



Prioritized Recommendations

Kentucky Commonwealth Education Continuum
September 2021

SUCCESSFUL TRANSITION TO POSTSECONDARY (STP) WORKGROUP

Recommendation #1: Employ more postsecondary transition advisors to help students plan for and transition to postsecondary education.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Possible Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Partner with organizations to provide college advisors to higher education institutions (or to serve as the host site if partnering with an organization like the College Advising Corps) and local districts with attention to key communities with low postsecondary transition rates.	CPE, KDE, KHEAA, IHEs, local districts	YES – Potential budgetary ask to fund the efforts of partnering organizations
2. Formalize the position of a college and career advisor (postsecondary transition advisor) and provide state funding to specifically increase college and career advising staffing and efforts.	KDE, EPSB, KHEAA, local districts, KSBA	YES - Potential budgetary ask to fund positions
3. Develop a statewide, district-focused training curriculum -- informed by focus groups and stakeholder feedback -- to aid school counselors, college and career coaches, and Family Resource and Youth Service Center Coordinators in better understanding the ever-changing postsecondary landscape and opportunities across the state.	KDE, CPE, KHEAA/IHEs, GEAR UP	YES -- Potential budgetary ask for stakeholder group facilitation and curriculum creation

Recommendation #2: Create a comprehensive communications campaign to better equip high school students with the necessary knowledge to successfully transition to postsecondary.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Possible Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Create a letter or notifications to send students each year of high school, via Infinite Campus and other methods, that outlines institutions they may be eligible to attend and important postsecondary transition steps or early postsecondary opportunities for that year. Incentivize students to apply to college early.	CPE, KDE, KHEAA, IHEs	YES -- Potential budgetary ask to offer incentives
2. Create and communicate a statewide web-based resource hub to access advising resources and information regarding early postsecondary opportunities, postsecondary institutions, career pathways, financial aid information, etc.	CPE, KHEAA, KDE, IHEs, EWDC, KYSTATS, local districts	YES – Potential budgetary ask to build, maintain, and communicate about the site

Recommendation #3: Catalyze a statewide, cross-agency campaign to improve FAFSA completion rates and access to FAFSA data for schools and districts.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Possible Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Establish a standing cross-agency committee to explore and evaluate agency-level efforts and achieve FAFSA completion goals.	KHEAA, KDE, CPE	NO

2. Develop and provide FAFSA-related training and resources on a statewide scale to better equip school counselors, postsecondary transition advising teams, and other partners.	KHEAA, KDE, CPE, KSCA, KASA, IHEs	YES – Potential budgetary ask to develop and provide training
3. Create a system to regularly provide districts and schools with student-level FAFSA completion data.	KHEAA, KDE	NO
4. Include FAFSA completion data on the KDE School Report Card and dashboard, and CPE dashboard.	KDE, CPE, KHEAA	NO

Recommendation #4: Expand institutional capacity to support students as they transition to postsecondary.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Possible Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Use data to identify which students are less likely to matriculate, and target communications, outreach, and support (e.g. webinars, tours, access to near-peers and advisors) to them via advising touchpoints.	KDE, KYSTATS, Local districts, IHEs	NO
2. Develop or continue summer bridge programming and expand opportunities to the summer before junior year through grants issued to institutions of higher education.	CPE, KDE, IHEs	YES – Potential budgetary ask for the grant awards
3. Launch an outreach campaign (through text nudging, etc.) that connects students to personalized, campus-based supports.	IHEs	YES - Potential budgetary ask to secure and run the texting platform

EARLY POSTSECONDARY OPPORTUNITIES (EPO) WORKGROUP

Recommendation #1: Ensure every high school student has access to at least one early postsecondary opportunity and the support to successfully complete the course, particularly those students and families who have been traditionally underrepresented in early postsecondary opportunities.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Potential Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Develop a toolkit (containing suggested outreach, ways to identify students using data, advantages of EPO courses, differences among program types, steps to enroll, and supports to improve student success) -- along with professional development -- for K-12 schools and districts to advise students and families.	KDE, KHEAA, CPE, College Board, AdvanceKY, IB, CAI, CTE	YES – Potential budgetary ask to develop and communicate about the toolkit
2. Establish a statewide professional network for EPO teachers to improve recruitment and awareness strategies, supports for increased student success, and instructional practices.	KDE, CPE, IHEs, local districts	YES – Potential budgetary ask to fund facilitation efforts and expenses
3. Dedicate funding for teachers to apply towards graduate coursework, professional development, or other credentialing or qualification requirements for EPO courses to increase the number of available course offerings.	KDE, IHEs, local districts	YES – Potential budgetary ask to fund the costs of coursework and training (scholarships or tuition waivers)
4. Create an online interactive advising tool that provides user-friendly guidance on the availability of EPO courses (a course catalog) and how they will transfer to various in-state institutions.	KDE, CPE, IHEs	YES – Potential budgetary ask to develop the tool/course catalog

Recommendation #2: Increase state funding to cover the cost of early postsecondary opportunities for all students, including equity grants for low- and middle-income students and families.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Potential Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Issue equity grants to local districts based on eligibility criteria, allowable uses of funds, and an application process.	KDE, CPE, local districts	YES – Potential budgetary ask for additional state funding, and revision to existing legislation
2. Provide state funding to cover the fees of EPO exams for all students.	KDE	YES – Potential budgetary ask to cover the cost of exam fees and revision to existing legislation
3. Provide state funding/incentives for employers to host high-quality work-based learning opportunities (e.g. apprenticeships, internships, etc.) that integrate opportunities to earn early postsecondary credit.	KDE, KY Chamber, EWDC, local districts	YES – Potential budgetary ask to fund incentives

Recommendation #3: Strengthen local and regional partnerships among high schools, institutions, and the workforce to expand access, advising, and support to early postsecondary opportunities.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Potential Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Develop a toolkit for K-12 schools/districts and higher education institutions (e.g. data sharing agreements, aligning advising	KDE, CPE, local districts, IHEs, EWDC	YES – Potential budgetary ask to create the toolkit

practices, and fostering collaboration between faculty and high school teachers) to establish and scale effective EPO partnerships.		
2. Reconvene the Dual Credit Advisory Council to revisit guidance around partnerships to improve student access, advising, and supports.	CPE	YES – Potential budgetary ask to facilitate meetings
3. Leverage Perkins consortia to expand equitable access and success for EPO courses for CTE pathways.	KDE, local districts, IHEs	NO
4. Convene regional cross-sector networks on EPO partnerships to analyze data on access and success, and share best practices to address common challenges.	Regional co-ops, KDE, CPE, IHEs	YES – Potential budgetary ask to offer funding to regional co-ops to pilot networks

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EDUCATOR WORKFORCE AND DIVERSITY (EWD) WORKGROUP

Recommendation #1: Launch a compelling campaign that highlights the importance and benefits of entering the teaching profession.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Possible Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Design a campaign that targets multiple audiences with information about the benefits and opportunities within the teaching profession, along with a new vision for the future of education as a career field, particularly in critical shortage areas (e.g. STEM, CTE, and middle/high school).	KDE, CPE, IHEs, local districts, local chambers, KEA, EWDC	YES – Potential budgetary ask to fund campaign
2. Engage with local employers and community partners to better elevate and support messaging about the importance of teaching to workforce development.	IHEs, local districts, community leaders, local chambers, EWDC	NO

Recommendation #2: Enhance the recruitment of future teachers to increase the number of teachers with an emphasis on underrepresented groups.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Possible Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Elevate alternative pathways to the teaching field in recruitment campaigns.	KDE, EPSB, IHEs	NO
2. Identify ways to offer incentives to teacher candidates and provide additional funding/scholarships to complete teacher education programs.	KDE, local districts, KHEAA	YES – Potential budgetary ask for incentives. Potential

		legislative changes may arise
3. Intentionally recruit military and JR ROTC participants to pursue teaching opportunities in computer science and other CTE fields.	IHEs, local districts, KCMA	YES - Potential budgetary ask for targeted recruitment material and efforts
4. Invest in educator camps that can be used to develop future teachers, expose students to the field of teaching, and can help reinvigorate or train current teachers.	KDE, local districts, IHEs	YES – Potential budgetary ask to fund camps
5. Propose regulatory changes to increase the Praxis validity time frame to 10 years and update the standards for admission to educator preparation programs.	KDE, EPSB	YES – Regulatory changes to amend 16 KAR 6:010
6. Require recurring training on cultural competencies for hiring committees and supervisors.	KDE, KYACTE, KASA, KASS, KEA	YES - Legislative changes to KRS 160.360 (2)(d) minority recruitment efforts
7. Incorporate formal training on cultural competencies within the educator preparation curriculum.	EPPs/IHEs	NO

Recommendation #3: Increase teacher and administrator retention and advancement opportunities with attention to underrepresented groups.

Catalyzing Action

To implement this recommendation, the following short-term and longer-term initiatives were recommended for actors to consider.

Possible Action Steps	Suggested Owner(s)	Legislative or Budgetary Implications
1. Advocate for legislation and resources to increase overall teacher pay.	KDE, local districts, KEA	YES - Legislative changes to increase teacher salary scales and funding will be required for updated salary scales

<p>2. Develop guidance for districts on an equitable approach to implement salary increases based on critical shortage areas, additional experiences, and certifications for current teachers.</p>	<p>KDE, local districts, EPSB, KEA, KSBA</p>	<p>YES -- Possible budgetary ask to support increased teacher pay</p>
<p>3. Expand professional learning opportunities to build the capacity of teachers or credential those in critical shortage areas.</p>	<p>KDE, local districts, Advance KY</p>	<p>YES – Potential budgetary ask to expand trainings</p>
<p>4. Develop a statewide Teacher Leadership Academy (e.g. emerging leader programs) that equips teachers with the skills and competencies to develop long term career plans, explore opportunities to pursue those plans, and be involved in policy-making decisions.</p>	<p>KDE, local districts, KASA, Lead KY, Prichard Committee</p>	<p>YES – Potential budgetary ask to develop academy</p>
<p>5. Establish communities of practice and leadership academies to mentor teachers and administrators from underrepresented groups, with consideration to the unique challenges these target populations may face.</p>	<p>KDE, LEAs, Education Coops, KASA, KASS, KEA,</p>	<p>YES – Potential budgetary ask to fund communities of practice</p>
<p>6. Launch mentoring and leadership programs for current and future teachers of color, especially for women who may want to enter administrative leadership.</p>	<p>KDE, local districts, IHEs</p>	<p>YES – Potential budgetary ask to launch programs</p>

Prioritized Recommendations Summary

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STP1: Employ more postsecondary transition advisors to help students plan for and transition to postsecondary education.

STP2: Create a comprehensive communications campaign to better equip high school students with the necessary knowledge to successfully transition to postsecondary.

STP3: Catalyze a statewide, cross-agency campaign to improve FAFSA completion rates and access to FAFSA data for schools and districts.

STP4: Expand institutional capacity to support students as they transition to postsecondary.

EPO1: Ensure every high school student has access to at least one early postsecondary opportunity and the support to successfully complete the course, particularly those students and families who have been traditionally underrepresented in early postsecondary opportunities.

EPO2: Increase state funding to cover the cost of early postsecondary opportunities for all students, including equity grants for low- and middle-income students and families.

EPO3: Strengthen local and regional partnerships among high schools, institutions, and the workforce to expand access, advising, and support to early postsecondary opportunities.

EWD1: Launch a compelling campaign that highlights the importance and benefits of entering the teaching profession.

EWD2: Enhance the recruitment of future teachers to increase the number of teachers with an emphasis on underrepresented groups.

EWD3: Increase teacher and administrator retention and advancement opportunities with attention to underrepresented groups.