

# Kentucky College Readiness & Access Outreach Coalition Inaugural Meeting

April 30, 2014

Sign-In Sheet		
Organization	Name	Signature
55,000 Degrees	Mary Gwen Wheeler	attended til noon
Advance KY	JoAnne Lang	<i>[Signature]</i>
Association of Independent Kentucky Colleges & Universities	Mason Dyer	<i>[Signature]</i>
Bluegrass State Skills Corporation	Josh Benton	<i>[Signature]</i>
Bluegrass Tomorrow (Bluegrass Higher Education Consortium)	Polly Marquette	<i>[Signature]</i>
Center for Rural Development	Jim Tackett	<i>[Signature]</i>
Council on Postsecondary Education (CPE)	Aaron Thompson	<i>[Signature]</i> *
Council on Postsecondary Education (CPE)	Lee Nimmoeks	<i>[Signature]</i> *
Council on Postsecondary Education (CPE)	Melissa Bell	
Council on Postsecondary Education (CPE)	Sue Cain	<i>[Signature]</i> *
Council on Postsecondary Education (CPE)	Kim Arington	<i>[Signature]</i> *
Council on Postsecondary Education (CPE)	Sue Patrick	
Council on Postsecondary Education (CPE)	Bruce Brooks	<i>[Signature]</i> *
Council on Postsecondary Education (CPE)	Dawn Offutt	<i>[Signature]</i> *
Council on Postsecondary Education (CPE)	Wendy Nealy	WENDY NEALY *
Council on Postsecondary Education (CPE)	Yvonne Lovell	<i>[Signature]</i> *
Council on Postsecondary Education (CPE)	Kim Millerd	<i>[Signature]</i> *
Council on Postsecondary Education (CPE)	Rana Johnson	<i>[Signature]</i> *
Family Resource and Youth Services Centers	Naela Imanyara	<i>[Signature]</i>
Family Resource and Youth Services Centers	Deborah Clemons	
GRREC - Race to the Top (District)	Dennis Horn	<i>[Signature]</i>
Kentucky Adult Education	Missy Brownson	attended (BB)
Kentucky Adult Education	Toni Quire	
Kentucky Association of College Registrars and Admissions Officers	Lesa Harris	attended KJM

CPE STAFF

Kentucky Department of Education (KDE)	Dale Winkler	attended (B)
Kentucky Department of Education (KDE)	Rebecca Blessing	Rebecca Blessing
Kentucky Department of Education (KDE)	April Pieper	April Pieper
Kentucky Department of Education (KDE)	Brigette Stacy	
Kentucky Department of Workforce Investment	Ashley Parrot	Ashley Parrot
Kentucky Educational Television	Julie Schmidt	attended KJM
Kentucky Higher Education Assistance Authority (KHEAA)	Carl Rollins	attended (B)
Kentucky Higher Education Assistance Authority (KHEAA)	Ted Franzeim	attended KJM
Kentucky Higher Education Assistance Authority (KHEAA)	Susan Hopkins	attended KJM
Kentucky Latino Educational Alliance (K'LEA)	Erin Howard	EH
Kentucky Work Ready Communities	Robert Curry	-
National Association for College Admission Counseling	Kim Chaffer Schroeder	Kasschroeder
Office for Partners in Education, Berea College	Dreama Gentry	
Office for Partners in Education, Berea College	Kevin Hall	Kevin Hall
Office of the Governor	Mike Bartlett	
Office of the Lt. Governor	Chad Aull	attended KJM
Superintendent representative	Lewis Carter	Jerry Rowland
University of Kentucky	Randolph Hollingsworth	R Hollingsworth
University of Kentucky	Mildred Bailey	Mildred M. Bailey
Ky chamber	Betsy Dexter	B Dux
KAEOOP-TRIO-Morehead	Dan Connors	D C Connors
NKU CAMPUS COMM	GAYLE HILKIN	Gayle A. Hilkink
Julie Schmidt	KET	Julie Schmidt

Outreach Coalition Meeting, April 30, 2014  
TRANSCRIPTION of Meeting Activities

Activity #1: What Do We Mean by Value, Affordability, Readiness & Completion

The purpose of this activity was to facilitate participants in constructing a shared understanding of the concepts of Value, Affordability, Readiness and Completion from the perspectives of 1)future students, 2) their families, and 3) university/government administrators.

STUDENT

Student Perspective: Value	<ul style="list-style-type: none"><li>• High paying jobs</li><li>• What they are learning is related to the real world</li><li>• Will I learn what I need to be successful</li><li>• Good job, self sufficient, skills applicable to industry of interest</li><li>• Is it worth more than just going to work?</li><li>• What is in it for me? Why bother?</li><li>• Will it be what I want? Will I like the experience?</li><li>• Make connections</li><li>• Higher wages</li><li>• Gain experience</li><li>• Going to college for my parents</li><li>• To go to get a job</li><li>• Accomplishing my parents' dream</li><li>• Door to a better future</li><li>• A better life...</li><li>• Beginning of a brighter better future</li><li>• No one can take my education from me</li><li>• Impact on community</li><li>• Opportunity costs</li><li>• Impact on family</li><li>• Investment vs. outcome</li><li>• Good job</li><li>• To get a job paying 50,000 or more and no idea what kind</li><li>• Does it have meaning?</li><li>• Pretty campus</li><li>• Best parties</li><li>• Lowest cost</li><li>• What will I get for the money I pay for my education?</li><li>• How will I pay for all 2-4 years?</li><li>• All about me</li><li>• What frat/sorority will I pledge?</li><li>• Not sure</li><li>• Because my friends are going to college</li><li>• No clean concept of value</li><li>• Important for my future to get a job that will allow me to support myself and family</li></ul>
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	<ul style="list-style-type: none"> <li>• A good job</li> <li>• Told I need a degree to be a success</li> <li>• Jobs</li> <li>• Necessary</li> <li>• Can I get a good job?</li> <li>• Build social &amp; professional network</li> <li>• College degree = better job</li> <li>• Will pay off for me in the long run – long term...[?]</li> <li>• What should I invest myself in? What's worth paying/going into debt for?</li> </ul>
<p>Student Perspective: Affordability</p>	<ul style="list-style-type: none"> <li>• Obtaining a scholarship</li> <li>• Can I pay for this?</li> <li>• Don't want debt (loan)</li> <li>• How can I pay?</li> <li>• Will I be able to get a job that pays enough to pay off debt</li> <li>• Is it affordable? How much to pay back? Can I get help?</li> <li>• Can I go to college when my family cannot afford it?</li> <li>• Will my family have to sacrifice for me to go?</li> <li>• Can I afford skyrocketing tuition?</li> <li>• Will it be cheap enough that I can go? Y/No</li> <li>• Access to need based aid</li> <li>• Loan debt</li> <li>• Price</li> <li>• I can only go PT because I have to work</li> <li>• Price</li> <li>• What parents can pay/afford?</li> <li>• Scholarship</li> <li>• Cost</li> <li>• Can afford to go</li> <li>• Little or no debt</li> <li>• Financial aid – net costs</li> <li>• Qualifying for financial aid</li> <li>• Parents will pay for it</li> <li>• Not an issue – my parents will pay</li> <li>• Good grades = \$ for college</li> <li>• Will they have to get a job?</li> <li>• Safety v. dream school</li> <li>• Low debt</li> <li>• Parents will pay for it</li> <li>• Do I have to work and take out loans for my education?</li> <li>• How will my family pay for my education- we are low income</li> <li>• Can't afford it</li> <li>• Too expensive</li> <li>• Clueless about affordability</li> <li>• Out of reach</li> <li>• Will I be able to get enough financial aid and scholarships to attend the college</li> </ul>

	<p>of my choice?</p> <ul style="list-style-type: none"> <li>• If I can defer the cost, I can afford it later</li> <li>• How is my family's income impacted?</li> <li>• I can pay for it now</li> <li>• What can I do to afford college cost, best bang for my buck. What scholarships do they offer?</li> <li>• Tuition costs</li> <li>• Living costs</li> <li>• How to pay if not [?]</li> <li>• I can afford only with financial aid</li> <li>• Simple to understand</li> <li>• Free</li> </ul>
<p>Student Perspective: Readiness</p>	<ul style="list-style-type: none"> <li>• Met ACT benchmarks</li> <li>• Don't want to pay for remedial classes</li> <li>• Can I keep up?</li> <li>• Will I know enough to be competitive?</li> <li>• Will I be prepared for the job I want?</li> <li>• Will I excel?</li> <li>• Did high school prepare me?</li> <li>• Study habits</li> <li>• I should've taken more math 😊</li> <li>• Are college courses harder? Am I prepared?</li> <li>• Dual credit, AP course, Good GPA</li> <li>• Will I know what to do when I get there?</li> <li>• Can I really do college?</li> <li>• Not ready for math</li> <li>• My test scores</li> <li>• Grades</li> <li>• Good English scores</li> <li>• Good math scores</li> <li>• Am I college material?</li> <li>• Can I be successful?</li> <li>• Counselor/teacher influence</li> <li>• "Matching"</li> <li>• Env't.</li> <li>• Comm.</li> <li>• Can I get in?</li> <li>• Can use the same careless study habits in college</li> <li>• Good grades</li> <li>• ACT 29 and above</li> <li>• Get through college easily</li> <li>• Good grades and test scores</li> <li>• What classes should I take when I am in 1 – 5 grade that will help me for college?</li> <li>• How does my teacher - 1<sup>st</sup> year grad – impact my ability to go from K-5 to college</li> </ul>

	<ul style="list-style-type: none"> <li>• Academics – yes; Soft skills – no</li> <li>• Have I taken the right courses to prepare me?</li> <li>• Good grades</li> <li>• Am I taking the right classes?</li> <li>• Do well on standardized test</li> <li>• Good GPA</li> <li>• I need a good GPA</li> <li>• Am I smart enough?</li> <li>• Do I have to take math?</li> <li>• I need good ACT scores</li> <li>• Does student have good ACT/SAT score? Do they have to take additional classes...[?]</li> <li>• I am academically prepared for [?]</li> <li>• No remedial courses needed!</li> </ul>
<p>Student Perspective: Completion</p>	<ul style="list-style-type: none"> <li>• Graduating with a degree</li> <li>• What's next?</li> <li>• Will I be able to find a job?</li> <li>• Timeframe to completion</li> <li>• Supports to getting there</li> <li>• Four/five years is a long time. I should get a job now.</li> <li>• Do other students get finished?</li> <li>• How long will I have to stay in school?</li> <li>• Done, no more classes</li> <li>• How quickly can I graduate?</li> <li>• Leadership</li> <li>• Lifetime friendships/connections</li> <li>• Rich experiences</li> <li>• Prepared for life</li> <li>• Outcomes</li> <li>• Jobs</li> <li>• More?</li> <li>• Big goal</li> <li>• On time degree</li> <li>• Does it really take 4 years?</li> <li>• Eventually getting a job and \$\$</li> <li>• Job</li> <li>• Job</li> <li>• Opportunity</li> <li>• Whenever! If ever!</li> <li>• Career= Big \$ / low stress</li> <li>• Joy in life</li> <li>• Completion = graduate</li> <li>• How can my family – who has not been to college- support my progress?</li> <li>• What can I do in the summer to help to lead to college completion</li> <li>• All about the stuff</li> </ul>

	<ul style="list-style-type: none"> <li>• I haven't thought that far</li> <li>• Not too far in the future – can be micro-level</li> <li>• If I show up, someone will make sure I get through</li> <li>• It will be a challenge to finish college</li> <li>• I will complete in 6 years because I have to work</li> <li>• What is grad rate of college? How many years will it take to graduate?</li> <li>• I know what steps to take future goals I have</li> <li>• Degree or certificate gets me a job</li> <li>• I know what I need to do to complete college</li> </ul>
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## FAMILY

<p>Family perspective: Value</p>	<ul style="list-style-type: none"> <li>• Want better for my kid</li> <li>• You will go to college</li> <li>• Is a traditional college worth it? How about a trade?</li> <li>• Self-sustaining adult</li> <li>• Will it make a difference?</li> <li>• Better life or opportunities</li> <li>• Better life/opportunities</li> <li>• Will college pay off in the end?</li> <li>• "Political science?" It's not too late to switch to pre-med</li> <li>• Can we really afford it?</li> <li>• Que?</li> <li>• It's why I cam here. to give my child a better life</li> <li>• Worried if they leave they won't come back</li> <li>• Is it worth it?</li> <li>• Reaching full potential</li> <li>• Risk v. reward</li> <li>• To get a good job, you need to go to college</li> <li>• Everyone needs to go to college</li> <li>• Will my child be safe?</li> <li>• Will my child leave me?</li> <li>• Home responsibility</li> <li>• Outgrowing their raising</li> <li>• Will my child's values change – different from mine?</li> <li>• Distance</li> <li>• Sacrifice</li> <li>• Pride</li> <li>• Balance of making kid happy v. fiscal reality</li> <li>• Best education that is affordable</li> <li>• Take basketball + buy me a home when you go to NBA</li> <li>• Pride in accomplishment or jealousy</li> <li>• What will we get for our money for 2 yr/4yr</li> <li>• We didn't go to college and are doing all right...</li> <li>• Is it worth it?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Will my child get a GOOD job after graduation?</li> <li>• What will my student's outcome be?</li> <li>• What am I getting for my money?</li> <li>• Most want children to have more than they did</li> <li>• Will prepare for child for independence</li> <li>• Can you get a job after college?</li> <li>• Will my child's major ensure him/her a job?</li> <li>• There are no jobs in the area. Why go to college &amp; spend money when there is little return</li> <li>• I don't want them leaving, they may not return</li> <li>• Will they benefits outweigh "losing" my child (moving away from family)?</li> <li>• It's more beneficial + cheaper to keep them home- can start working now</li> <li>• Why does Suzi need a degree – I didn't and was successful</li> <li>• Are student loans worth it?</li> <li>• How many dual credit courses can you get in high school that I won't have to pay for?</li> <li>• Will my student be employed upon graduation/able to support themselves</li> <li>• My child will need a postsecondary degree in order to get into a productive career</li> <li>• A good future for my kid</li> <li>• Kid has to go but what is it worth?</li> <li>• They should just get a job</li> <li>• Will he/she be able to support me in old age?</li> <li>• Help my kid mature/grow up</li> <li>• Help my kid prepare for [?]</li> <li>• Want my kid to have [?]</li> <li>• Wanting student to have a better life</li> <li>• Can we afford this?</li> <li>• You should go to community college – cheaper</li> <li>• My daughter will be able to make more money</li> <li>• Will the long term payoff be worth it?</li> <li>• Prestige? Losing a child</li> <li>• I didn't get a degree but my kids will</li> </ul>
<p><b>Family perspective: Affordability</b></p>	<ul style="list-style-type: none"> <li>• If you study hard, you will go – I will get you there</li> <li>• Don't want another loan</li> <li>• Can't do it, already strapped</li> <li>• What resources do I need to support my child?</li> <li>• More debt or debt</li> <li>• Can we afford it?</li> <li>• How can our family sustain for while mom is in college?</li> <li>• Payment plans + work based opportunities</li> <li>• What can we do to make it affordable?</li> <li>• Out of state is too expensive</li> <li>• We can HELP but we don't want our child graduating with debt</li> <li>• Hope you get some scholarships</li> <li>• Can we afford it?</li> <li>• Price</li> </ul>

- How much debt is too much?
- What is my/our out-of-pocket costs?
- Can we afford it?
- How can we pay?
- Taking on debt
- What is the value proposition?
- Ability to support self during college
- Start at community college
- Ability to provide help
- Live at home?
- It is going to take a lot of money so you need scholarships
- You can complete college through military
- Compare grad school \$ v. undergrad
- Will I need to get a second/third job
- We won't qualify for any aid
- Unaware of opportunities
- When should I have started saving?
- Loss of student's income
- Delayed retirement
- Will the fund be enough?
- Wish they could, but we just can't afford this
- We will incur major debt
- How much debt will we incur in the process?
- Should I limit the \$ we borrow?
- What are all options for defraying college costs?
- Are there cheaper options?
- My income cannot afford to send my child
- How can we afford it?
- Have I saved enough money?
- Can I afford 4 years?
- Will my child receive enough financial aid and scholarships?
- Am I financially able to help?
- Is it truly affordable?
- Is the money worth it?
- How can we afford this?
- How will we afford this?
- They don't need to go to college
- Debt! (Don't know about financial aid)
- Want to help, but how much? Where should they go?
- College as service center (do they pay attention to my kid?)
- Can't give up son/daughter earning power – need them to work
- Why the XXX is tuition so high?!?
- My kid is going to have to get scholarships
- How can we pay for this?
- It is too much of a hassle to fill out a FAFSA
- We can't afford to pay for college

	<ul style="list-style-type: none"> <li>• Another house mortgage</li> <li>• How can we afford college?</li> <li>• What is available to pay for college?</li> <li>• Can kid get a scholarship? What is financial pkg? Which school offer is the best?</li> </ul>
<p><b>Family perspective: Readiness</b></p>	<ul style="list-style-type: none"> <li>• All you have to do is study hard</li> <li>• He/she isn't smart enough/organized enough</li> <li>• He/she is going to waste time and my money</li> <li>• Did I do all I could at home to prepare my child for post sec edu</li> <li>• Impact/effect on family structure</li> <li>• Is he/she (I) ready?</li> <li>• Application – check; dorm life – check; supplies – check</li> <li>• Is my child ready to leave home?</li> <li>• Did you take enough math and science courses</li> <li>• Will they be admitted?</li> <li>• Is my child ready – academics, social?</li> <li>• Is this the right fit for my kid?</li> <li>• Grades &amp; scores</li> <li>• Can he/she get into the college of their choice</li> <li>• I don't know about college</li> <li>• Safety issues</li> <li>• Emotional maturity</li> <li>• Is our student mature enough?</li> <li>• You make honor roll all your school life</li> <li>• Has my child's school prepared him/her</li> <li>• Clueless about benchmarks and requirements</li> <li>• How can I support my child in elementary to ensure they are ready for college bearing credit</li> <li>• Will my child succeed socially, academically, and emotionally?</li> <li>• Can I expose my child to extra academic support? Where do I find these resources?</li> <li>• The schools need to do more to make sure they are ready</li> <li>• My child better get an A – KEES money</li> <li>• When my child gets a diploma, he/she will be ready for college</li> <li>• Our schools are not preparing students so they can succeed in college</li> <li>• Is my child going to be successful?</li> <li>• Will my student be academically and emotionally ready?</li> <li>• Am I ready for them to leave?</li> <li>• Too much homework</li> <li>• I'm not ready for them to leave</li> <li>• Will they be ok on their own?</li> <li>• Classes are too difficult</li> <li>• Anything my kid could be doing outside of school to get ready?</li> <li>• Classes aren't challenging enough</li> <li>• Should I meet with his/her counselor?</li> <li>• Almighty GPA</li> </ul>

	<ul style="list-style-type: none"> <li>• My kid is not ready to [&gt;]</li> <li>• Can I go back to college at my age? Can I do it?</li> <li>• What barriers are likely to get in the way?</li> <li>• How do I help my children prepare?</li> <li>• My kid better improve their grades</li> <li>• What do I need to do to ensure my child is ready?</li> <li>• My daughter will have to take remedial courses</li> <li>• My daughter will have a struggle with academics</li> </ul>
<p><b>Family perspective: Completion</b></p>	<ul style="list-style-type: none"> <li>• Degree = better job</li> <li>• Get a job! Don't come back home!</li> <li>• Yeah, right! Believe it when I see it.</li> <li>• Does degree align with profitable career path</li> <li>• Are there any jobs out there anyway?</li> <li>• Better life or opportunities</li> <li>• Can you complete in four years?</li> <li>• How long will college take to finish?</li> <li>• When will they get done?</li> <li>• Will this help them define/be successful?</li> <li>• Can they complete in 4 yrs or less?</li> <li>• How much time it takes to graduate?</li> <li>• Will my child be supported by the college?</li> <li>• Grades in college</li> <li>• Will this open doors?</li> <li>• Job prospects</li> <li>• Will my child get a job?</li> <li>• What will you do with X?</li> <li>• Job</li> <li>• Ability to support self post-college</li> <li>• Get your MD degree</li> <li>• Can my student keep his/her eye on the prize?</li> <li>• If I'm paying, you better finish!</li> <li>• Will my child be able to find a good job in the same field as their degree?</li> <li>• A college degree = jobs...or does it?</li> <li>• How can I help them find a good job?</li> <li>• Will the student return home after graduation?</li> <li>• Will my student stay the course all four years?</li> <li>• Now what?</li> <li>• GRE, LSAT, GMAT</li> <li>• What does life after college/university look like</li> <li>• Go into an area that has promise for job placement</li> <li>• When my child gets a degree, he/she will be ready to be on their own</li> <li>• Will college prepare my child for a job?</li> <li>• Where do I go for help when this gets hard?</li> <li>• Will the money run out?</li> <li>• How do I help ensure my child's success?</li> </ul>

	<ul style="list-style-type: none"> <li>• Must stay on track</li> <li>• Will help only for four years</li> <li>• I'm more interested in making sure they make it through the first year</li> <li>• I hope my son will finish</li> <li>• Is my college-going kid going to make the grade? Get in right social groups on campus?</li> <li>• Getting a good job with degree</li> </ul>
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## ADMINISTRATOR

Administrator perspective: Value	<ul style="list-style-type: none"> <li>• Bang for buck</li> <li>• More graduates + more education lead to more employment opportunity and growth</li> <li>• A college degree is worth it in the long run</li> <li>• What majors are worth something to our students</li> <li>• What type of institution is best for the student?</li> <li>• Can we give students what they need with funding we get?</li> <li>• Postsecondary is key to future success</li> <li>• What do we offer? USP!</li> <li>• Economic catalyst for the community</li> <li>• Transform students lives</li> <li>• Connecting students to future jobs</li> <li>• Personal benefit &amp; social benefit</li> <li>• Cost/benefits</li> <li>• Follow through on going to classes; study</li> <li>• Is this student prepared for his/her scholarship?</li> <li>• Time management</li> <li>• Reputation of our school</li> <li>• What does student want from college experience?</li> <li>• Are we competitive with like institutions?</li> <li>• How can I educate parents to help them understand the process?</li> <li>• How do I help students to get the most out of their education?</li> <li>• Helping meet our goals</li> <li>• Does this student have what it takes to help us meet our goals?</li> <li>• Can we recruit to the point of sustainability?</li> <li>• More students = more \$ for us!</li> <li>• Tuition \$</li> <li>• Those with a degree are less likely to be in jail and pay more tax</li> <li>• The amount of a college grad starting salary is higher than a high school grad</li> <li>• Life-changing culture shock – not 13<sup>th</sup> grade</li> <li>• Ensure students' academic prep pay off for them</li> <li>• More opportunity for graduates</li> <li>• Postsecondary education required; social justice issues→income inequality</li> <li>• How do I afford top professors at least pay?</li> <li>• Better state economy</li> <li>• Offering degrees to prepare for the workplace</li> </ul>
Administrator	<ul style="list-style-type: none"> <li>• Cost per student</li> </ul>

<p><b>perspective: Affordability</b></p>	<ul style="list-style-type: none"> <li>• Cost to departments and funds</li> <li>• Can be attained; need to match needs with reality</li> <li>• Price point attractive</li> <li>• Balance between loans, scholarships, grants and work</li> <li>• Limits of 'efficiencies'</li> <li>• Efficiency with limited resources</li> <li>• Is our net price reasonable?</li> <li>• Our cost v. other colleges</li> <li>• Underfunded → impacts tuition</li> <li>• Cost of support services</li> <li>• Do students/families perceive value?</li> <li>• Time to degree</li> <li>• We must do more with a lot less</li> <li>• Tuition increases balance cost-affordability</li> <li>• Financial access</li> <li>• Reasonable debt levels</li> <li>• Rankings in national publications</li> <li>• Low/decreased default rate</li> <li>• Communicate financial need v. lifestyle</li> <li>• How much will we spend just getting students ready?</li> <li>• Ability to pay v. willingness to pay</li> <li>• Do not gather credit cards</li> <li>• New programs + buildings; more for the money</li> <li>• Meet the numbers to support financial needs of college</li> <li>• Will this student be a completer? Do they have sufficient funding to stay enrolled?</li> <li>• I hate there are so many kids who would be great for my institution but can't afford it</li> <li>• Outreach to parents re: financial aid</li> <li>• Is our tuitions and fees competitive with other institutions</li> <li>• Need more help to make college affordable for student</li> <li>• Budget cuts make tuition increase; we don't have a choice</li> <li>• How do we make college a better value?</li> <li>• We can work on this together to make it affordable (if sacrifice!)</li> <li>• Give students good money &amp; deal &amp; operate college in the green (how?)</li> <li>• Financial aid and scholarships</li> <li>• Providing payment options</li> <li>• Make good financial decisions weighing investments...[?]</li> <li>• Net price, not sticker price</li> <li>• Net cost v. tuition keeps college affordable</li> <li>• Families need to save/prepare</li> </ul>
<p><b>Administrator perspective: Readiness</b></p>	<ul style="list-style-type: none"> <li>• Remediation costs</li> <li>• Don't need remedial classes</li> <li>• Can they do math and English to be successful</li> <li>• Many are not ready</li> <li>• Need to develop a college going environment within home and community</li> <li>• Credit bearing coursework</li> </ul>

	<ul style="list-style-type: none"> <li>• Are students prepared to excel here?</li> <li>• Providing supports</li> <li>• Providing opportunities for growth (interns, experiential learning)</li> <li>• Remedial instruction</li> <li>• Entrance requirements</li> <li>• Safety</li> <li>• Expand FYE...</li> <li>• Underprepared high school graduates</li> <li>• Getting students to use supports</li> <li>• How can we make students feel wanted/belong to campus</li> <li>• Appropriate coursework to be successful</li> <li>• Sufficient academic background to be successful</li> <li>• Prepared to begin and succeed in college level courses</li> <li>• Have priorities in order</li> <li>• Socially responsible</li> <li>• More core, fewer electives</li> <li>• 4 years English, math, lab science, as much social studies/for. Language</li> <li>• Did this student come from a school that has a reputation for getting ready?</li> <li>• Pre-college curriculum</li> <li>• No remedial education</li> <li>• Fewer students in / faculty dedicated to transitional courses</li> <li>• High school students come to us unprepared</li> <li>• Recruit in areas need students – engineering</li> <li>• Numbers – do they meet? Remedial courses needed?</li> <li>• Are we going to have to provide remediation</li> <li>• Relentless outreach to HS counselors/administrators</li> <li>• Communicate with HS admins</li> <li>• Are these kids ready to do things the way we do them here?</li> <li>• How do we work with K-12 to ensure readiness</li> <li>• Need schools to up their game</li> <li>• Are the students prepared once they arrive? How many are in remedial courses?</li> <li>• Are you ready to be an active learner? Reach out for help</li> <li>• How to help/academically support underprepared students</li> <li>• How to measure skills other than a test? GPA? Portfolio? Recs?</li> <li>• Making sure we have enough classes for underprepared students</li> <li>• Academic &amp; ‘power skills’</li> <li>• Students are not well prepared</li> <li>• Where do we set our required standards to attract capable students?</li> </ul>
<p><b>Administrator perspective: Completion</b></p>	<ul style="list-style-type: none"> <li>• Get ‘em in, get ‘em out</li> <li>• Getting a degree/matriculation</li> <li>• Get students finished so they become tax payers</li> <li>• A degree, job, self-sufficient productive citizen</li> <li>• Degree!</li> <li>• How many can we get out in four years?</li> <li>• Retention issues</li> </ul>

- How can we retain & graduate more?
- Are our students completing? Why or why not?
- # ending with degrees
- Quality advising
- Student engagement
- Time for completion
- Economic impact for degree completion
- Are we improving outcomes?
- Give back to your community – mentor
- Do we have support systems to keep kids in school?
- Successful outcomes (employment)
- Graduation in 4-6 years (depending on program/institution)
- How do we judge who will stay?
- Good job/grad school
- Increased graduation rates
- If students are not ready, it will take longer for them to earn degree
- Selection of those that will help us be at the top
- Our stats need successful students
- Are we preparing for graduation or careers?
- Is this student a good fit? Can they complete?
- How do we get students out with a degree?
- What can we do to make this faster?
- Percent of students who drop out; Percent of students who graduate in 6 years
- Emphasis on college graduation, not just college admission
- What do we put in place to guarantee completion?
- Making sure we provide help for students who need it to graduate
- HEI's must invest more in retention than in recruitment
- Student supports and advising are critical to success
- How do we get them to degree in four years?
- Efficient trajectory to bacc. degree and to graduate degrees
- This is a high priority for my campus

## Activity #2: Context Mapping

The purpose of this activity was for participants to construct a trend landscape around the four lenses of Value, Affordability, Readiness and Completion based on the speaker information from the beginning of the day, the data packs provided by CPE and their own expertise and experience.

<p>Political Factors</p>	<ul style="list-style-type: none"> <li>• Value – misconceptions</li> <li>• Affordability – decreased funding</li> <li>• \$ constraints/budget priorities</li> <li>• Confusing definitions of readiness</li> <li>• Readiness – eliminate remediations</li> <li>• Differing philosophies</li> <li>• Readiness – see ed as a system → ready should not be a Q!</li> <li>• Completion – How long should the govt pay for individual benefits</li> <li>• Affordability - Do the voters think it's worth it</li> <li>• Value – get the most for the least investment</li> <li>• Budget cuts</li> <li>• Corporatization of higher education</li> <li>• Resistance to new sources of state revenue</li> <li>• Education as a priority</li> <li>• State support [down arrow]</li> <li>• State funding</li> <li>• Age of accountability</li> <li>• Pressure to reduce federal and state spending on higher education</li> <li>• Access to sufficient need-based aid</li> <li>• Role of federal government in higher education</li> <li>• Majority of non-educat[?]</li> <li>• Financial support</li> <li>• Educational equity</li> <li>• Value of college education</li> <li>• Cost/pressure of compliance regulation</li> <li>• Public v. private good?</li> <li>• State educational standards (Common Core?)</li> <li>• Anti-Common Core movements (readiness?)</li> <li>• “Disinvestment” in higher education</li> <li>• Elected officials respond to those groups that will get them re-elected</li> <li>• Politicians seem to have forgotten how important education is and continue to divert funds away</li> <li>• Need to consult those in the field about issues</li> <li>• Afforbaility: student aid polity; tuition rates</li> <li>• Elected officials often support ed in theory but not in practice</li> <li>• Federal loans (aff/value)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Decreased funding for institutions &amp; students</li> <li>• Readiness - Legislature setting education agendas</li> <li>• Readiness – benchmarks for college readiness in K-12</li> <li>• Readiness - Common Core debate</li> <li>• Completion – policies, incentives for timeline; consequences ..[?]</li> <li>• Value – state education policies and expectations</li> <li>• Importance of education to elected officials</li> <li>• Realignment of districts &amp; constituents</li> <li>• Economic development; workforce education</li> <li>• Better educated, better health, less services \$</li> <li>• Tax revenue from working citizens</li> <li>• Policies governing/defining college/career readiness</li> <li>• Amount of money designated for postsecondary ed</li> <li>• Ownership of marquis degree programs</li> <li>• 2 yr. v. 4 yr funding</li> <li>• Legislation w/out funding</li> <li>• Initiatives voted in/voted out</li> <li>• Ideas/legislation without action plans</li> <li>• Influences</li> <li>• Requests to legislators without knowing all consequences of taking action{?}</li> </ul>
Economic Climate	<ul style="list-style-type: none"> <li>• Students have fewer opportunities to gain employability skills</li> <li>• Paradigm shift on the purpose of education</li> <li>• Need for additional training</li> <li>• Lack of employment opportunities</li> <li>• Federal funding impact on state/local funding</li> <li>• Jobs → educated population? Education population → jobs?</li> <li>• Conflicting economic priorities</li> <li>• Conflicting ideas of purpose of education</li> <li>• Affordability - ROI for students and government</li> <li>• Completion [down arrow] economy; [down arrow] graduation [down arrow] completion, [up arrow] tuition</li> <li>• Value: No jobs, no value</li> <li>• Jobs to pay for education; paying for education</li> <li>• Attracting of employers</li> <li>• Availability of jobs in state</li> <li>• Job prospects</li> <li>• More need, less resources</li> <li>• Increasing federal deficits</li> <li>• Ability to fund programs</li> <li>• Reduced revenues from taxes</li> <li>• Declining middle class</li> </ul>

	<ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Reliance on financial aid &amp; debt</li> <li>• Gaps between haves and have nots</li> <li>• Secondary school funding – college prep?</li> <li>• Income gap between rich and poor</li> <li>• Need to work/support family</li> <li>• 21<sup>st</sup> century college student; work + family + school = ?</li> <li>• PT and working students</li> <li>• Cutting faculty at secondary level ( &amp; in readiness)</li> <li>• Readiness – cuts in K-12 staffing and resources</li> <li>• Affordability - \$ spent on prep programs/college shoppers</li> <li>• Completion – students drop out to pay credit card debt</li> <li>• Limited resources available on federal &amp; state levels</li> <li>• Middle class “squeeze”</li> <li>• Affordability – trouble meeting basic needs each month</li> <li>• Value: Dollars into undergrad v. grad</li> <li>• Value – Debt – determining factor in college choice</li> <li>• Cost of education increasing at a faster rate</li> <li>• Families have less savings, less income to invest in education</li> <li>• Uncertainty has made families more cautious</li> <li>• Education is not accessible to all due to lack of funding and low incomes</li> <li>• Value – escalating tuition exceeds prospective earnings</li> <li>• Certificates &amp; 2 yr degrees support entrepreneurial opportunities</li> <li>• How can we hold down costs yet still attract the best faculty/students?</li> <li>• People are scared of unknown including taking on major debt with no promise of job</li> <li>• Limited funding/finite \$'s</li> <li>• Rising health care and retirement costs for employees</li> <li>• Costs of everything are increasing including tuition</li> <li>• Economy creates needs/barriers within homes</li> <li>• Economy affects job market</li> <li>• Fewer opportunities for mentor/internships in depressed economic communities</li> </ul>
Trends	<ul style="list-style-type: none"> <li>• Lower levels of ready</li> <li>• Working with students at an earlier age</li> <li>• No public support for HE</li> <li>• Pressure for higher edu. with no guarantee payoff</li> <li>• Encourage students to develop jobs for themselves (babsitting, writing for elders, etc)</li> <li>• Retiree impact on job availability</li> <li>• Do more with less</li> </ul>

	<ul style="list-style-type: none"><li>• Mentorship to encourage attitude about postsecondary education</li><li>• Infrastructure is aging</li><li>• Declining student enrollment</li><li>• Student debt battle</li><li>• Govt. pressure</li><li>• Adults returning to school</li><li>• Longer to complete</li><li>• Attainment trends KY 25-64 yr old<ul style="list-style-type: none"><li>○ Caucasian 30.2 / 30.8 / 31.3</li><li>○ African American 23.4 / 23.2 / 23.1</li><li>○ Latino 16.9 / 17.3 / 19.8</li><li>○ Asian 63.2 / 61.5 / 59.2</li></ul></li><li>• Student dependency issues</li><li>• 121% increase in Latino pop 2000 – 2010</li><li>• Changing demographics</li><li>• Latino K-12 students pop. Increased 69% 2007 – 2011</li><li>• Proprietary institutions</li><li>• Higher debt levels</li><li>• Increase in unfunded applicants</li><li>• Increase in # of students needing mental health assistance/services</li><li>• Managing family expectations of college</li><li>• “Groupthink” about which colleges are cool</li><li>• Need better hs counselor ed about college search process; invest in counseling</li><li>• Parents losing focus on other family members to dote on college student</li><li>• Parents provide too much stuff that distracts students: i.e. technology</li><li>• Communication skills abbreviated – texting, twitter, social media</li><li>• Managing millenials &amp; their parents</li><li>• Polarization – students on course / students capable but disengaged</li><li>• Too many darts, too much info on CCR for understanding</li><li>• Students not socially or emotionally ready for separation from family</li><li>• Service learning &amp; socially responsible careers</li><li>• Devaluing of liberal arts, broad education</li><li>• College eligibility v. true college readiness</li><li>• How do public college that don't offer as much financial aid compete with private schools for best students</li><li>• Lots of push for postsecondary plans...but maybe a lack of planning for what's beyond that degree</li><li>• Too many students go to college and are not successful</li><li>• Too many degrees that build debt but not employability</li><li>• Students use financial resources for other things unrelated to ed</li><li>• How can we leverage dual credit in h.s. to hold costs down and encourage</li></ul>
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	<p>college-going?</p> <ul style="list-style-type: none"> <li>• How do we balance postsecondary options for college-going v. non-college going and job prospects?</li> </ul>
<p>Tech Factors</p>	<ul style="list-style-type: none"> <li>• Can be used to our advantage</li> <li>• Internet access is [?]</li> <li>• Takes away from personal contact</li> <li>• Increases access</li> <li>• Facilities are not adequate for modern technology</li> <li>• Barriers to tech access</li> <li>• Online courses + affordability [?]</li> <li>• Makes for greater access</li> <li>• Greater access to global resources</li> <li>• Need guidelines for digital instruction</li> <li>• Much more resources available</li> <li>• Can make classes more convenient</li> <li>• Cost saving or cost increase</li> <li>• Infrastructure is not cheap</li> <li>• Educational quality</li> <li>• Innovation in ed delivery (?) or not</li> <li>• Pedagogical issues</li> <li>• Accessibility</li> <li>• Leads to interaction entertainment vs. present</li> <li>• Non-traditional students</li> <li>• Broadband access issues</li> <li>• Digital divide</li> <li>• "Learn on demand"</li> <li>• Cost of IT infrastructure</li> <li>• 24/7/365</li> <li>• Does it reduce costs for students?</li> <li>• Txt outreach &amp; engagement</li> <li>• Facebook advising</li> <li>• MOOCS – the equalizer? (No)</li> <li>• Online institutions</li> <li>• Developing connections</li> <li>• Increase need/desire for tech = increased costs for institutions</li> <li>• Leaves many parents behind</li> <li>• Distance learning opportunities</li> <li>• ...[?] students and blended classrooms</li> <li>• Online classes are cheaper</li> <li>• Access to info, confidential, due to mistaken notion of privacy</li> <li>• Tend to focus on entertainment first</li> </ul>

	<ul style="list-style-type: none"> <li>• Allows for global collaborations</li> <li>• In many areas it is taking basics away from our students such as spelling, writing</li> <li>• ...ability to communicate through communication</li> <li>• Contributes to social disengagement</li> <li>• High demand for tech from students – expensive for institutions</li> <li>• Accountability / security</li> <li>• Online application process and etranscript makes applying to college easier</li> <li>• Instructional practice created via effective training</li> <li>• Worried colleges will implement other/more online courses- that might not be the best way to learn for all students – {?} range of “quality”</li> <li>• Takes out the “personal” component</li> <li>• Online course: student readiness &amp; cusses; costs; value of interpersonal skills</li> <li>• Creates access for those intimidated by large campuses</li> </ul>
<p>Student/Family Needs</p>	<ul style="list-style-type: none"> <li>• Have to eat today!</li> <li>• Student completion may be linked to affordability</li> <li>• Families make institution decisions based on affordability</li> <li>• Students need to learn how to be more responsible for their own education</li> <li>• Pay as your go decreases completion time</li> <li>• Economic advancement</li> <li>• Families choose institution based on cost</li> <li>• Social readiness</li> <li>• Family support; college going culture</li> <li>• All hands on deck required</li> <li>• Families don't know how to support</li> <li>• Parents to learn how to let go</li> <li>• “fit”</li> <li>• Access to real, quality information</li> <li>• Network – peers, academic, community</li> <li>• Identity – knowing who I am and how I fit into society</li> <li>• Entire family needs a role in child's education</li> <li>• Self advocacy (GRIT)</li> <li>• Quality wrap-around advising/support</li> <li>• Full support</li> <li>• Immediate needs v. future gains</li> <li>• Bigger picture</li> <li>• Student needs to be responsible in making decisions</li> <li>• Families should refrain from dumping sibling concerns on student</li> <li>• Student/family different understanding of what is “affordable”</li> </ul>

	<ul style="list-style-type: none"> <li>• Demystifying college process</li> <li>• Families want top facilities &amp; faculty not always will to pay</li> <li>• May still need ...basic college counseling</li> <li>• Too much info – CCR; too complicated</li> <li>• Student needs work on subjects that are more difficult for them</li> <li>• Student needs to learn about and appreciate other cultures on campus</li> <li>• Student decision-making skills (need guidance)</li> <li>• Realistic expectations</li> <li>• Different visions of (CCR) success</li> <li>• On campus support systems</li> <li>• Bringing access to familiar territory re: FAFSA workshops, college reps at schools, ACT/COMPAS at schools</li> <li>• Expectation to deliver info/access to students/parents rather than independent research</li> <li>• Increase student accountability: monitoring, counseling</li> <li>• Address need for students to work while attending college</li> <li>• Need for explanation of lingo</li> <li>• Development of support groups (in-person and online)</li> <li>• Inviting culture to be actively involved</li> <li>• Lessen silos in ed institutions</li> <li>• 2 yr v. 4 yr options</li> <li>• Personalize direction to needs and desires of EACH student (location, major, etc)</li> </ul>
<p>Institutional Needs</p>	<ul style="list-style-type: none"> <li>• Fixed costs &amp; mandates affect [?]</li> <li>• Admin costs negatively impact affordability for students</li> <li>• Need to stay competitive with other institutions</li> <li>• Ways to finance more competent staff and support</li> <li>• Need to balance cost with issues that do not produce a source of income</li> <li>• Good data</li> <li>• Articulation agreements</li> <li>• Community support/volunteers</li> <li>• Alignment between K12, Adult Ed, college instruction</li> <li>• Net revenue</li> <li>• Legislative support</li> <li>• Business/industry buy-in</li> <li>• Sustainability plans</li> <li>• Quality, dedicated personnel</li> <li>• Infrastructure shift</li> <li>• Successful retention</li> <li>• The rankings game</li> <li>• Increase enrollment, increase academic profile, increase diversity, decrease</li> </ul>

	<p>discount rate = charge for enrollment</p> <ul style="list-style-type: none"> <li>• Porven graduation and job placement rates</li> <li>• Research v. teaching</li> <li>• Well [?], socially prepared students</li> <li>• Students respect authority and property of others</li> <li>• Sufficient quantity of staff/faculty</li> <li>• Fully prepared students</li> <li>• Ownership of college success – stop blaming high schools</li> <li>• Attend classes</li> <li>• Take pride in work</li> <li>• Study</li> <li>• Respect differences</li> <li>• Maintaining quality students staff &amp; faculty while balancing affordability</li> <li>• Competing for student attention – buildings, athletic facilities, dorms</li> <li>• Up-to-date facilities</li> <li>• Pressure to have resort-like amenities</li> <li>• Viability</li> <li>• Reduced funding (fed/state)</li> <li>• Declining demographics = tougher market</li> <li>• Alignment of degree programs with job market</li> <li>• Need students who adequately prepared</li> <li>• Students who are “ready” so there is less remediation and more retention</li> <li>• Funding</li> <li>• More integration of programs, depts., &amp; community</li> <li>• Scholarship \$ and jobs for students</li> <li>• Increased involvement at elem, middle school levels</li> <li>• Need students w/work ethic and communication skills</li> <li>• Support of students following graduation – long-term success</li> </ul>
<p>Uncertainties</p>	<ul style="list-style-type: none"> <li>• Political unrest and its impact on the economy</li> <li>• Political uncertainty</li> <li>• Alignment between K-12 &amp; posec. Education</li> <li>• Big changes in education</li> <li>• Natural disaster</li> <li>• Leadership changes</li> <li>• Economic changes</li> <li>• Natural disasters</li> <li>• Shifting global economies</li> <li>• [?] changes in regulatory structures</li> <li>• What are the jobs of tomorrow?</li> <li>• World politices</li> <li>• Regulatory uncertainty</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Future student demands for higher ed? (unbundline, etc?)</li><li>• Immigration reform</li><li>• Student expectations</li><li>• Globalization</li><li>• Political change</li><li>• Regulatory unknowns</li><li>• Job creation</li><li>• Industry mobility</li><li>• Widening disparity/economic gaps</li><li>• Cycle of poverty</li><li>• Substance abuse issues</li><li>• School to prison pipeline</li><li>• Government assistance dependence</li><li>• Environmental factors</li><li>• National security threats</li><li>• Cyberbullying</li><li>• USA global fit (fall where?)</li><li>• Economic state of country</li><li>• New technology 5+ years (?) – Jetsons!</li><li>• Technology impact on social/emotional well being</li><li>• Are there too many institutions? Are they all viable?</li><li>• Suicide rates</li><li>• Jobs? Patterns; future</li><li>• Workforce trends</li><li>• Can I get a job?</li><li>• Can I make it living on my own</li><li>• Available \$</li><li>• Collapse of the system – consolidation</li><li>• Direct competition with for profit college (e.g. Univ. of Phoenix)</li><li>• Change</li></ul> |
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### Activity #3: Ad Hoc Advisory Committee – Business Model Canvas Activity

This group activity focused on building consensus on a strategic agenda for the Coalition to achieve clarity on the purpose and roles of coalition work groups and how to engage with stakeholders and target audiences.

#### CUSTOMER SEGMENTS:

##### **Students & Families**

- Families of middle school students
- Families of high school students
- Families of elementary school students
- First generation students & their families
- Families of low income first generation students
- First generation college students & families
- Students/families (that need information)
- Potential college students
- College & career ready students
- All students
- Middle schoolers
- High school students
- Non-college & career ready students
- Under-resourced families
- Families w/limited resources
- Low-income students
- Graduating seniors from high school
- Students in K-12
- Parents of middle school students
- Parents
- CTE students

##### **Outreach practitioners/providers**

- College access & success staff
- GEAR UP staff
- TRIO staff
- Of value to college access practitioners – all on the list today
- Adult education providers (local programs)
- Outreach providers – shared vision, etc.
- Members
- Support organizations: YMCA, BB/BS, BGCA
- Community based organizations promoting college access, etc.
- Community-based services/at-risk clients

##### **Policymakers**

- Policymakers
- Policy makers (efficient use of resources)
- Of value to policy makers: CPE, KDE, KHEAA

- Legislators

#### **Businesses/Employers**

- Business in KY (educated workforce)
- Employers
- Employers
- Employers

#### **K-12 staff**

- Of value to K-12 schools in high poverty districts
- 6-12 grade teachers, counselors, administrators
- Secondary school guidance/college counselors
- School district administrators
- Local school districts
- Secondary school faculty
- Secondary school administrators
- HS counselors – support, inform, supplement
- School Teams: admin, counselors, teachers

#### **Postsecondary education staff**

- College student personnel esp. those shared with retention & first yr. transition
- 4 yr. colleges & universities
- Community and technical colleges
- Higher education
- Hi ed/postsecondary
- Higher education
- University/college admission offices
- Workforce groups – ID & target pops. needing retraining
- Of value to postsecondary institutions independent/public

#### **Under-represented groups:**

- African American male students
- Latino males
- Low income, first generation middle ...[?]
- Of value to underrepresented students and their parents
- Groups underrepresented in postsecondary + under successful
- Low-income rural/urban students (attack gaps)

#### **Adult learners**

- Adult learners
- Adult education students
- Individuals in the adult education programs

#### **Other**

- Unemployed/underemployed adults
- Mental health systems
- Family health care systems

- Communities and cities
- Taxpayers

## KEY PARTNERS

### Business Community

- Chamber of Commerce
- Chamber of Commerce
- Biz community
- Business big wigs – state-owned..[?]
- Local businesses

### Media

- Radio/TV
- Media (print & broadcast)

### Community Organizations

- Neighborhood Associations
- Anti-poverty + community organizations – United Way, YMCA, Urban League, Comm. Action, rural groups, etc.
- Local ministries
- Community-based services serving at-risk individuals
- Local college access providers (campus-based)
- OET – KY Career Centers

### Legislators

- Legislature – state & federal
- Legislature
- Legislative Research Committee
- State legislators

### Parent organizations

- PTA
- PTA
- Parents (state PTA)
- PTAs
- PTOs

### Student leaders

- Culturally diverse students – AA, Latinos, etc.
- Student organizations e.g. KY Dream Coalition
- School counselors

### HEP, SEMEP, KDE

- Migrant education – rural

### ADDs

- Local & state Workforce Investment Boards

## OTHER

- Colleges & universities
- Out of School Alliance
- High school principals

## VALUE PROPOSITIONS

- Sharing research
- Sharing resources
- Trusted resources for students, families, practitioners
- Sharing of resources among groups to increase college enrollment and graduation
- Sharing best practices/resources to improve college readiness
- Reduced duplication/increased collaboration
- Positive school culture (MS & HS)
- Understanding of college readiness: academic, social, professional
- What is the value of HIS's, college access practitioners – a focus for outreach activities; working with others to reach more

### Distinct seg msg.

- Value to policy makers; expanded outreach
- Networking among college access providers
- Connection
- Cohesive messaging re: college access & readiness
- Improved communication of pro[?]....place-based services
- Know how it all works together
- Elimination of silos hopefully leading to the elimination of duplication of services
- Expertise & training on cultural competency, culturally responsive pedagogy for increased college readiness
- More African American and Latino students going to college
- Economic development
- More low-income students going to college
- Increase in college ready students – especially students of color, low income, 1<sup>st</sup> generation
- Facilitating personal growth
- Increased college enrollment and graduation – low income, first generation
- Increase graduation rates
- Societal benefits (reduced prison rates, incr. health, better economy, etc.)
- Better education workforce/citizenry
- Providing skills to compete in a global workforce
- Shift in culture
- Create college-going culture
- Streamlined services/information
- ...[?] from services
- Increased funding to provide services

### Students

- Value to parents & students – awareness and engagement
- Awareness of opportunities
- Providing opportunities for [?], advancement and empowerment
- A forum for identifying needs, ...[?]

### **Awareness of econ development value of education**

- Connect education to jobs
- Education is worth it

### **CUSTOMER RELATIONSHIPS**

- Collaborative
- Information sharing
- Cooperative
- Collegial & supportive
- For practitioners: peer to peer outreach
- Inclusive
- Culturally competent
- Sharing resources
- Culturally responsive
- Strength-based
- Network building
- Public information
- Policy awareness
- A personal relationship
- Coordination
- Empowering
- Public address; messaging
- Information sharing
- Sharing expertise
- Collaborating and cooperating
- Assisting/helping hand
- Informing policy
- Calming; anxiety-reducing
- Advocacy
- Customer friendly
- Informational/instructional
- Disseminating information
- (broadcasting) media messaging
- Personal relationships with students & families
- Comp..[?]

### **CHANNELS**

- Print materials
- Print materials
- KET
- State fair
- Presence at key community events e.g. Festival Latino, Roots & Heritage Festival
- Parent meetings
- Local radio
- Public service announcements
- Radio PSAs
- PSAs

- Facebook, Twitter
- Web presence – webpage, Facebook
- Regional meetings; info sessions with community key influencers
- Hosting local workshops for community leaders
- Website for coalition
- Website
- Website
- website
- Social media
- Social media
- Social media: podcasts, Twitter/FB/?; Advising [?]
- "phone tree" – well, social media tree
- Operation Preparation
- Position papers
- Ads/billboards
- Email/listserv distributions
- Session presentations at relevant professional conferences/meetings
- Press conferences
- Presentations & speaking engagements
- Conferences
- Kickoff event/press conference
- White papers
- Tool kits/resources
- News releases
- Press releases/articles
- Tool-kits

### KEY ACTIVITIES

- Develop an Access organization
- Advisory teams
- Develop points of contact; state/regional/local?
- Town meetings
- Focus group
- Sponsor forums on policy issues for access & completion
- Community workshops
- Parent workshops
- Parent engagement program for everyone
- Q&A sessions w/parents, students
- Professional development
- Training
- Policy recommendations
- Train others to be advocates for access & completion
- Creation of easily searchable, navigable data resources/indicators (online dashboard)
- Website/hub of information
- Develop resource list of college access and completion providers

- Regional meetings/councils
- "Equity-type" conferences
- Student centered educational equity training – share data of students...[?]
- Teen groups
- Agency collaborator meeting
- E-mentor program for everyone
- Develop resources
- Forums on specific ideas
- Common messaging about college readiness
- Listserv
- ....accessible information (content & delivery)

**Activity #5: Ad Hoc Work Group**

This group reviewed the following three upcoming statewide outreach initiatives soon to be launched by CPE:

- Family and Community Engagement Program
- University Mentor program
- New media campaign to support themes of Value, Readiness, Affordability and Completion

Around these campaigns/programs by developing a deeper understanding of the Components of the programs, the Characteristics of the approaches, the Characters or stakeholders/audiences involved and the Challenges facing successful implementations/reception of this work.

**A. University Mentor Program**

The University Mentor program is an online mentoring program designed to connect students with mentors in a secure, online environment to build a mentoring relationship while completing a college and career readiness curriculum. Each of the three curriculum levels includes twenty-four unique activities designed to focus students on college and career awareness and planning. Mentoring guides provide option to customize the conversations and deepen the impact of the curriculum. The curriculum is available in the Blackboard platform at no cost to Kentucky students and schools. An online implementation toolkit is available for schools, districts, postsecondary institutions or other partners interested in offering an online mentoring program.

**Plus/Delta: University Mentor program**

<b>Plus ( + )</b>	<b>Delta ( Δ )</b>
<ul style="list-style-type: none"> <li>• Enables students to respond in their own time/choice</li> <li>• "small" stipend for mentors</li> <li>• Fill larger community service need in PE</li> <li>• Works anytime/anywhere</li> <li>• It's more than just scheduling</li> <li>• Integration of ILP</li> <li>• Students may be more likely to open up and be honest in online format (less stressful than face-to-face)</li> <li>• Is there greater opportunities for group interaction?</li> <li>• Attached to ILP</li> <li>• Better understanding of the process</li> <li>• College student peers/approachable</li> <li>• Duration/frequency of program (summer/interim)?</li> <li>• Multiple modes of communication</li> <li>• Real life experience</li> <li>• Like that it integrates with ILP</li> <li>• Topic addressed</li> <li>• Improves readiness</li> <li>• Communication bridge to college</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of student near-peer mentors</li> <li>• What incentive is there for HS students? (credit hours, etc)</li> <li>• Standards for accountability?</li> <li>• Privacy issues around advise, counseling, identifiable data</li> <li>• Variety of mentoring curricula – might be nice to integrate ([?], college, universities)</li> <li>• ILP unevenness of use in 6-12</li> <li>• Is this program limited to HS students?</li> <li>• If the e-mentor encounters a student with a greater level of need, is there a referral process?</li> <li>• Training process for ementors?</li> <li>• Confusion @ multiple CCR modules/programs</li> <li>• Follow into college?</li> <li>• Messaging; how will parents/families become aware (engaged/motivated)</li> <li>• Career confusion → ILP</li> <li>• Mentor a good match for students (special needs?)</li> <li>• Face-2-face meeting w/ mentor builds trust and relationships</li> </ul>

<ul style="list-style-type: none"> <li>• College mentor can tell it like it is-credible</li> <li>• Attached to ILP</li> <li>• Better understanding of process</li> <li>• College students peers/approachable</li> <li>• Duration/frequency of program (summer/interim)</li> <li>• Multiple modes of communication</li> <li>• Real life experience</li> <li>• Works anytime/anywhere</li> <li>• It's more than just scheduling</li> <li>• Integration of ILP</li> <li>• Students may be more likely to open u and be hones in online format (less stressful than f2f)</li> <li>• Is there greater opportunities for group interactions</li> <li>• Enables students to respond in their own time/choice</li> <li>• Small stipend for mentors</li> <li>• Fill larger community services need in PE</li> </ul>	<ul style="list-style-type: none"> <li>• To what degree are parents involved</li> <li>• For all students?</li> <li>• Confusion @ multiple CCR modules/programs</li> <li>• Follow into college?</li> <li>• Messaging how will parents/families become aware? (engaged)(motivated)</li> <li>• Career confusion→ILP</li> <li>• Variety of mentoring curriculums-might be nice to integrate (KDE, College/Universities)</li> <li>• ILP unevenness of use in 6-12</li> <li>• Is this program limited to HS students?</li> <li>• If the e-mentor encounters a student with a greater level of need, is there a referral process or protocol?</li> <li>• Training process for mentors?</li> <li>• Quality of student new peer mentors</li> <li>• What incentive is their for HS Students? (credit hours?)</li> <li>• Standard for accountability?</li> <li>• Privacy issues around advise counseling, identifiable data</li> </ul>
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### The Four C's: University Mentor program

Components	Characteristics
<ul style="list-style-type: none"> <li>• Mentor/mentee relationship</li> <li>• Blackboard</li> <li>• ILP</li> <li>• Matching student intents with mentor experts (similar career intents)</li> <li>• Relationship with GUK</li> <li>• Transition from HS to PS mentoring 1:1 (showing KY perspective &amp; resources)</li> <li>• Online/virtual format</li> <li>• 75 grading lessons</li> <li>• ILP/Blackboard</li> <li>• Curriculum/ guide</li> <li>• Specific training</li> <li>• Support form HS Staff</li> <li>• ILP/Blackboard</li> <li>• Curriculum/Guide</li> <li>• Specifics Training</li> </ul>	<ul style="list-style-type: none"> <li>• What makes for "quality" mentors?</li> <li>• Good mentor personalities (people person)</li> <li>• It's about KY</li> <li>• GEAR UP schools have access (and perhaps more moving forward)</li> <li>• Online support for students</li> <li>• Personalized "real world" mentoring</li> <li>• Encourages college readiness/career</li> <li>• Easy to use format</li> <li>• Helps with student transition</li> <li>• Integrates w/ ILP</li> <li>• Topics addressed</li> <li>• Communication re: College</li> <li>• Improves Readiness</li> <li>• Personalized "REAL WORLD" mentoring</li> <li>• Encourages college readiness/career</li> <li>• Easy to use format</li> </ul>

<ul style="list-style-type: none"> <li>• Transition from HS to PSE mentoring 1:1 (sharing KY perspectives and resources)</li> <li>• Online/virtual format</li> <li>• 75 guiding lessons</li> <li>• Mentor/Mentee relationships</li> <li>• Blackboard</li> <li>• ILP</li> <li>• Matching student interests with mentor experts (similar interest)</li> <li>• Relationship with GUK</li> </ul>	<ul style="list-style-type: none"> <li>• Helps w/ student transition</li> <li>• It's about KY</li> <li>• GEAR UP Schools have access (and perhaps more moving forward)</li> <li>• Online/asynchronous support for students</li> <li>• What makes for "Quality" mentors?</li> <li>• Good mentor personalities (people person)</li> </ul>
<b>Challenges</b>	<b>Characters</b>
<ul style="list-style-type: none"> <li>• Finding quality mentors</li> <li>• What's the incentive?</li> <li>• Monitoring</li> <li>• Secondary campus coordination</li> <li>• Is the online system training usable</li> <li>• Accountability for student to be [?] engaged with the program?</li> <li>• How to bring attention to the program?</li> <li>• How do you measure success?</li> <li>• How do we monitor? (student conduct)</li> <li>• Incentive to participate</li> <li>• Counselors used as a resource</li> <li>• Technology (low-income students)</li> <li>• How are participants recruited?</li> <li>• Technology access</li> <li>• Facilitation</li> <li>• Who owns this work?</li> <li>• Time?</li> <li>• Expand to kids who are career-focused not just college</li> <li>• How to bring attention to the program(how to make unique)</li> <li>• How do you measure success?</li> <li>• How do we monitor (student contact)?</li> <li>• Incentive to participate</li> <li>• Counselors used as a resource</li> <li>• Technology (low income students)</li> <li>• Retaining ementors (trained)</li> <li>• Is the online system truly usable?</li> <li>• Accountability for the Student to be valuably engaged w/ the program</li> </ul>	<ul style="list-style-type: none"> <li>• Trained mentors</li> <li>• Trainers? GUK</li> <li>• Higher Ed Institute <ul style="list-style-type: none"> <li>○ Program coordination</li> <li>○ Monitoring</li> </ul> </li> <li>• Ementors</li> <li>• Students</li> <li>• Do parents have a role?</li> <li>• Mentors</li> <li>• Middle/high school students</li> <li>• Families</li> <li>• School based contacts</li> <li>• HS Students</li> <li>• College mentors-in same field</li> <li>• Coordinator @ college and HS</li> <li>• Parents?</li> <li>• Mentors</li> <li>• Middle/High School Students</li> <li>• Families</li> <li>• School Based Contacts</li> <li>• Ementors</li> <li>• Students</li> <li>• Do parents have a role in this?</li> <li>• Trained mentors</li> <li>• Trainers? GUK</li> <li>• Higher Ed institute <ul style="list-style-type: none"> <li>○ Program Coordination</li> <li>○ monitoring</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Retaining trained mentors</li> <li>• Is the online system truly usable?</li> <li>• Accountability for the student to be valuably engaged w/ the program?</li> <li>• Finding quality mentors</li> <li>• What's the incentive?</li> <li>• Selecting campus coordinator</li> <li>• Monitoring</li> </ul>	
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## B. Take the LEAD Program Feedback

The Take the LEAD online course is housed within the Digital Drivers License system located in the University of Kentucky College of Education's OTIS (Open-source Tools for Instructional Support) system. The course has three tracks: Middle School, High School, and College and Career Savvy, each covering a range of topics appropriate to the grade level of the participant's student. Parents and mentors can progressively earn a GUK Local Education Advocate Diploma by completing multiple "cases" (or modules) within each track. Content is presented in a variety of ways including videos, graphics, text, surveys, downloadable documents, etc. To allow for family members and mentors to fit this into their schedule whether they have just a few minutes or an hour, content is provided in 5 – 10 minute segments, with each case taking 20 to 45 minutes to complete. At the completion of each case, the participant will complete a "Prove It" assessment that includes both objective and subjective questions related to the content. When they successfully complete the Prove It, they have officially completed the case; unlimited number of attempts are possible. Once a parent completes all of the cases in a track, they will earn their Local Education Advocate Diploma (e.g. LEAD - Middle School License).

Plus ( + )	Delta ( Δ )
<ul style="list-style-type: none"> <li>• Structured approach to family engagement</li> <li>• Linked to DDL</li> <li>• Broken into modules</li> <li>• Certificate of completion prompts incentives</li> <li>• Would be a non-threatening format; wouldn't have to fear "looking stupid"</li> <li>• Great info for parents – valuable</li> <li>• Classroom walk-throughs</li> <li>• FREE!</li> <li>• Online – no costs</li> <li>• Can access 24/7</li> <li>• Info can go home through school</li> <li>• Structured curriculum &amp; resource lists</li> <li>• Aimed at getting parents involved</li> <li>• Parent perceptions/encouragement/support</li> <li>• Ease of understanding</li> <li>• Relationship building</li> <li>• Conversation starter</li> </ul>	<ul style="list-style-type: none"> <li>• Getting word out about availability</li> <li>• Conveying importance/buy-in</li> <li>• Do parents/guardians engage via media? Technology savvy? Have access?</li> <li>• Does the digital badge have any value to them?</li> <li>• Is there a more traditional format available?</li> <li>• Are there technology glitches/hold ups? Tech support?</li> <li>• What about those with no online access?</li> <li>• How to reach low SES community?</li> <li>• How this program will be 'advertised' to hard to reach parents?</li> <li>• More layers of information (too much)?</li> <li>• Individuals left out</li> <li>• Drawing attention to it – what are incentives?</li> <li>• Life context (multiple priorities)</li> <li>• Drive community engagement/awareness</li> </ul>

Components	Characteristics
<ul style="list-style-type: none"> <li>• Online, self-paced modules for parents – helps establish college-going culture</li> <li>• Parents can earn a digital license upon completion</li> <li>• Research based</li> <li>• Creates more advocates for kids</li> <li>• Structured approach</li> <li>• Consistent</li> <li>• Equitable – all kids are important</li> <li>• Broken into modules</li> <li>• Geared towards student success</li> <li>• Certificate of completion</li> <li>• Curricula</li> <li>• "license"</li> <li>• Structure/set up</li> </ul>	<ul style="list-style-type: none"> <li>• Different ?'s for various levels (MS, HS)</li> <li>• Linked to DDL</li> <li>• Strong awareness of audience</li> <li>• Encourages digital learning</li> <li>• Invites active engagement in child's ed. process</li> <li>• Online 24/7</li> <li>• Builds relationships</li> <li>• Student/parent involvement</li> <li>• Confidence</li> <li>• More advocates for students</li> </ul>
Challenges	Characters
<ul style="list-style-type: none"> <li>• Marketing enrollment and adoption to parent/caregiver</li> <li>• Alternate mode of delivery for parents not tech savvy</li> <li>• Tech access to all</li> <li>• Technology access/glitches</li> <li>• Lack of awareness that this exists (PR plan needed)</li> <li>• How to reach non-engaged parents</li> <li>• Getting parents to complete curricula</li> <li>• Online availability (broadband)</li> <li>• Awareness</li> <li>• Who drives process?</li> <li>• How it becomes a priority</li> <li>• Multiple resources</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/caregivers</li> <li>• Students</li> <li>• GEAR UP</li> <li>• Schools</li> <li>• Parents</li> <li>• Parent groups (PTA/PTO, Grandparents Raising Grandchildren)</li> <li>• FRYSC/s</li> <li>• OJJ</li> <li>• DCBS Programs – Foster Care</li> <li>• Parents</li> <li>• Administrators, counselors, FRYSC coordinators, PTA/PTO</li> <li>• Community groups</li> <li>• Students</li> <li>• Parents</li> <li>• Ed admin</li> </ul>

### C. Media Campaign

#### Affordability

MIND	<ul style="list-style-type: none"><li>• Long term benefits of education</li><li>• You can't afford not to go to college</li><li>• Be informed</li></ul>
HEART	<ul style="list-style-type: none"><li>• Culture/Pride/Long Commitment</li><li>• Pride in accomplishments/Use visuals/ Use Testimonies</li><li>• Student Voice</li><li>• Career potential/Contributions to society</li><li>• Give your student a leg up for life/Equip them for life</li></ul>
HAND	<ul style="list-style-type: none"><li>• Pave the way...Deposit today (links)</li><li>• Promotes education in the community</li><li>• Know the facts/Plan Now!/Look ahead</li><li>• K-12 AA/BS MA/PHD/MD/Law</li></ul>

#### Readiness

MIND	<ul style="list-style-type: none"><li>• Work with Counselors to ensure your child takes the most challenging courses for their ability</li></ul>
HEART	<ul style="list-style-type: none"><li>• Help students understand that by meeting their goals they improve their community</li></ul>
HAND	

#### Completion

MIND	<ul style="list-style-type: none"><li>• Latitude learning</li></ul>
HEART	<ul style="list-style-type: none"><li>• Better quality of life</li><li>• Better quality of life</li><li>• What can I do to help my child</li></ul>
HAND	<ul style="list-style-type: none"><li>• Get involved with student K-16</li></ul>

## Activity 5: Institute Design

Groups were asked to come with 5 'big ideas' for what an Institute for a College Going Culture statewide event would look like – content topics, audience, functions, etc. The groups then rated each of their ideas on a scale from 1-10 as to whether they new, useful and feasible. Groups then designed a cereal box to promote their ideas and presented a 30 second commercial to the room to try to pitch their ideas. Once all ideas were presented, individuals were asked to rate each groups ideas on the How-Now-Wow scale as to how easy/difficult to implement and how normal/original the ideas were.

### Group 1

IDEAS	New	Useful	Feasible
<u>Build Knowledge</u>	no	✓	yes
Build Skills	1	10	10
<u>Cultural Competency</u>	no	✓	yes
Equity	1	10	10
Clearing House	no	✓	yes
	1	10	5
Networking	no	✓	yes
	1	10	8
Leveraging Resources	no	✓	yes
	1	10	6

		How?	
Impossible	0	1	
Easy	Now 15	1	Wow! 5

Group 2

Normal

Original

IDEAS	New	Useful	Feasible
Advocacy-Tangible activity/call to action of institute partners to message need/impact to KY Legislators & KEY Leaders	8	10	6
Best Practices-Interactive workshops & presentations. Topics include: -culturally responsive programming & pedagogy -Persistence & Completion -Engaging & educating diverse populations	4	10	10
Developing toolkits -messaging & resources for target audiences	8	10	10
Training trainers -Potentially on college readiness data, talking points, solutions	2	10	8
Speed Networking	9	9	9

			How?
Possible	1		2
	Now		Wow!
Easy	4	1	14
	Normal		Original

### Group 3:

IDEAS	New	Useful	Feasible
Student Leadership Congress	1	10	10
Data use & Sources	1	10	10
Partnering around funding	1	10	6
Supporting transition	5	10	10
Finding the right fit-college match	1	10	10

Impossible		How?
	Now	Wow!
Easy	5	3
	Normal	Original

# Group 4

IDEAS	New	Useful	Feasible
Cultural Competency	10	✓ 10	✓ 10
Work w/ Chamber to connect w/ workforce trends/solutions	5	10	10
Hosting @ different PSE institutions	6	8	10
Us about Us	10	10	10
Parent strand/institute -Partner w/ Prichard Comm	10	10	10

Impossible	1	How?	3
	Now	Wow!	
Easy	5	4	8
	Normal		Original

## Group 5

IDEAS	New	Useful	Feasible
Shared concepts of/definitions of college/career readiness	8	10	10++
How-to use student culture & motivation levers (dev't theory)	1	9	8
Communication design look-feel smell like the diverse groups in Institute	7	8	9
Online, networking & knowing accelerated learning opps (e.g. college credit in HS) Engaging key stakeholders (e.g. Teachers, parents)	8	10	10
Skilled facilitators to make sure diversity of thought & perspectives/open & future oriented	5	10	8

Impossible	1	How?
	Now	Wow!
Easy	4	18
	Normal	Original