

KY COUNCIL ON POSTSECONDARY EDUCATION WORK SESSION

Thursday, June 27, 2019 - 3:00 PM
Midway University, LRC 207-209



1. **Work Session (3:00-5:00 p.m.)**
 - a. Report: Kentucky's Degree and Credential Production for 2013-2018 2
 - b. GEAR UP Kentucky - Every student prepared for postsecondary success 20
 - c. Higher Education Matters: Aligning our priorities 31
2. **Campus Spotlight Session & Tour (5:00-6:00 p.m.)** 35
Location: Equestrian Complex (will be transported by van)
3. **Reception & Dinner (6:00 p.m.)**
Location: Mars Hall, Foyer

DISCUSSION ITEM

KY COUNCIL ON POSTSECONDARY EDUCATION

June 27, 2019

TITLE Kentucky's Degree and Credential Production 2013-18

DESCRIPTION Council staff will report on the degrees and credentials awarded by Kentucky's public universities, the campuses of the Association of Kentucky Colleges and Universities and the Kentucky Community and Technical College System.

PRESENTERS David Mahan, Associate Vice President for Data and Research

EXECUTIVE SUMMARY (page 3 of the report)

Kentucky's Degree and Credential Production report describes the state of postsecondary education degree and credential attainment between Academic Years (AY) 2013-14 and 2017-18. Using data from the Kentucky Postsecondary Education Data System (KPEDS), the report details the number and types of credentials earned at Kentucky's public universities, the campuses of the Association of Independent Kentucky Colleges and Universities (AIKCU) and the Kentucky Community and Technical College System (KCTCS).

This report is set within the larger context of the Council's goal to raise the percentage of Kentuckians with a high-quality college-level credential to 60% by the year 2030. To reach this goal, the number of Kentuckians with a credential requires a 1.7% annual growth until 2030. For additional perspective, Kentucky's educational attainment is also compared to the national average.

While the report shows impressive growth in degrees and credentials, especially with the gains made by underrepresented minorities, it also highlights the challenges moving forward and areas for improvement.

Key Findings:

- Kentucky is on track to meet the educational attainment goal of 60% by 2030. Total undergraduate credentials increased 2.8% for AY 2018, which surpasses the 1.7% growth needed to achieve Kentucky's educational attainment goal.

- Comparing FTE enrollment to unduplicated credentials awarded: The KCTCS boosted credentials by 4.9% over five years, while experiencing an enrollment decline of 15.5% over the same period.
- Public universities increased credentials by 9.9%, while enrollment decreased 2% over five years.
- Credential production by AIKCU campuses decreased 2.4% while experiencing steady enrollment over the five-year period.
- Overall duplicated credential production by Kentucky's public universities, AIKCU campuses and KCTCS experienced a one-year increase of 4% and a five-year increase of 11.4%.
 - Short-term certificates issued by all institutions grew 5.8% between AY 17 and AY 18, while posting an 18.3% gain over five years.
 - Associate degrees experienced a one-year decrease of 2% and a five-year decrease of 1.8%.
 - The area of study with the largest growth was STEM with one-year increases of 9.2% at the undergraduate level and 55.1% at the graduate level.
 - At the baccalaureate level, education degrees did not grow over the one-year period, while posting the largest five-year decline at 13.2%.
- Overall duplicated credential production by underrepresented minority (URM) students increased 7.2% over one year and 23% over five years. At the undergraduate level, bachelor's degrees experienced the greatest five-year gain at 23.9%; at the graduate level, doctorates grew substantially with a 42.5% increase, followed by master's degrees at 22.3% over the five-year period.
- Low-income, underrepresented minority students experienced gains in every credential category, based on duplicated counts. Short-term certificates experienced a 10.4% gain, while associate degrees increased 20.8% and bachelor's degrees increased 18.3%.



KENTUCKY'S DEGREE AND CREDENTIAL PRODUCTION 2013-2018

Degrees and credentials awarded by Kentucky's public universities, the campuses of the Association of Kentucky Colleges and Universities and the Kentucky Community and Technical College System

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To Learn More

Visit the Council’s Degrees Dashboard at <http://cpe.ky.gov/data/degrees>.

Questions

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About the Council

The Council on Postsecondary Education is Kentucky’s higher education coordinating agency committed to strengthening our workforce, economy and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse and accessible system of postsecondary education.

EXECUTIVE SUMMARY

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- Comparing FTE enrollment to unduplicated credentials awarded:
 - The KCTCS boosted credentials by 4.9% over five years, while experiencing an enrollment decline of 15.5% over the same period.
 - Public universities increased credentials by 9.9%, while enrollment decreased 2% over five years.
 - Credential production by AIKCU campuses decreased 2.4% while experiencing steady enrollment over the five-year period.
- Overall duplicated credential production by Kentucky's public universities, AIKCU campuses and KCTCS experienced a one-year increase of 4% and a five-year increase of 11.4%.
 - Short-term certificates issued by all institutions grew 5.8% between AY 17 and AY 18, while posting an 18.3% gain over five years.
 - Associate degrees experienced a one-year decrease of 2% and a five-year decrease of 1.8%.
 - The area of study with the largest growth was STEM with one-year increases of 9.2% at the undergraduate level and 55.1% at the graduate level.
 - At the baccalaureate level, education degrees did not grow over the one-year period, while posting the largest five-year decline at 13.2%.
- Overall duplicated credential production by underrepresented minority (URM) students increased 7.2% over one year and 23% over five years. At the undergraduate level, bachelor's degrees experienced the greatest five-year gain at 23.9%; at the graduate level, doctorates grew substantially with a 42.5% increase, followed by master's degrees at 22.3% over the five-year period.
- Low-income, underrepresented minority students experienced gains in every credential category, based on duplicated counts. Short-term certificates experienced a 10.4% gain, while associate degrees increased 20.8% and bachelor's degrees increased 18.3%.



OVERVIEW OF CREDENTIAL GROWTH

Table: Total Degrees and Credentials

Duplicated Counts, Awarded by Kentucky Public Universities, AIKCU Colleges and KCTCS

	2013-14	2014-15	2015-16	2016-17	2017-18	5-year Change
Short-Term Certificates	22,325	20,690	21,461	24,953	26,405	18.3%
Associate	10,846	10,789	10,665	10,867	10,652	-1.8%
Bachelor's	21,634	22,041	22,799	23,189	23,666	9.4%
Graduate Certificate	491	462	542	498	575	17.1%
Specialist	166	234	322	412	416	150%
Master's	8,161	8,108	8,121	8,274	9,114	11.7%
Doctorate	1,858	1,804	1,919	1,953	2,110	13.6%
Total	65,481	64,128	65,829	70,146	72,936	11.4%

Understanding Terms

Duplicated counts: The numbers reported are credentials, not students. For example, if one student earns three certificates in one year, the reported number includes each certificate earned.

Unduplicated counts: The numbers reported are graduates with a credential, not a count of the credentials earned. For example, if one student earns two certificates, the reported number represents the one student.

Underrepresented minority: a student whose race is Black; American Indian or Alaskan Native; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; or if the student is of two or more races.

Low-Income: A student who is a Pell recipient at any point during enrollment.

Short-term certificates: Undergraduate credentials that include diploma or certificate programs lasting one semester to four years.

Understanding Areas of Study

Arts and Humanities (abbreviated in charts as “Arts”) - Includes ethnic studies, foreign languages, literature, liberal arts and sciences, philosophy, religious studies, history and visual/performing arts.

Business and Communication (abbreviated in charts as “Business”)- Includes communication, journalism, business, management, marketing and related support services.

Education - Includes teacher preparation programs and other education-related fields.

Health - Includes health professions and related programs.

Social and Behavioral Sciences and Human Services (abbreviated in charts as “SB Sciences”) - Includes consumer sciences, legal professions, library science, recreation/fitness studies, public administration and social services/sciences.

Science, Technology, Engineering and Mathematics (abbreviated STEM) - Includes architecture, computer and information sciences, engineering, biological/biomedical fields, mathematics, and physical sciences.

Trades - Includes personal and culinary services, homeland security, law enforcement, firefighting, construction, mechanical and production-related fields and transportation.

MEETING THE 60x30 GOAL

Setting the Goal for Kentucky

The Council has set an ambitious goal for Kentucky: to raise the percentage of Kentuckians with a high-quality postsecondary credential to 60% by the year 2030. However, success depends on a number of economic, cultural, sociological, educational and biological factors. For example, public policy and economic change affect the inward and outward migration of state residents.

Nationally, 47.6% of working-age adults have some postsecondary education, which includes

diplomas, certificates and degrees conferred by a college. Increasing this attainment rate is critical for meeting current and future workforce demands. Kentucky is close to the national average, having 45.5% of working-age adults with some postsecondary education. While Kentucky is behind the national average in adults with bachelor and graduate degrees, it has more residents with short-term certificates than most states.

Chart: Comparison of Kentucky's Educational Attainment to the National Average

Highest Credential Earned by Resident Adults, Ages 25-64

No High school Diploma or GED



Associate Degree



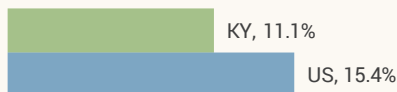
High School Diploma or GED



Bachelor's Degree



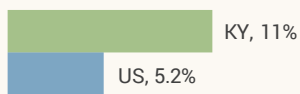
Some College, No Credential



Graduate or Professional Degree



Certificate



Source: A Stronger Nation. Lumina Foundation.

Kentucky's Progress

To reach the 60x30 goal, the number of Kentuckians with a credential needs to increase by 1.7% each year until 2030. During both 2017 and 2018 academic years, Kentucky met this trajectory need with increases of 4.26% and 2.79%, respectively.

Table: Growth in Kentucky's Credential Holders

Progress Toward the 2030 Goal

	Needed	Actual	Goal Met
2016	1.7%	.31%	✗ No
2017	1.7%	4.26%	✓ Yes
2018	1.7%	2.79%	✓ Yes

MEETING THE 60x30 GOAL

The Challenge of Declining Enrollment

According to the National Student Clearinghouse, college enrollment has fallen nationally by 16.6% since 2011. Following this trend, Kentucky's institutions have experienced flat to declining enrollment over the past five years.

However, credential growth has increased at both public universities and community colleges, again indicating that campus completion efforts and innovative game-changing strategies are working.

Table: Comparison of Undergraduate Full-Time Equivalent (FTE) Enrollment and Credentials Awarded

Unduplicated Counts, Based on Fall Enrollment

	2013-14	2014-15	2015-16	2016-17	2017-18	5-year Change
KCTCS						
FTE	51,868	49,613	45,771	44,776	43,820	-15.5%
Credentials Awarded	15,958	15,227	14,843	16,146	16,733	4.9%
Public Universities						
FTE	87,696	88,388	88,450	87,230	85,956	-2%
Credentials Awarded	17,671	17,994	18,419	18,925	19,422	9.9%
AIKCU						
FTE	28,855	27,602	27,598	27,831	28,626	-.1%
Credentials Awarded	4,845	4,852	4,900	4,702	4,728	-2.4%

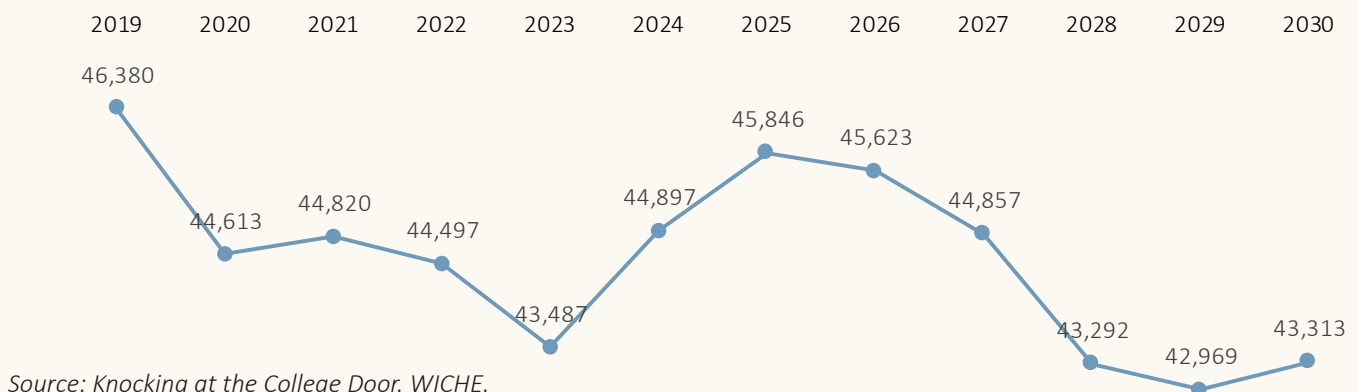
Retrofitting the Student Pipeline

While Kentucky has been successful in increasing the number of credential holders in 2017 and 2018, this progress cannot be sustained on traditional college-going students, alone. It is anticipated that Kentucky's pipeline of high school graduates will decrease by the goal year of 2030.

Given the projected decline, the Council is creating strategies for increasing enrollment of adults with some college credit, recruiting more students to Kentucky, and encouraging a larger portion of high school graduates to continue some form of postsecondary education.

Chart: Projected Decline in Kentucky High School Graduates

Total of Public and Private High School Graduates Based on Birth Rates and Enrollment Trends



CREDENTIAL PRODUCTION BY SECTOR

Progress Experienced by All Sectors

Overall credential production has increased 11.4% over the past five years. AIKCU institutions experienced the greatest gain at 16.7%.

A decline in associate degrees awarded affected both four-year institutions and KCTCS. This follows a national trend; only 16 states have

experienced increases in associate degree output. However, Kentucky's gains in bachelor's degree output ranks Kentucky 16th in the nation, with an overall percentage change of 9.4% over the past five years.

Table: Growth in Credentials

Duplicated Counts, Awarded by Kentucky Public Universities, AIKCU Colleges and KCTCS

	2013-14	2014-15	2015-16	2016-17	2017-18	5-Year Change
KCTCS						
Short-Term Certificate	22,135	20,380	21,103	24,552	25,769	16.4%
Associate	9,580	9,632	9,662	9,950	9,649	0.7%
Total	31,715	30,012	30,765	34,502	35,418	11.7%
Public Universities						
Short-Term Certificate	177	299	348	400	630	256%
Associate	846	792	686	674	734	-13.2%
Bachelor's	17,096	17,468	18,095	18,619	19,108	11.8%
Graduate Certificate	471	442	513	481	558	18.5%
Specialist	110	130	137	163	145	31.8%
Master's	5,687	5,698	5,702	5,576	5,608	-1.4%
Doctorate	1,670	1,604	1,659	1,647	1,736	39.5%
Total	26,057	26,433	27,140	27,560	28,519	9.4%
AIKCU						
Associate	420	365	317	243	269	-40%
Bachelor's	4,538	4,573	4,704	4,570	4,557	0.4%
Graduate Certificate	20	20	29	17	17	-15%
Specialist	56	104	185	249	270	382%
Master's	2,474	2,410	2,419	2,698	3,506	41.7%
Doctorate	188	200	260	306	374	99%
Total	7,709	7,683	7,924	8,084	8,999	16.7%

CREDENTIAL PRODUCTION BY AREA OF STUDY

Undergraduate STEM Majors Outpace Trades

While trades surpass other majors when it comes to volume, this increase is attributable to stackable short-term certificates. (Unduplicated counts for this area increased from 4,139 to 4,539, an increase of 9.7% over five years.) Science, technology, education and mathematics (STEM) programs gained 45.4%, leading all areas of study. Also experiencing an increase was business and communication at 16.8%.

While health and education experienced modest one-year gains, overall credentials in these areas have decreased 2.9% and 13.2%, which are the largest decreases of all the undergraduate majors. Within health, the programs with the largest decreases were in non-bachelor degree programs related to nursing.

Chart: Trends in Undergraduate Credential Growth by Area of Study

Duplicated Counts, Awarded by Kentucky Public Universities, AIKCU Colleges and KCTCS

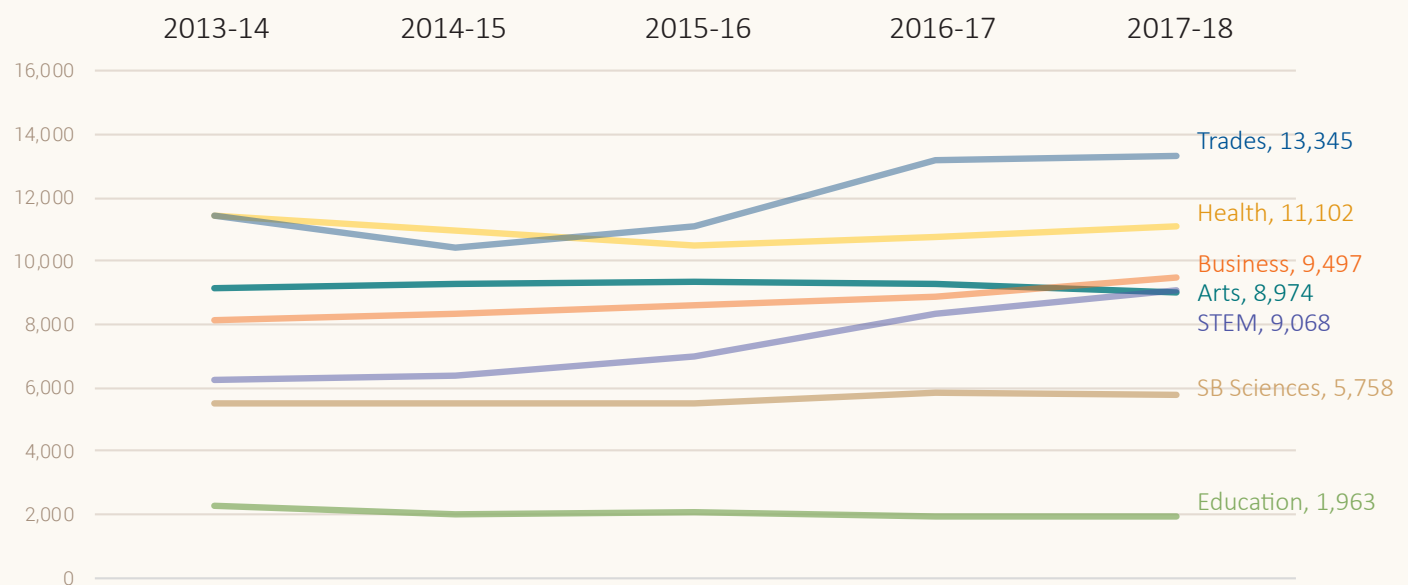


Table: Undergraduate Credential Growth by Area of Study

Duplicated Counts, Awarded by Kentucky Public Universities, AIKCU Colleges and KCTCS

	Arts	Business	Education	Health	STEM	SB Sciences	Trades
2013-14	9,119	8,130	2,261	11,434	6,238	5,504	11,419
2014-15	9,266	8,326	2,014	10,988	6,357	5,484	10,400
2015-16	9,368	8,619	2,073	10,520	6,976	5,499	11,090
2016-17	9,285	8,861	1,959	10,770	8,307	5,824	13,207
2017-18	8,974	9,497	1,963	11,102	9,068	5,758	13,345
1-Yr. Change	-3.3%	7.2%	0.2%	3.1%	9.2%	-1%	1%
5-Yr. Change	-1.6%	16.8%	-13.2%	-2.9%	45.4%	4.6%	16.9%

A key to abbreviations used and definitions for areas of study can be found on page 4.

CREDENTIAL PRODUCTION BY AREA OF STUDY

KCTCS Short-Term Certificates Experience Gains in All Majors

Short-term certificates awarded by KCTCS increased for every major, with the largest experienced by STEM at 71.1%. Also experiencing

significant gains were majors in arts and humanities (55.1%) and social and behavioral sciences and human services (42.8%).

Table: KCTCS Short-Term Certificate Growth by Area of Study

Duplicated Counts, Awarded by KCTCS

	Arts	Business	Health	STEM	SB Sciences	Trades
2013-14	49	2,625	5,363	2,435	596	8,790
2014-15	73	2,503	5,262	2,360	499	7,729
2015-16	60	2,563	4,883	2,693	562	8,533
2016-17	75	2,673	4,944	3,664	703	10,275
2017-18	76	3,154	5,119	4,167	851	10,309
1-Yr. Change	-	18%	3.5%	13.7%	21%	0.3%
5-Yr. Change	55.1%	20.2%	4.5%	71.1%	42.8%	17.3%

Note: Fewer than 10 certificates in "Education" were awarded each year of the five-year span.

Trades, STEM Lead in Associate Degrees

While the majority of associate degree majors experienced declines, this was due to the overall decrease in the number of associate degrees awarded. Health areas posted the sharpest decrease at 16.3% over the five-year period.

Of those majors seeing increases, Trades experienced the greatest gains with an one-year increase of 17.2% and a five-year increase of 26.9%. STEM followed with a 13% five-year increase.

Table: Associate Degree Growth by Area of Study

Duplicated Counts, Awarded by Kentucky Public Universities, AIKCU Colleges and KCTCS

	Arts	Business	Education	Health	STEM	SB Sciences	Trades
2013-14	5,687	632	96	2,655	537	299	896
2014-15	5,805	607	74	2,512	554	322	875
2015-16	5,977	586	61	2,284	539	343	838
2016-17	6,068	564	82	2,194	580	371	970
2017-18	5,611	601	86	2,222	607	320	1,137
1-Yr. Change	-7.5%	6.6%	4.9%	1.3%	4.7%	-13.7%	17.2%
5-Yr. Change	-1.3%	-4.9%	-10.4%	-16.3%	13%	7%	26.9%

A key to abbreviations used and definitions for areas of study can be found on page 4.

CREDENTIAL PRODUCTION BY AREA OF STUDY

STEM, Health Lead Baccalaureate Areas

Two of Kentucky’s high-need areas - health and STEM - both experienced increases at the baccalaureate level at 27.4% and 26.3%, respectively. Also seeing an increase were majors in the area of business and communication with a one-year gain of 1.4% and a five-year gain of 17%.

Education experienced the greatest decline, with no growth over one year and a 13.2% decrease over five years. While social and behavioral sciences and human services experienced a small one-year decrease (2.9%), it held steady at .5% over the last five years.

Chart: Trends in Bachelor’s Degree Growth by Area of Study

Duplicated Counts, Awarded by Kentucky Public Universities and AIKCU Colleges

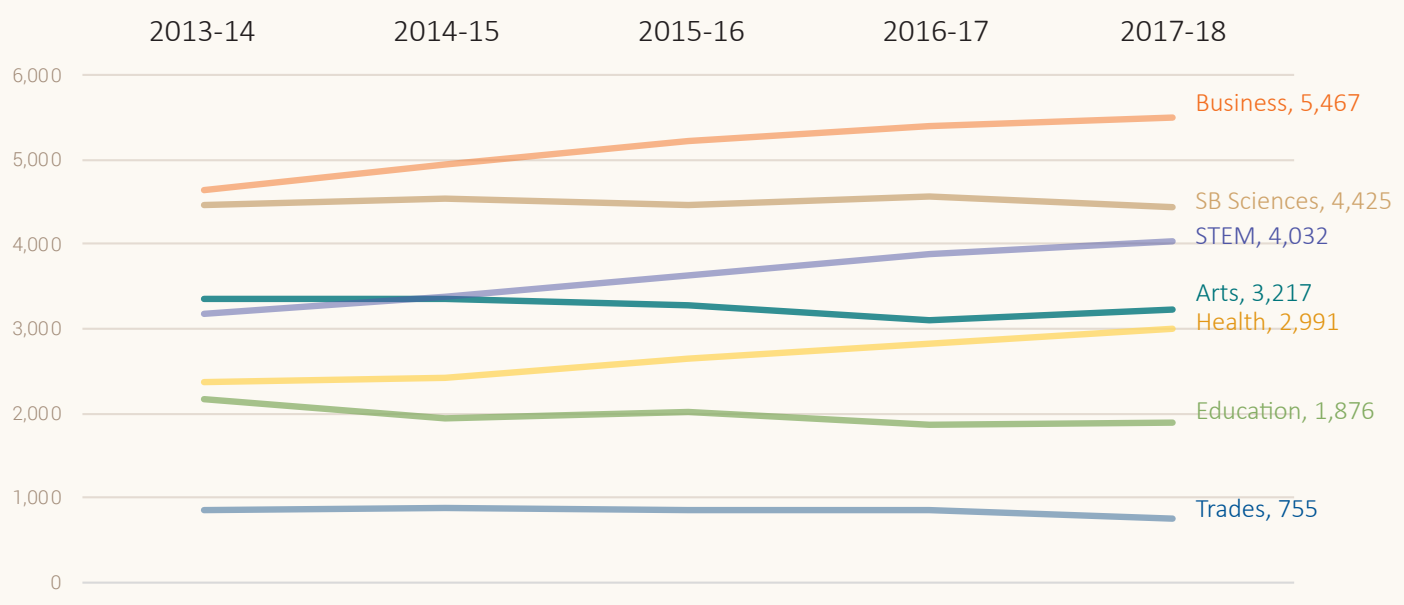


Table: Bachelor’s Degree Growth by Area of Study

Duplicated Counts, Awarded by Kentucky Public Universities and AIKCU Colleges

	Arts	Business	Education	Health	STEM	SB Sciences	Trades
2013-14	3,357	4,646	2,162	2,368	3,164	4,458	849
2014-15	3,349	4,947	1,931	2,413	3,375	4,540	883
2015-16	3,270	5,229	2,008	2,644	3,622	4,466	862
2016-17	3,091	5,392	1,875	2,810	3,887	4,558	860
2017-18	3,217	5,467	1,876	2,991	4,032	4,425	755
1-Yr. Change	4%	1.4%	-	6.4%	37.3%	-2.9%	-12.2%
5-Yr. Change	-4.2%	17.7%	-13.2%	26.3%	27.4%	0.7%	-11.1%

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CREDENTIAL PRODUCTION BY AREA OF STUDY

STEM Credentials Almost Doubled at Graduate Level

At the graduate level, STEM fields experienced the greatest increases with gains of 55.1% over one year and 85.3% over five years. Other areas seeing increases were business and communication, education and health.

Trades experienced the greatest change with decreases at both one-year (7.5%) and five-year (13.6%). Other five-year declines include arts and humanities (6%), followed by social and behavioral sciences and human services (-1.5%).

Chart: Trends in Graduate Credential Growth by Area of Study

Duplicated Counts, Awarded by Kentucky Public Universities and AIKCU Colleges

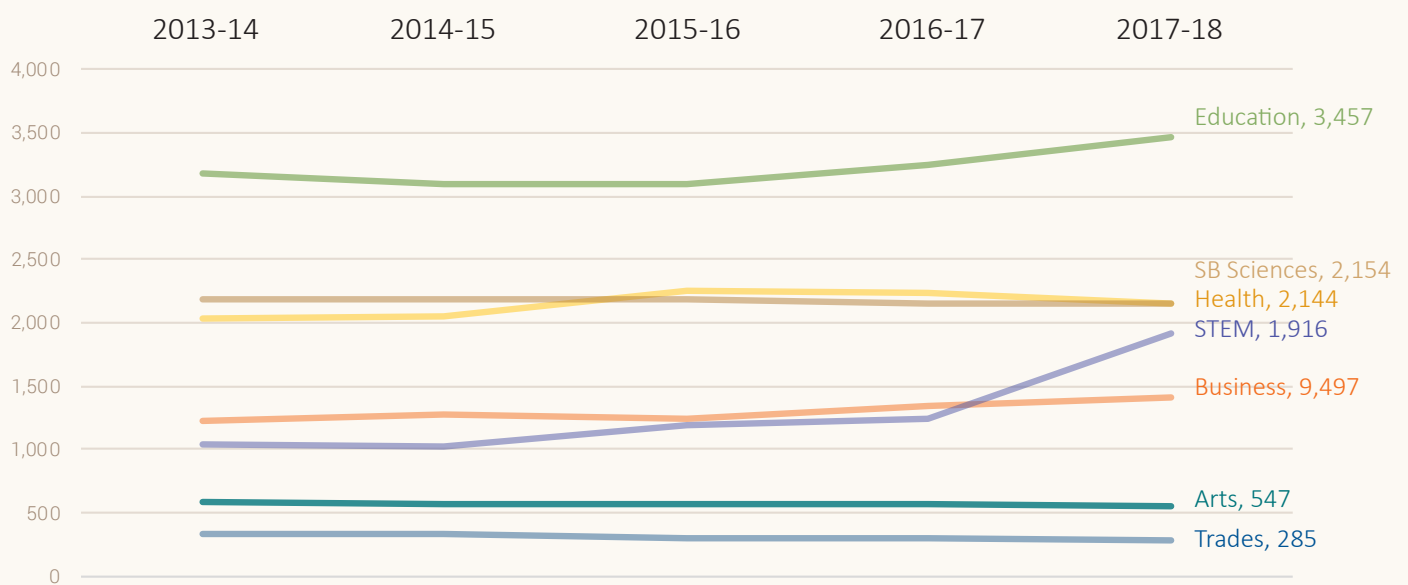


Table: Graduate Credential Growth by Area of Study

Duplicated Counts, Awarded by Kentucky Public Universities and AIKCU Colleges

	Arts	Business	Education	Health	STEM	SB Sciences	Trades
2013-14	583	1,230	3,183	2,026	1,034	2,186	330
2014-15	575	1,269	3,086	2,046	1,031	2,192	328
2015-16	561	1,249	3,095	2,250	1,188	2,182	294
2016-17	563	1,335	3,236	2,236	1,235	2,149	308
2017-18	547	1,412	3,457	2,144	1,916	2,154	285
1-Yr. Change	-2.8%	5.8%	6.8%	4.1%	55.1%	0.2%	-7.5%
5-Yr. Change	-6%	14.8%	8.6%	5.8%	85.3%	-1.5%	-13.6%

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CREDENTIAL PRODUCTION BY UNDERREPRESENTED MINORITIES

URM Students Excel in Every Credential Category

Credentials earned by Kentucky's underrepresented minority (URM) students increased at both the undergraduate and graduate levels. The greatest undergraduate gains were in

bachelor's degrees at 23.9% and associate degrees at 23.4%. At the graduate level, doctorates saw a substantial increase at 42.5%, followed by master's degrees at 22.3%.

Chart: Five-Year Progress of Kentucky's Underrepresented Minority Students

Duplicated counts awarded by Kentucky's Public Universities, AIKCU Colleges and KCTCS

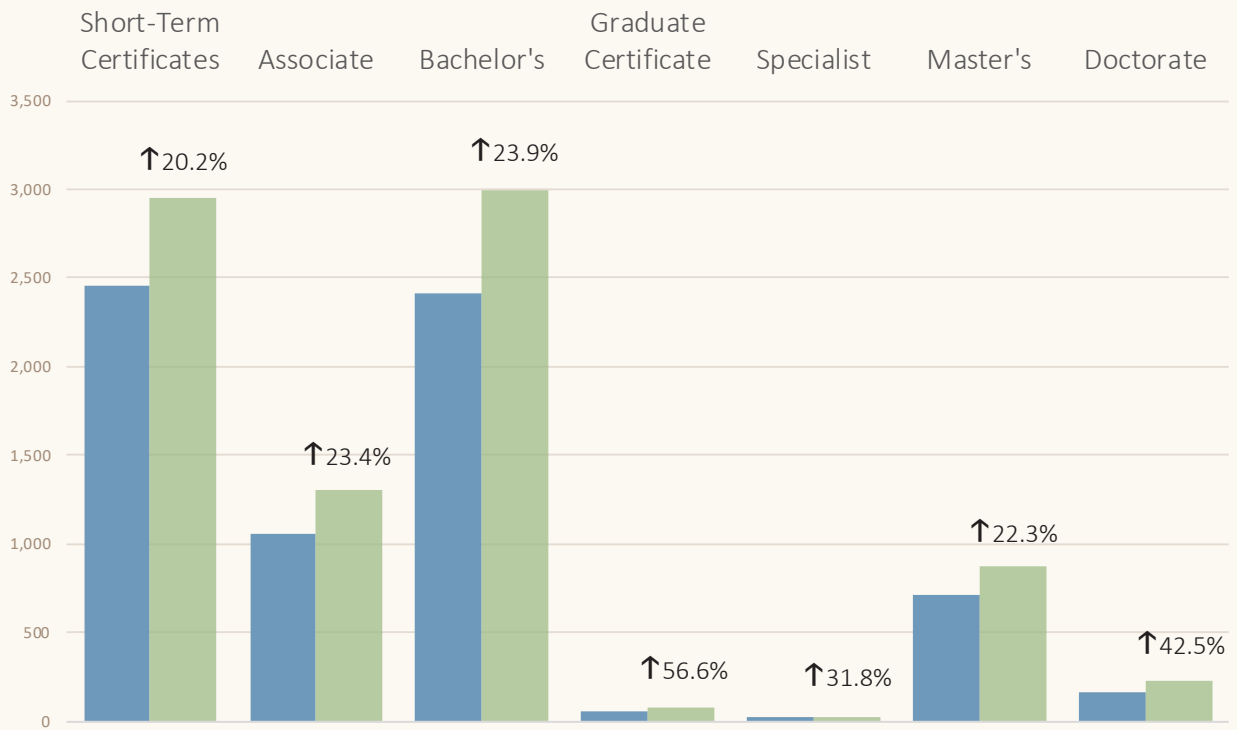


Table: Credential Growth of Underrepresented Minority Students

Duplicated counts awarded by Kentucky's Public Universities, AIKCU Colleges and KCTCS

	2013-14	2014-15	2015-16	2016-17	2017-18	1-Year Change	5-Year Change
Certificate	2,452	2,270	2,259	2,610	2,947	12.9%	20.2%
Associate	1,054	1,103	1,215	1,225	1,301	0.82%	23.4%
Bachelor's	2,415	2,513	2,708	2,920	2,993	2.5%	23.9%
Graduate Certificate	55	58	70	65	83	27.7%	56.6%
Specialist	22	23	24	35	29	-17.1%	31.8%
Master's	719	785	841	864	879	1.7%	22.3%
Doctorate	160	147	154	173	228	31.8%	42.5%
Total	6,875	6,899	7,271	7,892	8,460	7.2%	23%

CREDENTIAL PRODUCTION BY UNDERREPRESENTED MINORITIES

STEM Leads in Areas of Study for URM Students

At both the undergraduate and graduate levels, STEM led as the top major for URM students over the past five years. Another area posting increases

at both levels was education, with gains of 22.3% in undergraduate credentials and 45.6% in graduate credentials.

Table: Credential Growth of Underrepresented Minority Students by Area of Study

Duplicated counts awarded by Kentucky's Public Universities, AIKCU Colleges and KCTCS

	Arts	Business	Education	Health	STEM	SB Sciences	Trades
URM Undergraduate							
2013-14	1,024	907	184	1,061	547	924	1,229
2017-18	1,313	1,097	225	1,249	940	997	1,340
5-Year Change	28.2%	20.9%	22.3%	17.7%	71.8%	7.9%	9%
URM Graduate							
2013-14	68	100	228	180	60	278	34
2017-18	57	149	332	207	102	319	33
5-Year Change	-16.2%	49%	45.6%	15%	70%	14.7%	-2.9%

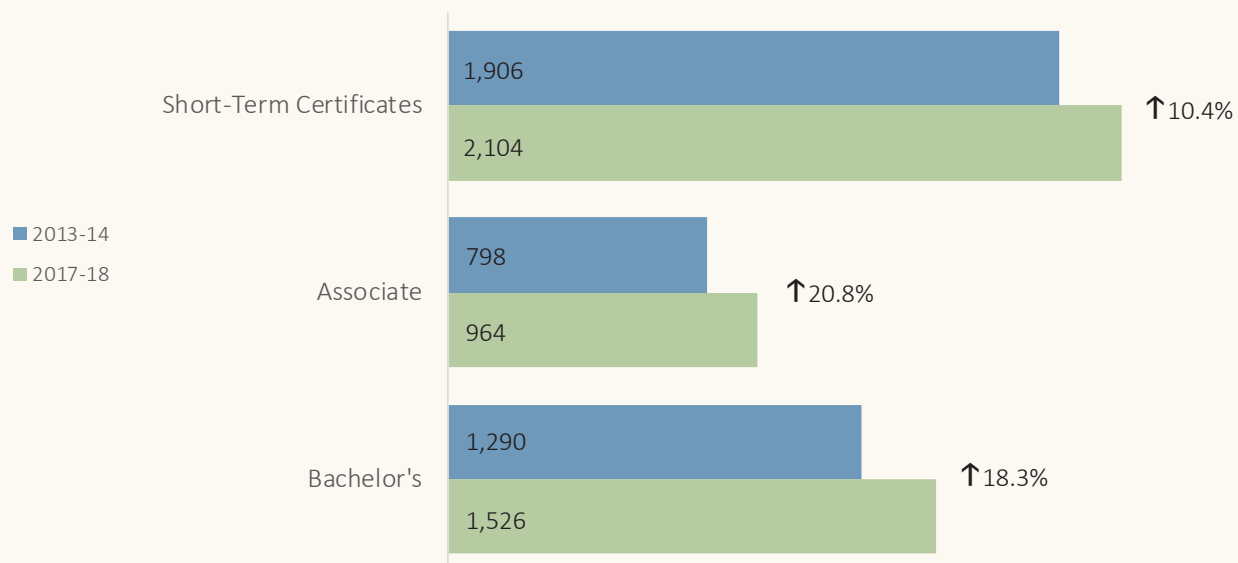
Substantial Gains for Low-Income URM Students at Undergraduate Level

Undergraduate credentials earned by Kentucky's low-income, underrepresented minority students also experienced gains in every category.

Short-term certificates grew 10.4%, while associate degrees climbed 21%, with bachelor's degrees following at 18.3%.

Chart: Five-Year Progress of Kentucky's Low-Income, Underrepresented Minority Students

Duplicated counts awarded by Kentucky's Public Universities and KCTCS



A key to abbreviations used and definitions for areas of study can be found on page 4.

CREDENTIAL PRODUCTION BY LOW-INCOME STUDENTS

Short-Term Certificates Most Pursued by Low-Income Students

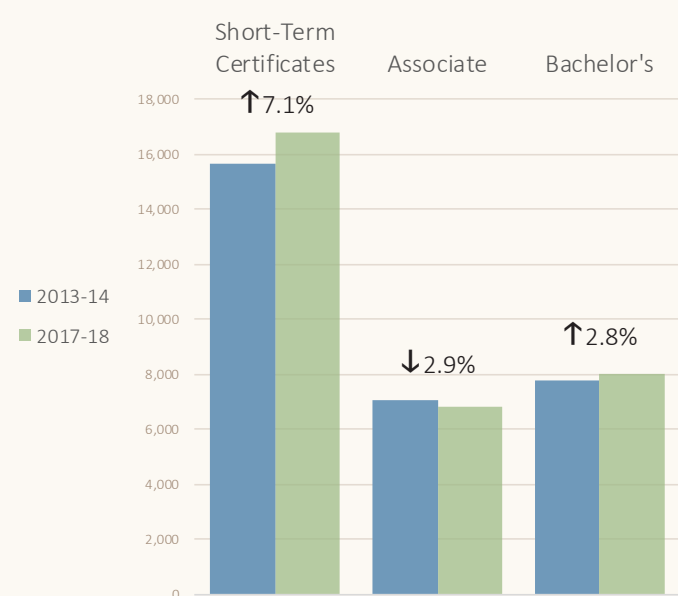
Undergraduate credentials earned by Kentucky’s low-income students increased 3.7% overall. Among undergraduate majors, STEM saw significant growth at 45.5%, while education declined by 17.8% and health decreased by 9.4%.

The gains and losses made by low-income students are opposite trends compared to underrepresented minority students, which are a much smaller proportion of the overall student

population. While credential production has been small by low-income students, this comes in spite of an enrollment decline, as experienced by the general student population over the last five years.

Chart: Five-Year Progress of Kentucky’s Low-Income Students

Duplicated counts awarded by Kentucky’s Public Universities and KCTCS



	2013-14	2017-18	5-Year Change
Certificate	15,653	16,757	7%
Associate	7,036	6,835	-2.9%
Bachelor's	7,785	8,003	2.8%
Total	30,474	31,595	3.7%

Note: The Council does not collect degree data for low-income students attending AIKCU colleges or those low-income students pursuing graduate-level degrees and credentials at either Kentucky’s public or AIKCU institutions.

Table: Undergraduate Credential Growth of Low-Income Students by Area of Study

Duplicated Counts, Awarded by Kentucky Public Universities and KCTCS

	Arts	Business	Education	Health	STEM	SB Sciences	Trades
2013-14	5,231	4,117	897	7,073	2,934	2,507	7,458
2017-18	5,047	4,370	737	6,410	4,268	2,556	7,932
5-Year Change	-3.5%	6.1%	-17.8%	-9.4%	45.5%	19.5%	6.4%

A key to abbreviations used and definitions for areas of study can be found on page 4.

 **Kentucky Council on
Postsecondary Education**

 KYCPE  CPENews  cpe.ky.gov

1024 Capital Center Drive
Frankfort, KY 40601

TITLE GEAR UP Kentucky: Every student prepared for postsecondary success

DESCRIPTION GEAR UP Kentucky staff will provide an information report on the intentions and goals of the program

PRESENTERS Kim Drummond, Executive Director for GEAR UP Kentucky

SUPPORTING INFORMATION

In October 2018, the Council on Postsecondary Education (CPE) was awarded a seven-year, \$24.5 million grant from the U.S. Department of Education to administer the GEAR UP Kentucky (GUK) project. This is the fourth GEAR UP state grant administered through CPE; the first was awarded in 1999. Authorized by Congress in 1998, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a competitive federal grant program designed to increase the high school graduation and college-going rates of students from low-income backgrounds.

Who We Serve

The vision of GEAR UP Kentucky is “Every student prepared for postsecondary success.” During the seven years of the grant, GEAR UP Kentucky (GUK) will serve a minimum of 10,000 students in 12 school districts across Kentucky. In addition to delivering full services to two consecutive cohorts of 7th graders through their senior year in high school (GUK Full Service Cohorts), GUK will serve the senior class in participating high schools every year of the grant (GUK Priority Service Cohorts), providing services from the beginning of their senior year through the end of the freshman year in college.

GEAR UP Kentucky is providing services in the following school districts: Bath County, Bourbon County, Bracken County, Covington Independent, Fleming County, Frankfort Independent, Marion County, Mason County, Mercer County, Paris Independent, Pendleton County and Robertson County. In order to participate in GUK, each of these districts met school selection criteria, including having 51% or more students who are free/reduced-lunch eligible (based on 7th grade class at time of application).

Who We Are

GEAR UP Kentucky currently employs a team of 23 full-time staff to implement the project over the next seven years. Central Office staff, located at CPE, includes the Executive Director, Director of Student and School Services, Director of Operations and Partnership, Senior Associate for Student and School Services, Senior Associate for Operations and Partnership, Administrative Services Coordinator, and Data Analyst and Project Evaluator.

GEAR UP Kentucky has four service regions comprised of three school districts each; one Regional Program Coordinator (RPC) oversees implementation in each region, and a full-time District Program Manager (DPM) delivers services in participating high schools and oversees implementation at the district level. GUK is currently hiring contract staff to serve as College & Career Coaches (in middle schools) and Regional Family Engagement Coordinators to deliver services to students and families throughout the upcoming school year.

What We Do

The central tenet of the GUK project is the development of a college-going culture that promotes systemic change at the student, family, institutional and community levels. The interconnectivity of these four key influencers – SELF (student), FAMILY, INSTITUTION and COMMUNITY – form the foundation of GEAR UP Kentucky’s theoretical framework. This framework is referred to as the “Four Pillars of Student Success” (Four Pillars). GEAR UP Kentucky services and strategies are strategically aligned to the Four Pillars to ensure all key influencers are mobilized toward a common goal of student success.

- 1) SELF PILLAR: GUK’s evidence-based strategies for students include:
 - **Essential Skills and College Transition Curricula** | At each grade level, GUK offers a college and career readiness curricula focused on social-emotional skills, academic discipline, career exploration and financial literacy.
 - **Advising and Assessments** | GUK staff collaborate with schools to provide individualized advising for all students throughout the year focused on supporting college knowledge, college match and fit, and academic planning. Seniors receive additional hands-on assistance with completing critical college admissions steps, including applications for college and financial aid, and college-going students receive advising and support via text-based

- advising. To inform advising and instruction, all GUK students receive the College Readiness Equipped Tool assessment at least twice a year to track their academic readiness for college.
- **Campus Experiences** | GUK provides multiple opportunities for students to experience a college campus, including college tours during the school year and summer programs on campus, including:
 - *GUK Summer STEM Jr. Academies at KCTCS* – In partnership with Texas Instruments and the Kentucky Community and Technical College System, GUK will host free, 4-day Summer STEM Jr. Academies on a local community and technical college campus for GUK middle school students. Utilizing Texas Instrument’s TI-Nspire technology, the Jr. Academy will help students learn STEM principles through game-based individual and team activities and projects and introduce them and their families to STEM career pathways and academic programs available at their local KCTCS campus.
 - *GUK Summer Academies* – For GUK high schoolers, GUK will host free, three-week residential Summer Academies in partnership with Kentucky public universities. College campuses across the state will provide an intensive exploration of academic disciplines through relevant instruction and field activities; the opportunity to earn college credit will be offered on some campuses.
 - **Leadership Development** | GUK engages peers as motivators and catalysts for positive change through the following strategies:
 - *Peer teaching* –GUK engages students to routinely lead classroom instruction and provide content support for their peers throughout the seven-year curricula.
 - *Peer mentoring* – A series of structured mentoring activities between targeted cohort students and trained GUK high school seniors and college students engage near-peer relationships around the social, emotional, fiscal, and cultural barriers to college success.
 - *Peer tutoring* – Regular tutoring sessions are provided to targeted cohort students based on specific academic needs and using trained peers as tutors with classroom supervision.

- *GUK Student Ambassadors* – GUK offers leadership training and support for student-led, school-based teams to design and execute projects that promote the value of college among their peers.
- 2) **FAMILY PILLAR**: Each student (self) strategy includes *parallel family activities and resources* to empower parents and guardians to fully support the aspirations and academic progress of their children. Family activities and resources include:
- **GUK Family Curricula and Advising** | This include a series of resources and workshops designed to help families understand the college and career readiness skills their students need to succeed after high school and gain strategies to navigate the transition to postsecondary education after high school;
 - **GUK Family Basecamps** (one per region, once per school year) | Family basecamps are one-day weekend workshops to help introduce parents/families to key issues in postsecondary readiness and help them understand the educational options available to their students.
 - **GUK Parent Ambassadors Program** | Parent ambassadors are local networks of GUK parents/families within each GUK school district, who partner with school and program staff to mobilize and engage other families in supporting student success in both the district and larger community.
 - **GUK Family Camp at Institute for College-Going Culture** (annual statewide event) | Parents and families from all participating schools will be invited to attend a 1.5-day statewide conference focused on creating a college-going culture in GUK schools and communities. Parents and family members will participate in a customized track of workshops and seminars to increase their knowledge and capacity in supporting student’s postsecondary success.
 - **GUK Family Campus Experiences** | Families will be offered various opportunities to visit college campuses with their students including school-based campus visits and GUK Summer Academies.
 - **Local GUK Family and Community Engagement and Outreach** | Additional activities may include the coordination of workshops and events focused on helping families support their student in applying for college and

financial aid, understanding college readiness assessment results, exploring opportunities across various career fields and disciplines, and developing proficiency in other topics related to the mission and goals of GUK.

3) **INSTITUTION PILLAR**: GUK is focused on increasing the effectiveness of school and district professionals to develop and sustain a college-going culture through the following strategies:

- **Professional Development** | GUK offers a range of professional development and networking opportunities for participating schools including:
 - *GUK Institute for a College-Going Commonwealth* – GUK hosts an annual statewide conference which brings together the diverse voices and perspectives of all GUK stakeholders (students, families, and school personnel) to explore what it truly takes to ensure students are prepared for success in postsecondary education and/or the workforce – academically, financially, culturally, socially and emotionally.
 - *Teacher/Leader Academy* – GUK will host a series of multi-day, regional professional development workshops for core content teachers and school leaders to explore and develop rigorous instructional approaches in English, math, science, and computer science courses.
 - *Needs-based professional development* – GUK provides schools annual funds for local professional development based on demonstrated need and evidence-based practices in the following areas: leadership, effective teaching, data use/data-driven decision making, peer development, and family engagement.
- **Leadership Development** | Each GUK school superintendent will have an opportunity to participate in the National Council for Community and Education Partnership’s District Leadership Institute, a national, innovative 10-month program focused on creating and sustaining the college-going culture in GUK districts.
- **Peer Learning Communities** | GUK provides multiple opportunities for school leaders and teachers to learn from each other including sharing promising practices with their peers at the annual Institute.

- **Assessments and Technology Training** | To support technology use in the classroom and expand exposure to STEM academic content, GUK equips two classrooms in each participating high school with classroom technology from Texas Instruments. Additionally, all GUK schools will receive technical assistance and professional development in effective use of the CERT and ACT assessment data to improve rigor in the classroom, highlight professional development needs, structure relevant interventions, and monitor student progress.
- 4) COMMUNITY PILLAR: GUK employs the following strategies in statewide and community services:
- **Statewide Communications Campaign** | GUK raises awareness of the value, options, and steps to college readiness through a statewide outreach campaign. Statewide delivery of student-centered messages (broadcast, online and social media) occurs through partnerships with the Kentucky Broadcasters' Association (television and radio), the *Lexington Herald-Leader* (newspaper), and KnowHow2GOKy (online).
 - **Partnership Development** | Through various initiatives, GUK will take a leadership role in improving communication, collaboration, and professional development among college and career professionals, programs and proponents across the state.
 - **Student and Parent Voice Initiative** | In addition to locally-driven GUK Student and Parent Ambassador Teams, GUK will partner with the Prichard Committee Student Voice Team to integrate student and parent voices into education reform efforts locally and across the Commonwealth.

How We Measure Success

GUK will implement a multi-faceted evaluation of project objectives using widely recognized and accepted benchmarks. Data are collected from direct service providers, the Kentucky Department of Education, Kentucky Higher Education Assistance Authority, Kentucky Center for Statistics, and through local, state, and national data-sharing agreements. The core of the GUK evaluation program consists of 15 general objectives derived directly from the three national GUK goals as follows:

NATIONAL GEAR UP GOAL 1: Increase academic performance and preparation for postsecondary education.

Corresponding GUK Objectives:

- Improve individual student performance on college readiness assessments.
- Improve in overall student performance on annual college readiness assessments.
- Reduce the need for remediation in postsecondary education.
- Increase participation in individualized student advising in high school.
- Increase participation in individualized student advising in college.

NATIONAL GEAR UP GOAL 2: Increase high school graduation and postsecondary enrollment rates.

Corresponding GUK Objectives:

- Improve 9th grade completion rate.
- Improve mathematics completion rate.
- Improve high school completion rate.
- Improve college enrollment rate.

NATIONAL GOAL 3: Increase student and family knowledge of postsecondary education options, preparation and financing.

Corresponding GUK Objectives:

- Improve FAFSA completion rate.
- Increase college application rate.
- Increase competency in financial literacy in middle school.
- Increase competency in financial literacy in high school.
- Improve educational expectations.
- Improve knowledge of postsecondary education options, preparation and financing.

The commitment to the goals of GUK is concrete, broad and substantial across the Commonwealth. When the overarching goal of this program—to develop a sustainable college-going culture—is realized, the infrastructures that sustain will support students, families, educators, and communities far into the future. Those include classroom technology, curriculum and texts, peer and community networks, powerful college and career advising policies, and greatly improved capacities at some of our nation’s most at-risk school systems.



GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs

Authorized by Congress in 1998, GEAR UP is a competitive federal grant program designed to increase the high school graduation and college-going rates of students from low-income households.

In October 2018, the Kentucky Council on Postsecondary Education was awarded a seven-year, \$24.5 million grant by the U.S. Department of Education to serve at least 10,000 middle and high school students in at least 10 school districts. This is the fourth GEAR UP state grant that has been administered through CPE.

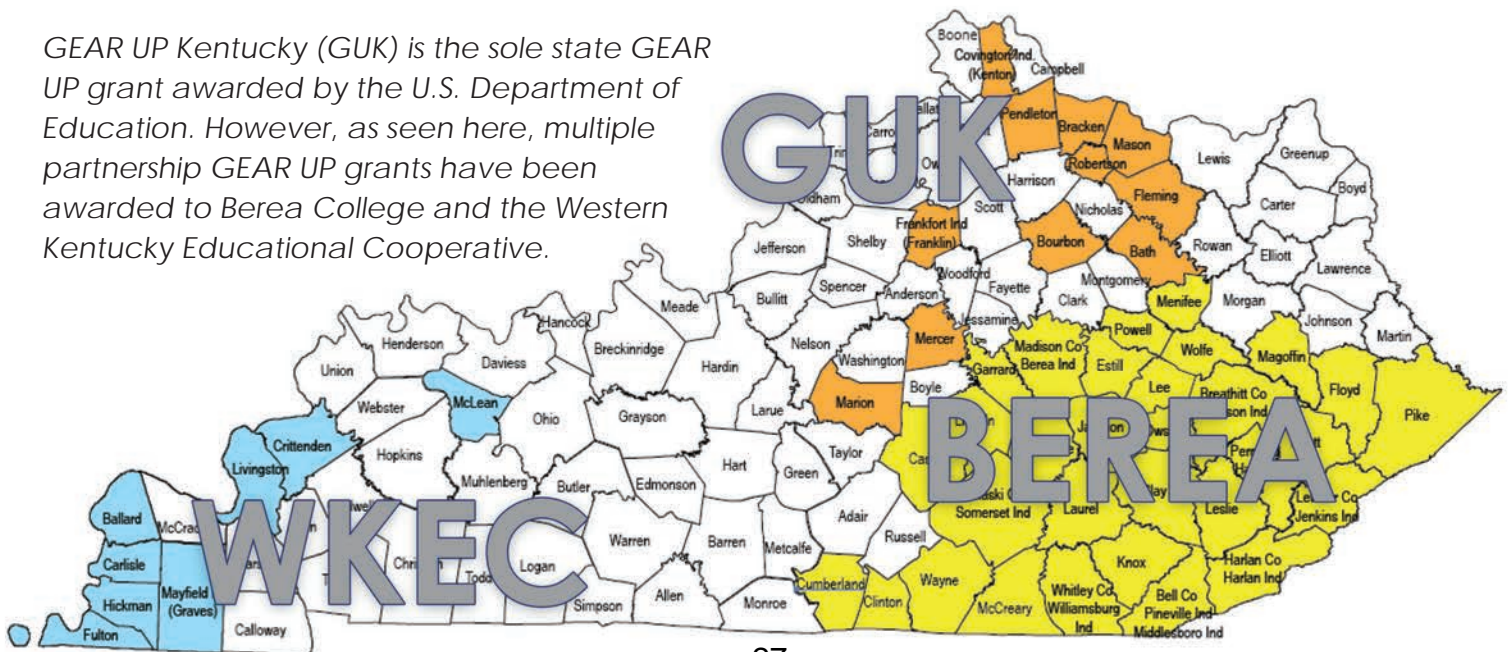
OUR VISION:
Every student prepared for postsecondary success.

GEAR UP Kentucky (GUK) is committed to creating long-term cultural change – creating a college-going culture – in 23 schools (in 12 school districts) in 11 counties in which our staff are working.

GUK is providing services in the following school districts: Bath County, Bourbon County, Bracken County, Covington Independent, Fleming County, Frankfort Independent, Marion County, Mason County, Mercer County, Paris Independent, Pendleton County and Robertson County.


The GEAR UP Footprint in Kentucky: State & Partnership Grants


GEAR UP Kentucky (GUK) is the sole state GEAR UP grant awarded by the U.S. Department of Education. However, as seen here, multiple partnership GEAR UP grants have been awarded to Berea College and the Western Kentucky Educational Cooperative.




GEAR UP Kentucky Goals and Objectives

National GEAR UP Goals

- 




1 Increase academic performance and preparation for post-secondary education
- 

2 Increase high school graduation and post-secondary enrollment rates
- 

3 Increase student and family knowledge of postsecondary education options, preparation and financing

GEAR UP Kentucky Objectives

GUK has 15 objectives related to these national goals. Objectives are listed beside associated goal number.

- 
 - 1: Improve individual student performance on college readiness assessments.
 - 2: Improve in overall student performance on annual college readiness assessments.
 - 3: Reduce the need for remediation in postsecondary education.
 - 4: Increase participation in individualized student advising in high school.
 - 5: Increase participation in individualized student advising in college.
- 
 - 6: Improve 9th grade completion rate.
 - 7: Improve mathematics completion rate.
 - 8: Improve high school graduation rate.
 - 9: Improve college enrollment rate.
- 
 - 10: Improve FAFSA completion rate.
 - 11: Increase college application rate.
 - 12: Increase competency in financial literacy in middle school.
 - 13: Increase competency in financial literacy in high school.
 - 14: Improve educational expectations.
 - 15: Improve knowledge of postsecondary education options, preparation and financing.

The Four Pillars of Student Success

GEAR UP Kentucky services are strategically aligned to the *Four Pillars of Student Success*, a theoretical framework used to engage, develop and mobilize students and their key influencers in pursuit of student success.

These pillars, developed by Dr. Aaron Thompson, are inextricably interconnected. In an environment with both high expectations and support from all pillars, students are more likely to succeed. Without these supports and expectations, students are less likely to establish sufficient goals or maintain a commitment to postsecondary education.

While at-risk students often experience deficiencies in one or more of these pillars, increased supports within the other pillars can alleviate gaps.

Pillar: Self	Pillar: Family	Pillar: Institution	Pillar: Community
Curriculum	Curriculum	Technology & Assessments	Communication Campaign
Advising & Assessments	Advising & Support	Peer Learning Community	Statewide Institute
Campus Experiences	Campus Experiences	Professional Development	Partnership Development
Leadership Development	Leadership Development	Leadership Development	Leadership Development

School Selection Criteria

KEY FACTORS CONSIDERED:

- 51% or more students who are free/reduced-lunch eligible (based on 7th grade class at time of application)
- No overlap with schools included in other GEAR UP applications
- If previously involved in GEAR UP grant, must have successfully completed the partnership

OTHER FACTORS:

- School performance on the ACT
- College-going rate
- High school graduation rate
- Geographic need
- Resources in the school
- Proximity to a postsecondary institution



GEAR UP Kentucky Service Model

GEAR UP Kentucky provides services in a **hybrid** model. Through this model, services are being provided to multiple groups of students.

Full Service Cohorts (FSCs) will serve all GUK school students who begin 7th grade in Fall 2019 or Fall 2020. FSCs receive GUK services every year through their last year of high school.

Priority Student Cohorts (PSCs) are comprised of all 12th graders in the schools being served by GUK. PSCs will receive GUK services through their first year of postsecondary education.

GEAR UP Kentucky's seven-year service model addresses gaps and areas for growth within four research-based areas: **comprehensive school counseling, early campus exposure, community and family engagement, and peer leadership.**

Pillar-Informed Services and Strategies

SELF and FAMILY PILLARS

The evidence-based strategies for students and parents include: **Essential Skills and College Transition Curricula** (*social-emotional skills, academic discipline, career exploration and financial literacy*); **Advising and Assessments** (*college readiness assessments, academic planning, college knowledge and college match/fit*); **Campus Experiences** (*summer enrichment programs and college visits*); and **Leadership Development** (*peer mentoring, peer tutoring and peer leadership/ambassador programs*). Each strategy includes parallel family activities and resources to empower parents to fully support the aspirations and academic progress of their children.

COMMUNITY PILLAR

GUK employs the following strategies in statewide and community services: **Statewide Communications Campaign, Partnership Development, Institute for a College-Going Commonwealth** and **Student and Parent Voice Initiatives.**

INSTITUTION PILLAR

GUK is focused on increasing the effectiveness of school and district professionals to develop and sustain a college-going culture through **Professional Development** (*including Teacher Leader Academy*), **Leadership Development** (*NCCEP District Leadership Institute*), **Peer Learning Communities** and **Assessments and Technology Training.**

The F.A.C.E.S. of College Readiness

When we talk about creating a college-going culture, we're talking about creating an environment in which ALL pillars are engaged and supported to create a sustaining culture that supports the F.A.C.E.S. of college readiness. These F.A.C.E.S. are:

FINANCIAL

ACADEMIC

CCULTURAL

EMOTIONAL

SOCCIAL

Building Partnerships & Ensuring Successful Transition



While CPE has administered the state GEAR UP grant over the past two decades, this is the first grant in which students are being served through their first year of postsecondary education.

GEAR UP Kentucky staff reviewed data from its 12 partner school districts to determine the **postsecondary institutions most-attended by their college-going graduates.**

These institutions have been designated as GUK's preliminary postsecondary partners. Meetings with relevant postsecondary staff are ongoing to determine how GUK may best provide services to GUK students transitioning to these institutions.

GUK staff believes that "you have to see it," and getting students on college campuses is crucial. In addition to the **visits to multiple college campuses** being offered to GUK students and family members, GUK will be offering **four-day junior STEM summer academies on KCTCS campuses** for middle schoolers, as well as **three-week summer academies on public university campuses** for rising juniors and seniors.

To help reduce summer melt and increase retention, postsecondary-going GUK students will receive informational and inspirational text messages throughout the summer before and during their first year of college.

#gearupworks

Significant outcomes from GUK 3.0 | 2011-2017

High School Graduation: The average high school graduation rate for the Class of 2017 was 97%, significantly exceeding the statewide rate of 90%.

College Enrollment: The percentage of seniors who reported enrolling directly in a postsecondary education institution was 60%, as compared to Kentucky's in-state college-going rate (53%).

Financial Aid Applications: 2,474 GUK high school seniors completed a FAFSA in 2016-17. The average FAFSA completion rate in GUK high schools was 65%, as compared to 57% and 58% in the previous two school years. More than half of GUK schools met or exceeded the statewide FAFSA completion rate of 65%.

College Applications: 2,144 (61%) GUK seniors completed a total of 2,632 college applications in 2016-17.

College Knowledge: The percentage of students who reported knowledge of postsecondary education options, preparation and financing increased by 15 percentage points between 7th and 9th grade in cohort 1, by 26 percentage points in cohort 2 and by 31 percentage points in cohort 3.

Campus Experiences: GUK students visited 28 different college campuses in the 2016-17 school year alone and hundreds of 10th, 11th and 12th grade students participated in a GUK Summer Academy, a rigorous, three-week, residential, early college experience on one of six public university campuses.

ACT Scores: The percentage of GEAR UP students in the reportable cohort (cohort 1) of GUK 3.0 who performed at or above benchmark on the ACT increased from the average GUK 2.0 percentage in each subject (English – increased by 11 percentage points; Math – increased by 10 percentage points; Reading – increased by 8 percentage points; Science – increased by 19 percentage points).



GEAR UP Kentucky • Council on Postsecondary Education
1024 Capital Center Drive, Suite 320 • Frankfort, KY 40601
www.gearupky.org

Board Priority & Description	Accomplished To Date	Next Steps
<p>DETERMINE WHY COLLEGE STUDENTS ARE DROPPING OUT OF COLLEGE</p> <p>The board's highest priority is to understand why students are dropping out of college and advance strategies to improve completion.</p>	<ul style="list-style-type: none"> Developed a data-driven overview of reasons student drop out of college for the April 2019 board meeting. https://v3.boardbook.org/Viewer/itemdownload.aspx?ik=44314582 Adopted a statewide strategic agenda with a central focus on reducing the number of dropouts and improving student completion. Developed a higher education accountability system and data collection/reporting process to monitor progress on student success measures. Developed a performance-funding model to incentivize improvements in college completion. Hired a CPE president recognized nationally as a student success expert and advocate. Launched the Stronger by Degrees Student Success Grant Program to encourage innovative student success strategies. Adopted a statewide diversity policy and planning process to improve success of low income and minority students. Phasing out traditional, non-credit remedial education, which had been a major barrier to retention and graduation. Launched the Higher Education Matters outreach campaign to improve public perception about value of a postsecondary certification. 	<ul style="list-style-type: none"> Lead a statewide effort to simplify curricular pathways, reduce bottlenecks and identify courses that lead to program failure. Review/revise CPE program review process focus more deeply on program costs and efficiency, graduation and employment outcomes, and program quality. Work with campuses to incentivize program completion and implement high impact practices that lead to on-time completion. Work with KDE and other partners to expand access to early college experiences. Lower the financial barriers that keep students from enrolling or lead to dropping out (moderating tuition, fees and other college costs, more early college experiences, expanded need-based financial aid, etc.)

Board Priority & Description	Accomplished To Date	Next Steps
<p>REVIEW KENTUCKY'S NON-RESIDENT TUITION POLICIES</p> <p>The board's second priority is to review CPE's non-resident tuition policies to determine whether changes should be made to encourage greater out-of-state enrollment.</p>	<ul style="list-style-type: none"> • Undertook a preliminary review of Kentucky's nonresident tuition policy and potential policy options for the April 2019 board meeting. • https://v3.boardbook.org/Viewer/itemdownload.aspx?ik=44314580 • Built an interactive dashboard to highlight estimated per student revenue by residency status and what students pay by fund source. • Discussed proposed changes in the current nonresident policy with campus leaders. • Discussed proposed changes in the current nonresident policy with the CPE Finance Committee. 	<ul style="list-style-type: none"> • Conduct a review of the number/percent of nonresidents by institution and discipline who stay in Kentucky after graduation to work or continue their education. • Conduct additional research and gather additional data as advised by postsecondary community stakeholders. • Finalize proposed changes to CPE non-resident tuition policy in time for AY 2020-21 tuition setting process.
<p>DEVELOP TOOLS TO IMPROVE PATHWAYS BETWEEN P-12 AND HIGHER EDUCATION</p> <p>The board's third highest priority is to develop tools, programs and strategies to improve pathways to postsecondary education, including improved advising and better information about college-going and paying for college.</p>	<ul style="list-style-type: none"> • Developed a comprehensive overview document for the April 2019 CPE board meeting that includes specific proposals, deliverables and estimated costs associated with each to advance this priority. • https://v3.boardbook.org/Viewer/itemdownload.aspx?ik=44314583 • Included a funding request in the six-year capital plan to support the development and implementation of a comprehensive on-line advising and college-going portal. • Through GEAR UP Kentucky, have begun development of an on-line information and advising tool for their target populations. 	<ul style="list-style-type: none"> • Advance a proposal through the KY Chamber of Commerce's Business Education Roundtable to develop a comprehensive on-line portal that would include college-going information aligned with specific career interests. • Explore greater partnership with KHEAA to combine outreach efforts, including the development of a comprehensive college-going and advising portal, and associated public awareness/engagement campaign. • Explore a specific funding request with the 2020 General Assembly to advance this priority (to include both development costs, awareness campaign, and on-going maintenance).

Board Priority & Description	Accomplished To Date	Next Steps
<p>EXPLORE THE CREATION OF A FREE COLLEGE PROGRAM</p> <p>The board's fourth highest priority is to explore the creation of a "free college" program for the first one or two years of college. The Kentucky program would be similar to programs in Tennessee and other states.</p>	<ul style="list-style-type: none"> Developed a discussion document for the April 2019 CPE board meeting that includes information about program design, Kentucky's existing free college program (the Kentucky Work Ready Scholarship), programs in other states, best practices in developing free college programs, and recommended next steps. https://v3.boardbook.org/Viewer/itemdownload.aspx?ik=44314578 Supported with a \$400,000 grant from the Lumina Foundation, CPE is working with three pilot KCTCS campuses to improve outreach and communications strategies around the Work Ready Scholarship (KWRS). CPE is working with the Prichard Committee to lead a statewide discussion about college affordability. Topics included in this are existing state financial aid programs (including KWRS) and how the programs can be more effective. CPE is working with Evolve 502, a non-profit in Louisville to create a community-specific free college program. Lessons learned from this work may inform the development of a statewide program. 	<ul style="list-style-type: none"> Evaluate KWRS and if warranted, encourage amendments to the program to ensure it is achieving intended goals. Consider advocating for changes to KWRS to expand eligibility, improve administration of the program, and align the structure with successful programs in other states. Work with KHEAA and other postsecondary and business partners to improve the visibility of KWRS and improve utilization rates, particularly among target audiences.
<p>DEVELOP STRATEGIES TO IMPROVE ACCESS AND SUCCESS OF ADULT LEARNERS</p>	<ul style="list-style-type: none"> Developed a discussion document for the April 2019 CPE board meeting that includes information about strategies to help adults succeed, possible funding opportunities, best practices in other states, and possible next steps for CPE activity/action. https://v3.boardbook.org/Viewer/itemdownload.aspx?ik=44324810 	<ul style="list-style-type: none"> Explore various campus incentives for enrolling and graduating adult learners, including adding a premium for adult learners in the performance funding model. Consider developing state policies that provide definition and direction related to reverse transfer.

(continued on next page)

Board Priority & Description

Accomplished To Date

Next Steps

The board's fifth highest priority is to improve pathways for adults to enter or reenter college and complete a postsecondary credential.

- Project Graduate is a 10-year initiative that has helped thousands of students with 80 or more credit hours re-enroll in college and complete a degree.
- The Lumina Adult Promise Grant, mentioned above, is allowing CPE to work closely with three pilot community college campuses to expand outreach and services to adult students.
- CPE has worked with campuses for several years to build out competency-based programs that allows students to progress at their own rates. This model is particularly effective for adult learners.
- CPE developed a one-stop, online resource for veterans and active military to help them transition to a postsecondary program.
- GED Plus, the KY Work Ready Scholarship (KWRS), and the College Access Program provide financial resources for adults who want to pursue a postsecondary credential in a high demand workforce area.

- Consider developing state policies that standardize practices around awarding credit for prior learning.
- Evaluate financial policies and supports beyond traditional financial aid to help adults overcome financial barriers to college attendance and completion, including debt forgiveness on outstanding campus loans, emergency funding for smaller issues, and strategies to “braid” public funding resources in supporter of adult learners (i.e. childcare, housing, food assistance).

Equine Facilities

Midway University's Equestrian Complex gives us a great advantage. Our students can literally walk to all of our facilities in a matter of minutes.

Our expansive equestrian facilities allow for multiple riding venues through indoor and outdoor riding arenas, jumping field, dressage ring, and 70+ acres of pastureland.

Overlooking the main campus, the Midway University Equestrian Center (EC) is a state-of-the-art education and training facility. The EC's 105×235 foot indoor arena, specifically constructed for the safety of horse and rider, hosts intercollegiate horse shows throughout the year. An equine laboratory, classroom, and audio-visual room, as well as stalls, tack room, offices, and other amenities, make up the layout of the EC.

In addition to the EC, the Keeneland Stable contains equipment and serves as our horse rehabilitation center. Its features include 16 stalls, tack room, washroom, office space, and a wide aisle-way for the safety and ease of horses and students. Keeneland is a comprehensive, self-contained training and education center.

The Ashland Stable includes an additional 8 stalls, tack room, wash room, office and classroom space. Both the Ashland Stable and Theurkauf Outdoor Riding Arena compliment the two large equine centers thus combining for a comprehensive facility that meets the demands of all riding disciplines and equine training needs.

The University also has a dedicated Equine Gross Anatomy Laboratory inside the Learning Resource Center.



Inside the Equestrian Center.



Keeneland Barn



Inside the Equestrian Center before a show.



Ashland Stables looking toward Midway University main campus.





View from front pasture to Anne Hart Raymond Building



Shelby Habe, 2014 Equine Studies Graduate



Equine Rehabilitation student



Driving through the pastures.



Midway will always open doors and show you a new side of yourself that you never knew you were capable of being. The opportunities are endless, once you cross over that bridge to higher education. All the science classes (chemistry, physics, biology) that I took at Midway will always be of some use as I go through my graduate career but none as much as Chemistry. I am thankful for the teacher that I had and the way in which the material was delivered. I would be lost and confused without the undergraduate science credits." Laura Mitchell '12, Equine Studies



Western rider in the center of campus.



Hunt Seat practice on outdoor course