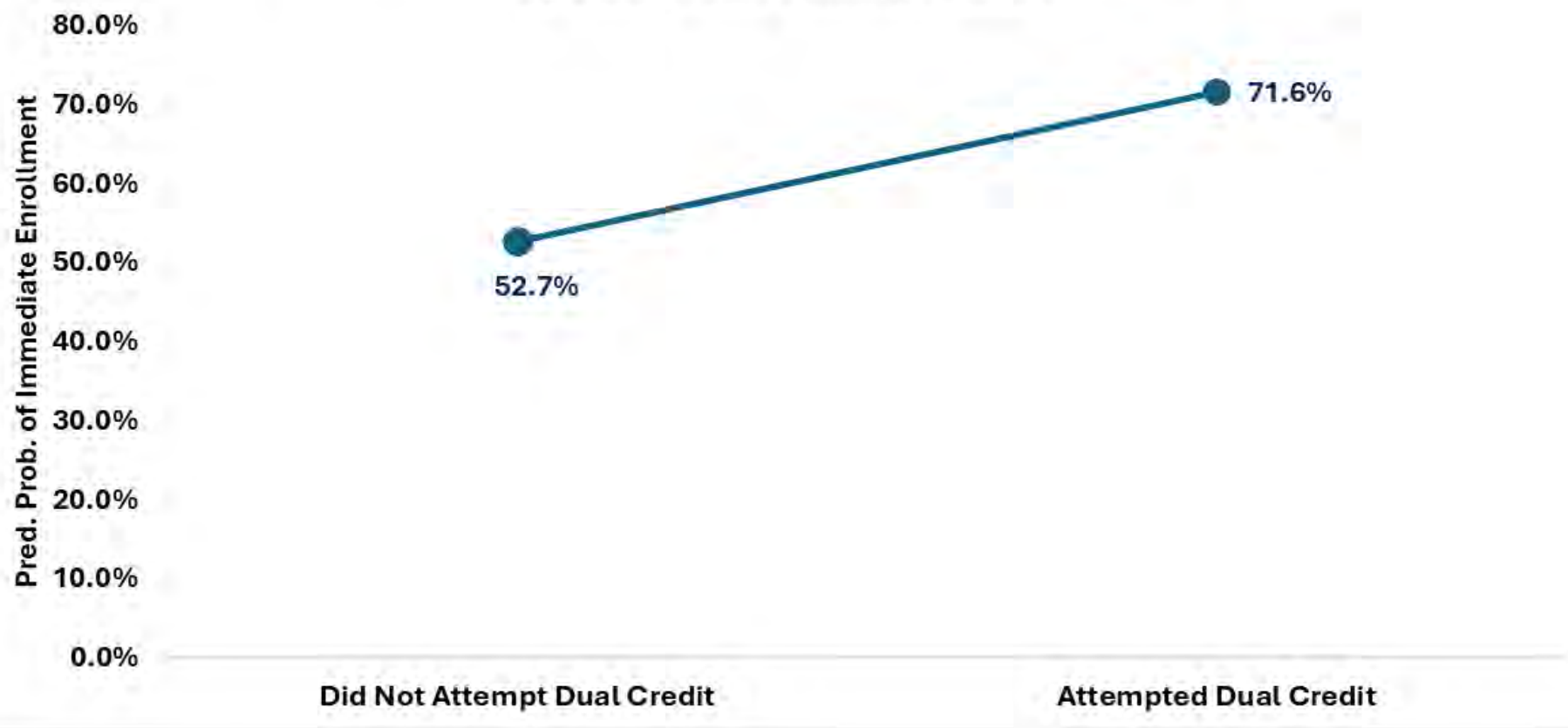
+46%

315,010

Earned credit hours

Inferential Statistics

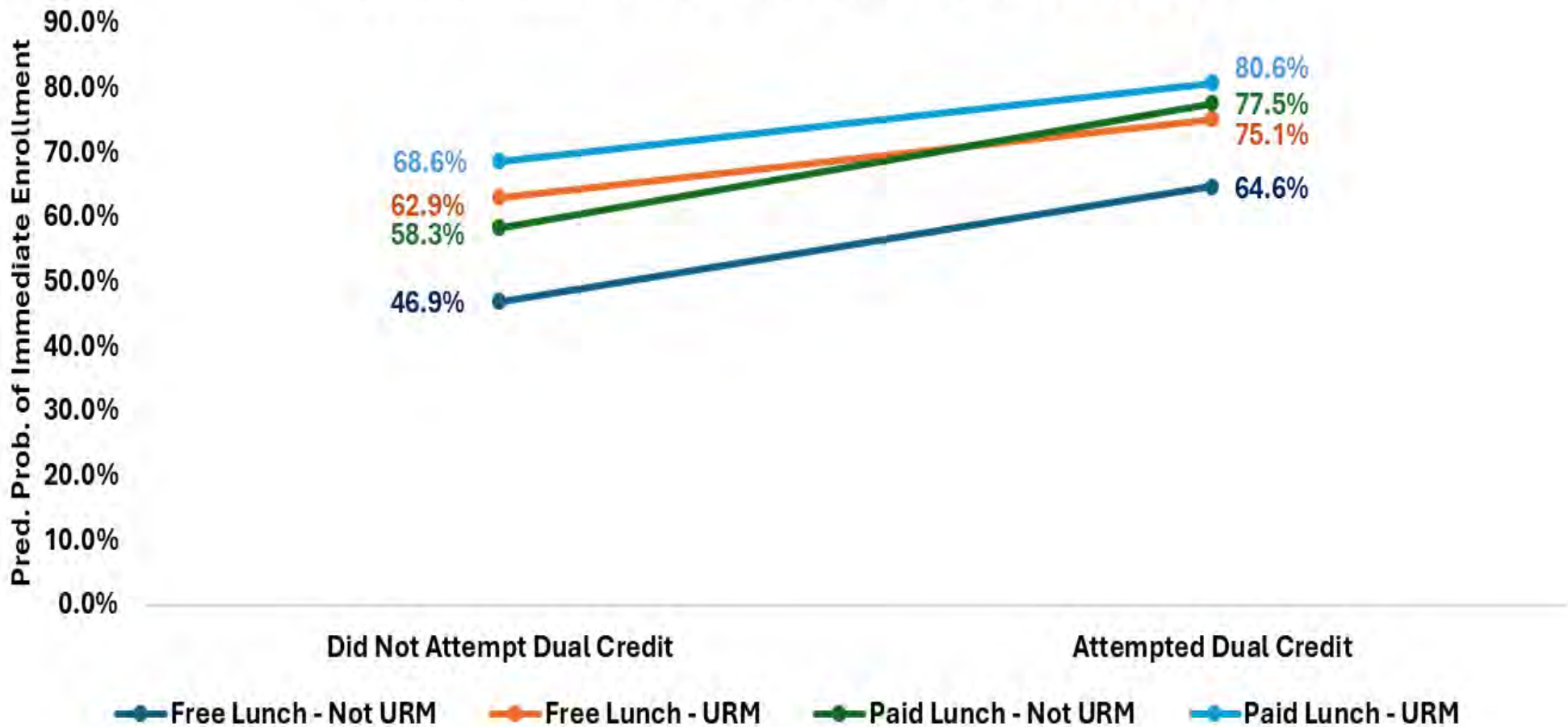
**Predicted Probability of Immediate College Enrollment
by Dual Credit Attempt Status**



Other factors held constant, attempting at least one dual credit course increases college-going likelihood by about 19 percentage points.

Inferential Statistics

Predicted Probability of Immediate College Enrollment
by Dual Credit Attempt Status and Demographic Group



The impact is significant and substantively large across demographic groups.

Descriptive Statistics

Dual Credit Attempters

2.92

Average first-year GPA

\$4,351

Average first-year unmet need

14.0

Average first-year credit
hours attempted

Non-Attempters

2.38

Average first-year GPA

\$6,033

Average first-year unmet need

12.9

Average first-year credit
hours attempted

Challenges

Communication

Accessibility

Alignment

Rigor

Student Supports



Dual Credit Supports & Resources

Supports	Resources
<ul style="list-style-type: none">• Dual Credit Advisory Council• Dual Credit Community of Practice• Futuriti• EPSO Toolkit• Webinar Series• Data Monitoring & Analysis• Kentucky Advising Academy• Commonwealth Education Continuum	<ul style="list-style-type: none">• Dual Credit Policy• Dual Credit Dashboard (CPE)• Dual Credit Feedback Report (KYSTATS)• High School Feedback Report (KYSTATS)• General Education Transfer Policy• Dual Credit Courses Offered Dashboard (KDE)• Dual Credit and Student Success Report (CPE)

A Student's Perspective:

- *“I thought that it helped a lot financially. It helped my family a lot financially, especially since we were coming from like a low-income place. So now that I am here, all the money that we would have had to spend before we could spend it now ...”*
- -Cortez, Y., Varela, D., Jones, D., Chernosky, J., & Silva, R. (nd.) College students' perceptions of the impact of dual credit classes on their college experience. *Research in Higher Education*, volume 45. <https://files.eric.ed.gov/fulltext/EJ1444095.pdf>



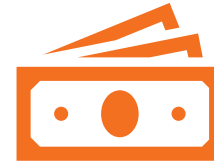
Future Sessions



November:
Student
Benefits of
Dual Credit



January:
Accessibility of
Dual Credit



April:
The Dual
Credit
Scholarship



June:
Dual Credit
Priorities for Ky

Questions?

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Data & Analytics



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Websites: <http://cpe.ky.gov> and <http://kyhigheredmatters.org>



Facebook: KYCPE



Who We Are

The Council on Postsecondary Education (CPE) is Kentucky's coordinating board for higher education, established through the Postsecondary Education Improvement Act of 1997 (KRS 164.020). Appointed by the Governor, the Council works across the state's eight public universities and the Kentucky Community and Technical College System (KCTCS) to ensure Kentucky's postsecondary system is high-quality, affordable, and aligned with workforce needs.

Our Role

- **Advance Educational Attainment** – Lead efforts to achieve state's goal for **60% of Kentuckians to hold a high-quality degree or credential by 2030**.
- **Strategic Leadership** – Facilitate the development and lead the implementation of the statewide agenda *Higher Education Matters*, focusing on access, affordability, quality, and alignment with workforce demand.
- **Funding & Affordability** – With input from the campuses, develop and submit the state biennial budget request for higher education, oversee the performance funding model, and approve tuition rates.
- **Academic Standards** – Approve academic programs and review existing programs, define minimum admissions criteria, and create policy for credit transferability between KCTCS and public universities. Promotes academic quality through the Kentucky Graduate Profile and faculty professional leadership development.
- **Policy & Accountability** – Collect and report performance data, monitor progress, provide state policy recommendations, and ensure technology connectivity across campuses.
- **Governance Support** – Provide orientation and training for institutional board members.
- **Collaboration & Partnerships** – Work closely with employers, educators, other governmental agencies, and community leaders to connect learning with Kentucky's economic future.
- **License Public & Private Institutions** – License all private postsecondary institutions granting bachelor's degrees or higher to ensure quality education and protect students and families from fraudulent organizations.

Why Higher Education Matters

- By **2031, 63% of Kentucky jobs will require education beyond high school.** (Carnevale et al., 2023)
- Today, **56.2% of Kentuckians** hold a credential or degree:
 - 16.7% Certificate or Industry Certification
 - 9.9% Associate Degree
 - 18.2% Bachelor's Degree
 - 11.5% Graduate or Professional Degree
- Nearly half (43.8%) have a high school diploma or some college credit—underscoring the need to **grow and upskill Kentucky's workforce.**

Vision & Mission

Vision: Kentucky will be a **national leader** in building a strong, sustainable, and equitable economy through increased educational attainment and affordable, high-quality postsecondary programs.

Mission: Postsecondary education in Kentucky drives innovation, enhances public health and well-being, breaks cycles of poverty, and prepares students to be lifelong learners in a diverse, knowledge-based economy.

Core Values:

- Transparency & accountability
- Affordability & accessibility
- Quality & excellence
- Innovation & collaboration
- Comprehensive student support
- Strong business & community partnerships

Duties of CPE Board Members

- **Set the vision** for postsecondary education, including the state's attainment goal and approve the strategic agenda.
- **Guide funding and policy** by approving budget requests, tuition rates, and the performance funding model.
- **Ensure academic quality and access** through program approval, program review, minimum admission standards, transfer policies, and affordability monitoring.

- **Advocate for higher education** by engaging with legislators, civic groups, business leaders, and the public.
- **Support governance** by training institutional board members and promoting accountability across campuses.

The Role in Practice

CPE board members function as **messengers and advocates**:

- They share the Council's vision with community and state leaders.
- They help build public support for higher education as a driver of workforce readiness, economic development, civic engagement and quality of life.
- They use data and stories to highlight progress and challenges, ensuring Kentucky stays on track to meet its 2030 attainment goal.

References:

Carnevale, A. P., Smith, N., Van Der Werf, M., & Quinn, M. C. (2023). *After everything: Projections of jobs, education, and training requirements through 2031*. Georgetown University Center on Education and the Workforce. <https://cew.georgetown.edu/cew-reports/projections2031/>