

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<p><u>Advanced Placement (AP)</u></p>	Yes	<ul style="list-style-type: none"> The Kentucky Virtual Advanced Placement Academy provides an online exam review for students. Public postsecondary institutions must grant credit toward graduation for students receiving a score of 3 or higher on the AP exam. KVHS is also targeting struggling schools for AP access. There is a statewide initiative to expand access. 	Yes	<ul style="list-style-type: none"> Low-income students Racial and ethnic minority students 	Yes	State funding: a grant has been awarded to expand the program.
<p><u>American Diploma Project</u></p>	Yes	<ul style="list-style-type: none"> This is a project designed to change the overall system, defining postsecondary and skilled workplace entry-level expectations in English and mathematics. The Statewide Public Postsecondary Placement Policy, based on the ADP research, guarantees entering students able to demonstrate gateway competencies placement into credit-bearing courses. Adult education curriculum is being revised according to these standards. K-12 Core Content for Assessment standards also have been revised in light of ADT benchmarks in English and mathematics. The KY Board of Education approved new high school graduation requirements to include, among other changes, Algebra II, and curriculum standards are being revised accordingly. 	No		Yes	Initiative led by three national organizations: Achieve, Inc. , The Education Trust, The Fordham Foundation and funded by The Hewlitt Foundation

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<u>Appalachian Math and Science Partnership</u>	Yes	A comprehensive partnership of educational institutions and regional agencies to reform science, mathematics, and technology education in central Appalachia through professional development of elementary and secondary math and science teachers.	Yes	Targets students attending schools in Appalachian counties	Yes	The AMSP began as a \$22M NSF-funded project whose partner institutions have received subsequent state funding.
Bridge Programs	Yes	Outreach is focused on students in the earlier grades. There is faculty cooperation around secondary/postsecondary alignment and standards. A college readiness assessment is administered to students in the 10th grade.	Yes	Low-achieving students	No	
Career Academies	Yes	Strong links to postsecondary institutions	No		No	
College Level Exam Program (CLEP)	Yes	No details known or available	No		No	
<u>Distance Learning/ Virtual School</u>	Yes	The <u>Virtual High School</u> offers AP and dual credit; there also is a Virtual University. Both online and ITV formats are used.	Yes	Low-income students	Yes	State funding; scholarships
<u>Dual Credit/ Dual Enrollment</u>	Yes	Dual credit, AP, and IB are all options for high school under the credit-based transition program; over 18,000 students in the state	Yes	<ul style="list-style-type: none"> • Low-income students • Racial and ethnic minority students • Students with disabilities directed to failing schools 	Yes	All high schools are mandated to offer credit-bearing transition courses via dual credit, or AP. Schools must offer at least 4 courses in 6 content areas; online offerings are included.
<u>Early or Middle College High Schools</u>	Yes	Collegiate High School at Owensboro Community and Technical College enrolled its first freshmen class this past Fall 2005 term. Collegiate High School is part of the National Early College High School Initiative.	Yes	Low-income students	No	

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<u>GEAR UP</u>	Yes	Uses cohort approach; includes some opportunities for dual credit.	Yes	<ul style="list-style-type: none"> • At-risk students • Low-income students • Racial and ethnic minority students 	Yes	Federal funding
<u>GED in College Settings</u>	Yes	19 percent of 2002 GED graduates enrolled in college within two years; an exemplary partnership exists between Adult Education and Higher Education.	Yes	Dropout students	Yes	<ul style="list-style-type: none"> • Addressed in the Adult Education Act. • GED policy; a new initiative allows high schools to offer the GED to currently enrolled students at risk of dropping out.
<u>Governor's Scholars and Governor's School for the Arts</u>	Yes	Sends high school students to college campuses to introduce them to the college environment. They take courses and receive an orientation to college.	Yes	<ul style="list-style-type: none"> • Low-income students • Racial and ethnic minority students 	Yes	State initiative and funding
Governor's Minority Student College Preparation Program (GMS CPP)	Yes	The statewide GMS CPP offers academic enrichment activities to minority middle and junior high school students. Programs are focused on increasing student awareness of the benefits and value of enrolling in postsecondary education, encouraging the students to consider postsecondary education as an achievable option, and preparing them to be successful in postsecondary education.	Yes	Racial and Ethnic Minority Students	Yes	State Funding
International Baccalaureate (IB)	Yes	3 high schools participating	Yes	Encourage participation by underrepresented students	Yes	All high schools are mandated to offer credit-bearing transition courses via dual credit, AP or IB. Schools must offer at least 4 courses in 6 content areas; online offerings are included.

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<p>Kentucky Early Mathematics Testing Program (KEMTP)</p>	Yes	<p>Provides online, free diagnostics assessments to 10th- and 11th-graders on their likely readiness for college-level mathematics. Administered by Northern Kentucky University with online capacity through the University of Kentucky. Working with some GEAR UP participating schools.</p>	No		Yes	<p>Funded by the General Assembly through Council on Postsecondary Education.</p>
<p>Magnet Schools</p>	Yes	<p>Have strong links to postsecondary institutions.</p>	No		No	
<p>Refocusing Secondary Education</p>	Yes	<p>This is a policy group interested in promoting better high school graduation rates and discussing a movement toward a 10th-14th grade system. The plan is to prepare all students for higher education or work and to reduce the need for remediation. It involves state and local people and is allied with GEAR UP.</p>	No		Yes	<p>State initiative</p>
<p><u>State P-16 Council</u></p>	Yes	<p>The Statewide P-16 council, created in 1999, advises the Kentucky Board of Education and the Council on Postsecondary Education on the preparation of teachers, the alignment of competency standards, and the elimination of barriers impeding successful transitions from pre-school through college. The Council, which includes representation from, adult education, early childhood education, workforce development, higher education financial aid, and other agencies, meets quarterly. It has formed 21 local/regional P-16 councils.</p>	No		Yes	<p>State funding is available for local P-16 Councils.</p>

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<u>State Scholars Initiative</u>	Yes	Offer a rigorous course of study; involve partnerships of Kentucky schools with the business community with Partnership for Kentucky Schools (PFKS)	No		Yes	Partnership with business partners
Teacher Education Pathway	Yes	This is newly developed and involves Future Educators' Clubs. Students take college credit courses leading to an Applied Associates degree in Teacher Education.	No		Yes	State teacher preparation initiative to assist students for teacher education
<u>Tech Prep</u>	Yes	Extensive involvement; there is a statewide articulation agreement for some pathways	Yes	Socioeconomically disadvantaged students	Yes	Promotes access to AP and higher success rates of underserved students; The Virtual High School offers AP classes. Professional development has begun to be offered to schools.

Summary of academic pathways:

Kentucky has a variety of nationally-known academic pathways as well as a large number that are unique to the state. These range from local programs and partnerships to statewide initiatives. Priority is given to the credit-based transition mechanisms including dual credit, which has grown enormously, and AP. The state places a high priority on engaging high school students in college level work. Adult education is another major priority, including meeting the needs of high numbers of students ages 19-24. There is a very high adult illiteracy rate, and the state recognizes the need for a better educated populace, especially to meet workforce needs. This includes the GED to college pathway.

Interesting or unique models identified by state officials:

- Policy groups addressing educational improvement including Refocusing Secondary Education and the state P-16 Council.
- Participation in several national initiatives including the American Diploma Project, State Scholars, GEAR UP, and Bridge Partnerships.
- Extensive use of a Virtual High School for dual credit and AP courses.
- The Appalachian Math and Science Partnership.

Observations by state officials about special efforts to reach underserved students:



Kentucky has a number of pathways in which special efforts are made to involve traditionally underserved students. These include efforts to increase access to widely offered programs such as AP, dual credit, and distance learning, as well as initiatives specifically intended to reach underserved students such as the Governor’s Scholars program and the Appalachian Math and Science Partnership. In general, extra efforts are made for low income and racial minority students as well as potential drop-outs.

Observations by state officials about state support for pathways:

The focus of much of the state support for these pathways is to insure that students have opportunities to undertake college level work while in high school. To improve their chances of doing so, legislation has been passed that requires all high schools to provide college-credit bearing courses. To increase the chances of success, professional development and funding have been provided. The state is also engaged in policy discussions about improving college-going rates through several channels.

Lessons learned by state officials:

- Adult learners need “short term wins” to feel motivated to progress (e.g. certificates, etc.).
• Educators must be more accessible to students.
• Funding issues are complicated, especially when determining who gets to count which students for state funding purposes.
• Secondary/postsecondary standards alignment is an issue needing more attention.
• Small schools increase the sense of community, but limit the number of options for students interested in advanced coursework. Virtual/online learning helps to meet this need.
• Teacher professional development is key. It needs to be more coordinated and targeted and should also include those at the postsecondary level.
• There is a lack of consistency in the expectations of different postsecondary institutions regarding what students should know and be able to do on arrival to college. This complicates the process of alignment.
• Traditional ways of teaching appear to be inadequate to prepare low income and racial minority students for college. New approaches are needed such as online learning, entrepreneurship, etc.

Programs recommended by state officials:

Table with 5 columns: Pathways, Educational Institution, Contact person, E-mail, Phone. Rows include Bridge Programs and Early College High School (Discover College).

State official’s contact information:

Table with 5 columns: Name, Title, Agency, E-mail, Phone. Rows include *James Applegate and *Diane Bazell.



KENTUCKY

State Profile

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