

This meeting will be recorded. It is requested that PrAC members please enable video during the meeting.

Principal Advisory Council (PrAC)

March 4, 2025

Robbie Fletcher, Commissioner,
Kentucky Department of Education (KDE)

Brian Eerenberg, PrAC Chairperson
Stacy Noah, KDE Liaison



I. Welcome

Robbie Fletcher, Commissioner, Kentucky Department of Education

II. Roll Call of Members/New Members

Brian Eerenberg, PrAC Chairperson, Boyd County Schools

Roll Call

Name

Anne Cox

Brian Eerenberg

Jarrold Hankins

Robert Lightening

Lynn Petrey

Peggy Sinclair-Morris

Liz Kirk

Geco Ross

Jeff Blythe

Representing

McCracken County

Boyd County

Webster County

Bowling Green Independent

Kentucky School for the Deaf

Kentucky School for the Blind

Fayette County

Paducah Independent

Monroe ATC

Term Expiring

December 2025 (Resigned)

December 2025

December 2025

December 2025

December 2028

December 2028

December 2028

December 2028

December 2028

Roll Call (2)

Name

Sarah Williams

Tim Cline

Amanda Nokes

Amanda Fields

Martina Skidmore

Heather Roaden

Hubert Schroer

Representing

Jefferson County

Pike County

Bullitt County

Martin County

Powell County

Whitley County

Somerset Independent

Term Expiring

December 2028



Principal Prep Representatives

Western Kentucky University

- **Nicholas Brake**

Campbellsville University

- **Joseph “Rocky” Wallace**

III. Agenda Approval

Brian Eerenberg, PrAC Chairperson, Boyd County Schools

IV. Approve Summary Minutes

[DECEMBER 2024 Summary](#)

Brian Eerenberg, PrAC Chairperson, Boyd County Schools

V. Legislative Updates

Cassie Trueblood, Office of Educator Licensure and Effectiveness, Kentucky Department of Education

2025 Regular Session Schedule

- Today is day 21 of the 30-day session.
- The concurrence days are March 13 and 14.
- The veto period is March 15 - March 26.
- The last two legislative days are March 27 and 28 (Sine Die).

[Legislature Calendar](#)

Committee Changes

- House split the Education Committee
 - Primary and Secondary Education committee
 - Rep. Scott Lewis, Chair
 - Rep. Mike Clines, Vice-chair
 - Postsecondary Education committee
 - Rep. James Tipton, Chair
 - Rep. Shane Baker, Vice-chair

How to Follow Along

- Committee Schedule:
 - [Standing Schedule](#)
 - House Postsecondary Education meets on Tuesdays at 8 a.m.
 - House Primary and Secondary Education meets on Wednesdays at 8:30 a.m.
 - Senate Education meets on Thursdays at 10 a.m.
- How to watch committee meetings
 - KET: [KET Link](#)
 - LRC YouTube site: [LRC You Tube Link](#)
 - Where to follow bills: [Link to Follow Bills](#)

Kentucky General Assembly Session Record for 2025

The screenshot displays the website for the Kentucky General Assembly. At the top, there is a navigation bar with a search box on the right and a menu with items: Legislators, Committees, Bills, Kentucky Law, Public Services, Legislative Research Commission, and Visitors & Education. Below the navigation bar, the breadcrumb trail reads: Home / Legislation / 2025 Regular Session. The main heading is "2025 Regular Session Record" with a subtext: "This information is updated as needed for the session." The content is organized into three columns: Senate, House, and Passed Process. Each column lists various legislative actions and documents, such as "Adjourned Friday, February 28, 2025, until 2:00 PM, Tuesday, March 04, 2025", "Bills With Two Readings", "Orders Of The Day Posted", "Proceedings", "Convening/Quorum and Other Roll Call Votes", "Vote Modifications by Roll Call Vote", "Vote Modifications by Legislator", "Committee Votes", "Bills and Amendments", "Senate Bills", "Senate Resolutions", "Senate Bills with Title and Prime Sponsor", "Senate Resolutions with Title and Prime Sponsor", "Bills and Amendments by Senate Sponsor", "Senate Committees", "Agriculture", "Appropriations & Revenue", "Banking & Insurance", "Economic Development, Tourism, & Labor", "Education", "Families & Children", "Health Services", and "Judiciary". The "Passed Process" column includes "Passed One House (with Title)", "Law (with Title)", and "Enrollment/Executive Actions by Date". The "Miscellaneous" section includes "Glossary", "Bills and Amendments by Date", "Bill and Amendment Index Headings", "Bill Request to Bill Conversion List", and "All Bills and Resolutions with Title". The "Committee Calendar" and "Record Documents" sections are also present, with the latter listing "Front Page .pdf", "Front Page .docx", "Record Body .pdf", and "Record Body .docx".

Kentucky General Assembly

Search

Legislators ▾ Committees ▾ Bills Kentucky Law ▾ Public Services ▾ Legislative Research Commission ▾ Visitors & Education ▾

Home / Legislation / 2025 Regular Session

2025 Regular Session Record

This information is updated as needed for the session.

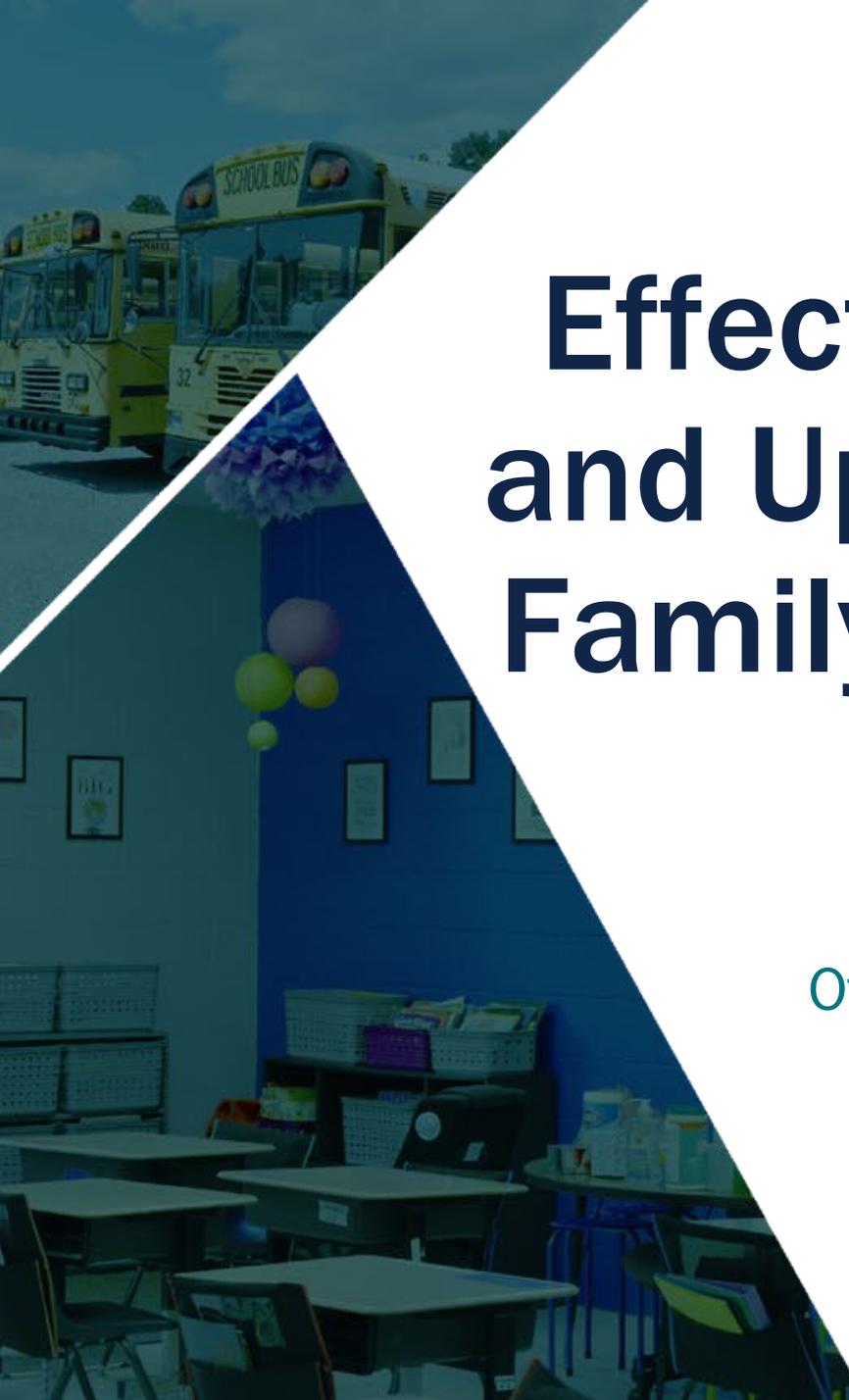
Senate	House	Passed Process
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Bills and Amendments Senate Bills Senate Resolutions Senate Bills with Title and Prime Sponsor Senate Resolutions with Title and Prime Sponsor Bills and Amendments by Senate Sponsor	Bills and Amendments House Bills House Resolutions House Bills with Title and Prime Sponsor House Resolutions with Title and Prime Sponsor Bills and Amendments by House Sponsor	Record Documents Front Page .pdf 📄 Front Page .docx 📄 Record Body .pdf 📄 Record Body .docx 📄
Senate Committees Agriculture Appropriations & Revenue Banking & Insurance Economic Development, Tourism, & Labor Education Families & Children Health Services Judiciary	House Committees Agriculture Appropriations & Revenue Banking & Insurance Economic Development & Workforce Investment Elections, Const. Amendments & Intergovernmental Affairs Families & Children Health Services	

VI. Needs of School Principals

Joseph “Rocky” Wallace, Campbellsville University, and Nicholas Brake, Western Kentucky University

VII. Effective Student Transitions and Updated Title I Parent and Family Engagement Guidance

Erin Sudduth, Office of Continuous Improvement and Support, Kentucky Department of Education

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on their sides. The bottom left shows a classroom with several desks and chairs, a blue wall, and some decorations like balloons and framed pictures.

Effective Student Transitions and Updated Title I Parent and Family Engagement Guidance

Erin Sudduth

Program Manager

Office of Continuous Improvement and Support



Kentucky Department of
EDUCATION

Title I, Part A and Student Transitions

- Facilitating effective student transitions is referenced several times in the Title I, Part A section of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).
 - District support for participants in early childhood education programs transitioning to elementary school Title I programs. [See ESSA 1112(b)(8)]
 - School strategies for assisting preschool children in the transition from early childhood education programs to school programs. [See ESSA 1114(b)(7)(A)(iii)(V)]
 - District strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. [See ESSA 1112(b)(10)]

Effective Student Transitions

- Principal's Perspective: Effective Transitions ([February Title I Newsletter](#))
- Districts and schools selected for consolidated monitoring must provide documentation of and be able to discuss their student transition supports.
- Possible methods of documentation:
 - Written plan of transition activities
 - Event evidence – Invitations, agendas, sign-in sheets, materials and information shared with participants

Example Transition Activities

- Kindergarten camps or “jump start” programs
- Counselors visiting feeder schools to discuss schedules, extracurricular activities, etc.
- Field trips to the middle/high schools
- Student mentors
- Visits from college and military representatives
- Job shadowing opportunities
- Informational sessions to support independent living

Student Transition Discussion Questions

1. How does your school support effective student transitions?
 - a. Early childhood education to elementary school
 - b. Elementary school to middle school
 - c. Middle school to high school
 - d. High school to postsecondary education, career, military service, etc.
2. Are there other supports in place for transitioning between grade levels within the same school?

Updated Parent and Family Engagement Guidance

- The [Parent and Family Engagement under Title I, Part A of the Elementary and Secondary Education Act of 1965 non-regulatory guidance](#) was originally issued in April 2004.
- The updated guidance includes technical updates to ensure guidance reflects the requirements of ESSA.
 - Citation updates (Section 1116 instead of 1118)
- Sections of note for principals:
 - Section C: District responsibilities
 - Section D: School responsibilities
 - Section E: District and school responsibilities to build parent capacity

Family Engagement Discussion Questions

1. How does your school build parent capacity?
 - a. Events
 - b. Resources
2. How do you work with parents to design and implement your parent and family engagement program?

Title I, Part A Resources

- [Title I, Part A Documents and Resources webpage](#)
 - Title I Handbook
 - Sample documents folder
 - Word files with customizable notifications and resources that can help demonstrate program compliance.
 - Schoolwide program monitoring checklist
 - Overview of school-level requirements and examples of effective compliance documentation.
 - Parent and family engagement resources
 - Checklists and templates for parent and family engagement policies and school-family compacts.
 - Links to monthly webinars and newsletters
 - Check out the “Principal’s Perspective” articles in each newsletter!

Contact Information

Erin Sudduth

Erin.sudduth@education.ky.gov

502-564-3791, ext. 4021

[Title I, Part A Consultants](#)

VIII. Standards Review Update

Chrystal Rowland and Thomas Clouse, Office of Teaching and Learning, Kentucky Department of Education

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Standards Review Update

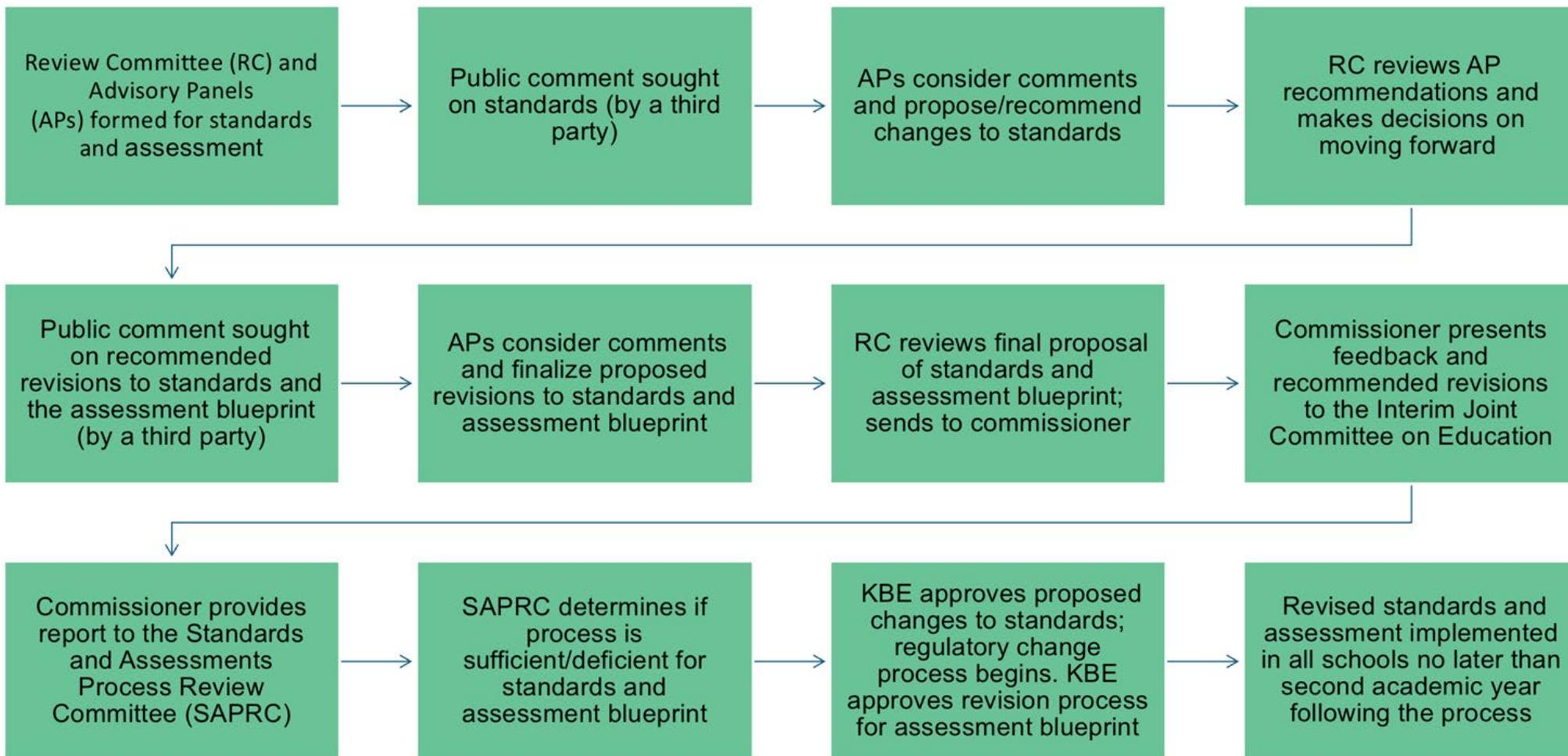
Chrystal Rowland, Division Director
Thomas Clouse, Branch Manager
Division of Program Standards
Office of Teaching and Learning



Review of the Kentucky Academic Standards (KAS)

- [KRS 158.6453](#) calls for the Kentucky Department of Education (KDE) to implement a process for reviewing all academic standards and aligned assessments beginning in the 2017-2018 school year. The schedule calls for one or two content areas to be reviewed each year and every six years after that on a rotating basis.

Standards and Assessment Review Process



2025 *Kentucky Academic Standards (KAS)* *Review*



January 2025 *KAS for Reading and Writing*



April 2025 *KAS for Social Studies*



Fall 2025 *KAS for Mathematics*

KAS for Reading and Writing

Timeline

October 4 – November 4, 2024 Applications sought for Reading and Writing Standards and Assessment Review Committees

November 1 – November 30, 2024 Feedback Sought on *KAS for Reading and Writing with public comment survey*

January 2025 AP and RC Reviewed and Revised Standards

February 3 - March 5, 2025 Feedback Sought on the draft *KAS for Reading and Writing*

February 10 – March 12, 2025 Feedback Sought on the reading and writing assessment blueprint

March 2025 AP and RC review public comment and revise the draft standards and assessment blueprint for reading and writing

October 2025 (tentative) *KAS for Reading and Writing* presented to the Kentucky Board of Education

Reading and Writing Assessment Blueprint Survey

- The KDE seeks input from all stakeholders including teachers, administrators, students, families, business and community members.
- The public comment survey is open through **March 12.**
- [Public Comment Survey for Reading and Writing Assessment Blueprint Link](#)

KAS for Social Studies Timeline

Timeline

February 20 - March 21, 2025 Applications sought for Social Studies Standards and Assessment Review Committees

March 3 - April 2, 2025 Feedback Sought on *KAS for Social Studies* with *public comment survey*

April 2025 AP and RC begin the review and revision of standards

KAS for Social Studies Application for Standards Writers

- Application for participation on the social studies standards review committees is open through **March 21**.
- The application is for teachers who are currently teaching social studies in grades K-12.
- [Application for Advisory Panel and Review Committee Link](#)

Kentucky Academic Standards for Social Studies Survey Open

- The KDE seeks input from all stakeholders including teachers, administrators, students, families, business and community members.
- The public comment survey is open through **April 2.**
- [Public Comment Survey for KAS for Social Studies link](#)

KAS for Health Education and Physical Education

Timeline

August 28 – September 29, 2023 Feedback Sought on *KAS for Health Education* and *KAS for Physical Education*

November 2023 – December 2024 AP and RC Reviewed and Revised Standards

January 20 - February 21, 2025 Feedback Sought on the draft *KAS for Health Education* and draft *KAS for Physical Education*

March 2025 AP and RC review public comment and revise the draft standards

June 2025 (tentative) *KAS for Health Education* and *KAS for Physical Education* presented to the KY Board of Education

KAS for Visual and Performing Arts (2024)

*2024-2025 Legislative process (Adopted into Law
October 2024)*

2025-2026 Classroom Implementation



KAS for Visual Performing Arts (VPA) Implementation Resources

- *KAS for VPA: At A Glance*
- *Getting to Know the KAS for VPA*



Guiding Question

What resources might be helpful for school leaders and teachers when implementing the revised *KAS for Reading and Writing*?

IX. Kentucky Educator Mentorship Program (KEMP) Guidance

Sharon Salsman, Office of Educator Licensure and Effectiveness, Kentucky
Department of Education

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Kentucky Educator Mentoring Program (KEMP)

Principal Advisory Council (PrAC)

March 4, 2025

SB 265

- Senate Bill (SB) 265 passed in the 2024 legislative session. [KRS 161.031](#) was established requiring all school districts to create and implement an induction and mentoring plan for new teachers in the profession as well as new teachers to a district.
- Section 1 - Removes KTIP
- Section 2(2) – Induction and Mentoring
- Section 2(3) – Annual Reporting

SB 265, part 2

The purpose of new teacher induction and mentoring programs is to provide a teacher new to the profession the assistance and support necessary to begin a successful teaching career through a collaborative relationship throughout their first year of employment in a district. It will assist new teachers in acquiring a deeper understanding of instructional strategies, teaching techniques, district and building procedures, requirements, as well as expectations specific to grade level or subject area assignment.

SB 265, part 3

- The guidance provided is to deliver districts an overview of the statutory requirements for each district-level induction and mentoring program as well as considerations to include in their plan.
- Districts that are currently operating an induction and mentoring program, the information provided can serve as a checkpoint to identify current practices and ensure the minimum requirements are met in the current plan.
- While districts have extreme flexibility in developing their local induction and mentoring programs, there are some minimum requirements all plans must meet. This is intended to help districts create and implement induction and mentoring plans to improve pedagogical skills of new teachers; retain new teachers by providing support; and assist new teachers as they transition from preservice to a professional career.

Required Components

- (a) An orientation program**
- (b) Mentor Assignment within the first two weeks**
- (c) Support team**
- (d) Workshops, training and professional development for the new teacher**

- (e) Workshops, training, for the mentor**
- (f) Opportunities for the new teacher and mentor to meet**
- (g) Network of teachers**
- (h) Formative and summative evaluations**

Rubrics and Evaluations

- **Rubrics – shall describe practice with different levels of performance**
- **Categories of evidence**
 - **Multiple measures of student learning**
 - **Observations**
 - **Additional relevant evidence**

- **Evaluations shall include**
 - **New teacher self-assessment**
 - **Professional goal and plan**
 - **Implementation of the plan**
 - **Formative assessment**
 - **Summative assessment**

Roles of Mentor

- . Understand the common needs and challenges of new teachers.
- . Develop and use a variety of strategies and practices to assist the new teacher.
- . Demonstrate best practices and strategies through modeling and co-teaching.
- . Learn and utilize effective one-on-one coaching techniques.
- . Focus on areas of need for new teachers.
- . Be accessible to support new teachers.

Responsibilities of Mentor

- Serve as a professional role model.
- Participate in New Teacher Orientation.
- Assist new teacher in understanding and meeting the responsibilities of the profession.
- Meet formally and informally with the new teacher and administrator on a regular basis
- Collaborate with the new teacher to:
 - Identify areas of strength(s) and growth through a self-assessment process related to the KY FfT.
 - Utilize the self-assessment process to help the new teacher develop a Professional Growth Plan (PGP) to address areas of growth.
 - Monitor implementation of the PGP providing support and feedback throughout the year.

Responsibilities of Mentor, part 2

- Observe the new teacher in instructional settings.
- Engage with teachers in professional learning (PL) to develop a shared understanding of the curriculum and High-Quality Instructional Resources (HQIR)(s).
- Assist the new teacher in developing and implementing effective practices for classroom management, unit and lesson internalization, lesson rehearsal, and student work analysis.
- Support the new teacher in understanding school, district and community resources.
- Maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.
- Participate in program evaluation for continuous growth.

Roles of Administrator

- Facilitate the process of mentorship within the school.
- Inform potential mentors and new teachers about the process and program.
- Facilitate the use of time and resources for the mentorship program.
- Assign/approve mentorship partnerships early in the school year or prior to the start of the year. At a minimum, mentors must be assigned within two weeks of teaching for hires.

Responsibilities of Administrator

- Assist teachers new to the district/assigns from a pool of mentors with emphasis to building proximity, same-subject and/or grade level teaming when possible.
- Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
- Recruit individuals to serve as mentors. Match new faculty with mentors based on strengths and needs.
- Provide release time or joint planning time to facilitate mentor/new teacher interaction.

Roles and Responsibilities of Administrator

- Allow for release time to complete mentor/new teacher classroom visits.
- Provide professional learning for mentors/new teachers on coaching, classroom observations, targeted feedback, and model classroom visits anchored in High-Quality Instructional Resources (s).
- Share resources for professional learning opportunities aligned to meet the specific needs of the mentor(s) and new teacher(s).
- Re-assign a mentor if necessary.
- Reflect on the year and offer suggestions to improve the mentor program.
- Ensure that the mentor relationship and the evaluation process for new teachers is seamless and centered on professional growth.

Roles and Responsibilities of New Teacher

- Be an active participant in the mentoring relationship.
- Be a reflective educator who identifies areas he/she needs assistance with from the mentor, building administrator and support team.
- Be willing to seek out help and understand that he/she needs to communicate what is needed.
- Be open to feedback from others to continue to enhance professional growth.
- Be willing to observe effective teachers and be willing to be observed for support.

Roles and Responsibilities of New Teacher, part 2

- Participate regularly in meetings with the mentor as well as other support team members in the district.
- Engage in on-going Professional Learning and use curriculum and HQIR(s) as designed in instruction.
- Work collaboratively to prepare for lesson delivery through unit/lesson internalization and lesson rehearsal.
- Receive feedback and guidance on use of the curriculum, HQIR(s) and instructional practices.
- Provide input and evaluation of the mentor program.

Role of Education Cooperatives

- Networking to build community and provide “real time” support
- Provide professional learning opportunities for new teachers to help prepare and support them in:
 - Beginning of the school year preparedness
 - Classroom environment
 - Professional responsibility
 - Standards-aligned instruction
 - Planning and intellectual preparation for use of HQIRs, inclusive education, assessment, classroom procedures, collaboration, stress management, organization, student-centered learning, technology and innovation, culturally responsive teaching, student feedback, student engagement and communication
- Train administrators in cognitive coaching to improve student outcomes

Role of Education Preparation Providers

- Provide peer networks
- Support content and subject area expertise
- Strategies for monitoring and/or evaluating the program
- Teacher recruitment assistance
- Provide safe spaces to process their first-year experiences
- Discuss challenges
- Reflect and problem solve in a familiar community facilitated by EPP faculty and staff
- Help assist in designing and delivering professional learning opportunities for mentors as well as new teachers.

New Teacher Evaluation

In Kentucky, teacher evaluation requirements are governed by statute ([KRS 156.557](#)) and regulation ([704 KAR 3:370](#)). These statutes mandate that district Certified Evaluation Plans (CEP) align with the [Kentucky Framework for Teaching \(KY FFT\)](#). The required components of SB 265—curriculum, content mastery, planning, assessment, teaching all student and family engagement—are integrated within the four domains of the KY FFT.

Annual Reporting to LRC – by Oct. 1

- (a) Number of Mentors/Ed Prep
- (b) Number of New teachers/Ed Prep
- (c) Analysis of preparedness
- (d) Types of training utilized by districts
- (e) Types of remediation and supports
- (f) Major components of each induction and mentor program

- (g) How programs operated
- (h) How long new teachers receive support
- (i) Annual est. cost per new teacher
- (j) Measures used for program effectiveness
- (k) Impact on teacher retention
- (l) Long-term analysis of mentor programs and retention

Contacts

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X. Student Wellbeing and Mental Health Initiatives

Christina Weeter, Office of Continuous Improvement and Support, Kentucky
Department of Education

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School-Based Mental Health Initiatives

Christina Weeter, M.S.W, M.Ed.

Director, Division of Student Success

Office of Continuous Improvement and Support



KDE Supports for School Mental Health

- Interconnected Systems Framework - Preventative Behavior Intervention Supports (PBIS) + Mental Health Services)
- Youth Mental Health First Aid (YMHFA)
- Psychological First Aid
- Sources of Strength
- Trauma-Informed Practices for Educators
- Catch My Breath

Youth Mental Health First Aid

- Training involves a 6.5 hour in-person instructor-led session.
- Recommended for teacher, school staff, coaches, youth group leaders, parents and any adult who work with youth.



Informs adults about common mental health concerns among youth.



Reduces stigma.



Teaches adults how to recognize signs and symptoms of mental health and substance use problems in youth.



Provides adults with skills to use a five-step action plan to help a youth who may be facing a mental health problem or crisis, such as suicide.

Psychological First Aid (PFA)

- PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of disaster and terrorism.
- PFA was developed by the National Child Traumatic Stress Network and the National Center for PTSD, with contributions from individuals involved in disaster research and response.
- PFA is designed to reduce the initial distress caused by traumatic events and to foster short- and long-term adaptive functioning and coping.

Sources of Strength

- Evidence-based elementary and secondary youth mental health promotion and suicide prevention program harnessing the power of peer social networks to create healthy norms and culture, ultimately preventing suicide, violence, bullying and substance misuse.
- Seeks to prevent adverse outcomes by increasing wellbeing, help-seeking, resiliency, healthy coping and belonging.
- Uses an upstream approach for youth suicide prevention to strengthen multiple sources of support, or protective factors, for young people so that when times get hard, they have strengths to rely on.

Trauma-Informed Practices for Educators (TIPE)

TIPE training focuses on apply trauma-informed practices in their school settings.

- Understand the types of trauma exposure school age children experience.
- Recognize the signs and symptoms of traumatic stress.
- Learn the effects of trauma on the developing brain.
- Appreciate the impact of trauma on cognitive, social, emotional and behavioral functioning.
- Learn and practice school-based strategies to build resilience and support improved self-regulation to mitigate the negative effects of trauma exposure on students.
- Understand the impact of secondary trauma exposure on school staff.
- Develop realistic goals and plans for implementing trauma-informed approaches in their schools and problem-solve barriers to implementation and sustainability in real-time.
- Prepare to meet the requirements of the School Safety and Resilience Act.
- Learn how to create a trauma-informed team and develop plan for implementing trauma-informed approaches.

CATCH My Breath

- CATCH My Breath is a free, evidence-based youth vaping prevention program with published evidence of reducing students' likelihood to vape.
- Aligned to national and state education standards, CATCH My Breath can be taught by individuals who serve youth in grades 5-12, including educators, local and state government agencies, public health specialists and community volunteers.
- Student-led and adult moderated

Funding to Support School Mental Health initiatives

- Medicaid reimbursement
- [SchoolSafety.gov Grants Finder Tool](#) – Federal School Safety Clearinghouse
- State grants for School-Based Mental Health Services Providers and Safe Schools Flexible Focus Funds
- [Competitive Grants from KDE](#)
- Title IV, Part A – Safe and Healthy Students component

Examples of Title IV-A Safe and Healthy Students Activities

- Bullying prevention
- Suicide prevention
- School-based mental health services
- Schoolwide positive behavioral interventions
- Trauma-informed practices
- School dropout prevention
- Drug and violence prevention
- Re-entry programs and transition services for justice involved youth
- Child sexual abuse awareness and prevention
- Building school and community relationships

Mental Health School-Based Medicaid Services

- Medicaid school-based health services are medically necessary health services that are provided to children who are eligible under Medicaid and offered to all students at no cost to the students.
- Clinical evaluation, observation and interviews as appropriate for chronological or mental age including, but not limited to, the following areas of functioning:

Cognitive

Adaptive behavior

Perceptual or visual motor

Psycho-social

Psycho-neurological

Emotional or personality development

Behavior

Developmental

Psycho-educational

Mental Health Treatment Services

- Individual therapy or counseling
- Group therapy or counseling. Examples of group therapy topics are building and maintaining healthy relationships, personal goal setting, etc. The topic of each group session shall be relative to all children participating

For more information on School-Based Mental Health Services via Medicaid

- Contact your district Director of Special Education (DoSE)
- Contact Lindsey Kimbleton
Federal Program Specialist
Division of Budgets and Financial Management
Office of Financial Operations
Phone: (502) 564-1979 Ext. 4343
Email: lindsey.kimbleton@education.ky.gov

XI. Principal Partnership Project (P3) Updated Webpage

Keith Griesser and Emily Satterly, Office of Educator Licensure and Effectiveness,
Kentucky Department of Education

[Link to Current P3 Google Site](#)

[PROVIDE FEEDBACK
ABOUT TODAY'S
MEETING](#)

XII. Adjournment

Brian Eerenberg, PrAC Chairperson

Upcoming Meeting Date: June 3, 2025