

# WORK READY KENTUCKY SCHOLARSHIP 2018–2019 Annual Report



**Work Ready Kentucky Scholarship Annual Report**  
(Pursuant to Executive Order 2018-571)

The Work Ready Kentucky Scholarship (WRKS) was created to increase workforce participation rates by expanding the skilled, competitive workforce in sectors of the Kentucky economy that are in highest need. The high-demand workforce sectors for the 2018-2019 year were Advanced Manufacturing, Business and Information Technology, Construction, Healthcare, and Transportation and Logistics. WRKS provides Kentuckians who have not yet earned an associate or higher degree affordable access to an industry-recognized credential in these areas.

The WRKS amount is designed to cover the difference between an eligible student’s tuition and fees minus federal and state student aid, not to exceed the in-state tuition and fees rate for full-time enrollment at the Kentucky Community and Technical College System (KCTCS). The Kentucky Higher Education Assistance Authority (KHEAA) administers the program in collaboration with the Kentucky Education and Workforce Development Cabinet.

The program has been operating under Executive Order since funding was initially appropriated in 2016, with Executive Order 2018-571, issued July 11, 2018, providing the framework for the 2018-2019 academic year. Changes made to the 2018 program include an expansion of the approved programs of study to include Associate of Applied Science degrees, revision of the academic renewal requirement from a minimum grade point average to satisfactory academic progress as determined by the recipient’s postsecondary institution, and an expansion to make funds available to high school students who are enrolled in dual credit coursework as part of an approved Career and Technical Education pathway (referred to as Work Ready Dual Credit, abbreviated as ‘WKDC’).

Work Ready Dual Credit award amounts are limited to a per credit hour maximum that cannot exceed one-third of the Kentucky Community and Technical College System in-state tuition rate, or \$56 per credit hour for the 2018-2019 year. High school students, grades 9-12, are eligible for up to two paid courses per year under the WKDC program.

**Work Ready Kentucky Scholarship - Overview**

Table 1 summarizes WRKS and WKDC programs activity for the 2018-2019 academic year, broken down between the exclusively postsecondary Work Ready Kentucky Scholarship and the secondary school Work Ready Dual Credit program.

**Table 1**  
**Work Ready Kentucky Scholarship**  
**Annual Summary**  
2018-2019

	<b>Total Disbursed</b>	<b>Unduplicated Recipients</b>	<b>Credit Hours Earned</b>
Dual Credit (WKDC)	\$ 1,023,732	4,821	18,313
Postsecondary (WRKS)	\$ 5,662,645	2,240	40,352
<b>TOTAL</b>	<b>\$ 6,686,377</b>	<b>7,061</b>	<b>58,665</b>

Table 2 compares the first two years of WRKS program activity as it relates to the postsecondary portion of the program. The number of eligible recipients increased nearly 88% and the number of credit hours earned increased by 57% in the

second year of administration, while the total disbursed nearly doubled (96.6%). These rates of increase were expected as the program became more widely known amongst college-going populations.

**Table 2**  
**Work Ready Kentucky Scholarship**  
**By Year of Administration**  
 Postsecondary Program Only

Academic Year	Total Amount Disbursed	Total Recipients (Unduplicated)	Credit Hours Earned
2017-2018	\$ 2,880,881	1,194	25,702
2018-2019	\$ 5,662,645	2,240	40,352

WRKS postsecondary utilization was uneven between the Fall 2018 and Spring 2019 academic terms (Table 3), with the clear majority of disbursed amounts, students, and credit hours occurring in the spring semester. Viewed as a rate of increase, the number of eligible recipients increased by nearly 11% and the number of credit hours earned increased by 8.5% between the fall and spring terms while the amounts disbursed increased by 10%.

**Table 3**  
**Work Ready Kentucky Scholarship**  
**Postsecondary Summary by Academic Term**  
 2018-2019

Academic Term	Total Amount Disbursed	Percent Disbursed	Total Recipients (Duplicated)	Percent Students	Credit Hours Earned	Percent Hours
Fall	\$ 2,692,255	47.5%	1,613	47.4%	19,359	48.0%
Spring	\$ 2,970,390	52.5%	1,790	52.6%	20,993	52.0%

## Work Ready Kentucky Scholarship - Cross-sectional Analyses

Approximately \$5.05 million in WRKS disbursements (89.2% of the total) were made on behalf of 2,007 students (89.5% of all recipients) to Kentucky’s public two-year institutions during the 2018-2019 academic year - i.e., Kentucky Community and Technical College System institutions (Table 4). Approximately \$580,000 in program disbursements (10.2%) were made to Kentucky private, not-for-profit colleges and universities on behalf of 6.8% of

**Table 4**  
**Work Ready Kentucky Scholarship**  
**Summary by Postsecondary Sector**  
 2018-2019

	Total Applicants	Undupl Recipients	Year Total Disbursed	Year Total Credit Hours	Fall 2018 Disbursed	Fall 2018 Credit Hours	Spring 2019 Disbursed	Spring 2019 Credit Hours
<b>TOTAL All Institutions</b>	<b>6,730</b>	<b>2,244</b>	<b>\$5,662,645</b>	<b>40,352</b>	<b>\$2,692,255</b>	<b>19,359</b>	<b>\$ 2,970,390</b>	<b>20,993</b>
Public 4-year	464	4	\$ 9,961	66	\$ 5,859	39	\$ 4,102	27
Public 2-year	5,714	2,007	\$5,051,169	37,417	\$2,427,886	18,054	\$ 2,623,283	19,363
Private 4-year	446	225	\$ 580,418	2,756	\$ 246,556	1,200	\$ 333,862	1,556
Proprietary	106	8	\$ 21,097	113	\$ 11,954	66	\$ 9,143	47

program recipients. Kentucky’s public four-year universities and all private, for-profit (proprietary) colleges and schools received less than 1% of WRKS disbursements for 0.5% of WRKS recipients. Table 7 details these statistics for each specific institution.

Students’ dependency status<sup>1</sup>, as determined by the U.S. Department of Education, is strongly associated with the number of students receiving disbursements, the aggregate amount of disbursed funds, and the number of work ready credits earned. The WRKS scholarship is open to both dependent and independent students. Physical and temporal proximity to postsecondary education institutions likely provided dependent students relatively greater access to information about the WRKS program at least initially, resulting in a 53.2% greater student utilization rate during the fall term (Table 5; 962 dependent students versus 628 independent students). In other words, there were 1.5 dependent students receiving WRKS benefits for each independent student. Not only were dependent students enrolling in greater absolute numbers, but their enrollment intensity was 90% greater than that of independent students. The ratio was 1.9 credit hours earned for dependent students for each credit hour earned by independent students.

**Table 5**  
**Work Ready Kentucky Scholarship**  
**Summary by Academic Term and Dependency Status**  
 2018-2019

	<b>Disbursed</b>	<b>Recipients</b>	<b>Credit Hours Earned</b>
<b>Fall Term</b>	<b>\$ 2,633,232</b>	<b>1,590</b>	<b>19,065</b>
Dependent	1,620,073	962	12,489
Percent	61.5%	60.5%	65.5%
Independent	1,013,159	628	6,576
Percent	38.5%	39.5%	34.5%
<b>Spring Term</b>			
<b>Spring Term</b>	<b>\$ 2,870,930</b>	<b>1,750</b>	<b>20,556</b>
Dependent	1,644,777	1,000	12,763
Percent	57.3%	57.1%	62.1%
Independent	1,226,153	750	7,793
Percent	42.7%	42.9%	37.9%
<b>Year Total</b>			
<b>Year Total</b>	<b>\$ 5,504,162</b>	<b>3,340</b>	<b>39,621</b>
Dependent	3,254,850	1,962	25,252
Percent	59.1%	58.7%	63.7%
Independent	2,239,312	1,378	14,369
Percent	40.7%	41.3%	36.3%

Semester to semester and year to year volatility of this order is not unexpected as a relatively new financial aid program matures. Dependent students, owing largely to better and more current information about WRKS in high school, will likely always skew the utilization statistics toward this group.

The primary goal of the Work Ready Kentucky Scholarship program is to increase the number of individuals with industry-recognized credentials who are trained and ready to enter the workforce in five high-demand work sectors identified by the Kentucky Workforce Investment Board. These sectors are:

1. Advanced Manufacturing
2. Business and Information Technology
3. Construction
4. Healthcare
5. Transportation and Logistics

<sup>1</sup> “Dependent” students are those less than 25 years of age and commonly perceived as “traditional” college students pursuing postsecondary education immediately or within a short time, after high school graduation. “Independent” students are 25 years of age or older and are often characterized as “returning adult students.”

Analysis of 2018-2019 WRKS utilization by workforce sector (Table 6) shows the greatest number of students were in the Healthcare sector ( $n= 880$ , 39.3%), followed by Advanced Manufacturing ( $n=537$ , 24.0%) and Business & IT ( $n= 532$ , 23.8%). WRKS application data shows that approximately one out of three applicants enrolled in a qualifying program and received a disbursement.

**Table 6**  
**Work Ready Kentucky Scholarship**  
**Summary by Workforce Sector**  
 2018-2019

SECTOR	Program	Total Applications	Total Recipients Unduplicated	Fall 2018 Disbursed	Fall 2018 Credit Hours	Spring 2019 Disbursed	Spring 2019 Credit Hours
<b>TOTAL - All Sectors</b>		<b>6,730</b>	<b>2,240</b>	<b>\$ 2,692,255</b>	<b>19,359</b>	<b>\$ 2,970,390</b>	<b>20,993</b>
<b>Advanced Manufacturing</b>		<b>1,082</b>	<b>537</b>	<b>\$ 742,057</b>	<b>5,628</b>	<b>\$ 777,258</b>	<b>5,704</b>
	Associate of Applied Science	397	231	\$ 323,104	2,457	\$ 334,539	2,595
	Diploma	348	185	\$ 283,669	2,188	\$ 281,952	2,057
	Certificate	337	121	\$ 135,284	983	\$ 150,767	1,052
<b>Business and IT</b>		<b>1,605</b>	<b>532</b>	<b>\$ 654,310</b>	<b>4,578</b>	<b>\$ 693,490</b>	<b>4,975</b>
	Associate of Applied Science	551	248	\$ 290,831	2,074	\$ 326,385	2,475
	Diploma	133	42	\$ 62,486	440	\$ 48,301	339
	Certificate	931	242	\$ 300,993	2,064	\$ 318,804	2,161
<b>Construction</b>		<b>392</b>	<b>178</b>	<b>\$ 240,441</b>	<b>1,899</b>	<b>\$ 258,207</b>	<b>1,982</b>
	Associate of Applied Science	113	63	\$ 78,028	608	\$ 94,840	699
	Diploma	173	85	\$ 121,013	952	\$ 130,744	1,005
	Certificate	106	30	\$ 41,400	339	\$ 32,623	278
<b>Healthcare</b>		<b>3,376</b>	<b>880</b>	<b>\$ 894,664</b>	<b>6,078</b>	<b>\$ 1,073,221</b>	<b>7,098</b>
	Associate of Applied Science	1,419	370	\$ 369,691	2,819	\$ 467,637	3,615
	Diploma	556	85	\$ 104,008	811	\$ 111,911	889
	Certificate	1,401	425	\$ 420,965	2,448	\$ 493,673	2,594
<b>Transportation/Logistics</b>		<b>275</b>	<b>113</b>	<b>\$ 160,783</b>	<b>1,176</b>	<b>\$ 168,214</b>	<b>1,234</b>
	Associate of Applied Science	71	26	\$ 33,198	247	\$ 41,950	314
	Diploma	91	51	\$ 84,785	644	\$ 83,139	634
	Certificate	113	36	\$ 42,800	285	\$ 43,125	286

The WRKS program assists students pursuing an Associate of Applied Science (AAS) degree, a diploma, or a certificate in one of the five high demand workforce sectors. Students enrolled in the Construction and Transportation/Logistics sector programs were predominantly pursuing diplomas (47.8% and 45.1%). Healthcare students were predominantly

seeking certificates (48.3%), closely followed by AAS degrees (42.0%). Business & IT WRKS recipients were almost evenly split between AAS degrees (46.6%) and certificates (45.5%). Most students in Advanced Manufacturing were pursuing AAS degrees (43.0%).

Differences in utilization rates between the fall and spring semesters mirror what was presented earlier. Spring enrollments and disbursements, with very few exceptions, increased over the fall numbers in the same categories. Total WRKS disbursements increased 10.3% from the fall to the spring and showed an 8.4% increase in the number of enrolled students. Advanced Manufacturing and Transportation/Logistics showed the smallest changes in both dollars and students; Business & IT and Construction had moderate increases in dispersed amounts, with Construction having a small increase in students (4.4%). Healthcare exhibited fairly robust increases from fall to spring with a 20% increase in disbursed funds in a 16.8% increase in the number of enrolled students.

Reviewing the same data in terms of credentials sought shows a trend across three of the five sectors in a movement away from diplomas (i.e. negative rates of change in funds disbursed and students enrolled) from fall to spring. Only in Construction and Healthcare did the numbers for diplomas sought increase from fall to spring, and then only modestly. In the Construction sector there was a very significant shift from the pursuit of certificates to AAS degrees over the course of the academic year. The Healthcare sector had substantial growth in the number of dollars disbursed for students pursuing both AAS degrees and certificates and a substantial increase in the number of students seeking AAS degrees. Overall, it appears as if once students have completed the fall semester courses, they had more and possibly better information regarding credentialing in their respective fields of study.

The final level of analysis for the 2018-2019 Work Ready Kentucky Scholarship program is by postsecondary institution. Inasmuch as tuition and fee payments allowed by WRKS are established relative to the Kentucky Community and Technical College System (KCTCS) rate and WRKS-eligible postsecondary credentials eligible to be sought are at or below the Associate of Applied Sciences degree, it may be anticipated that the vast preponderance of enrolled students (85.7% of applications [ $n=5,714$ ] and 89.4% of enrollments [ $n=2,007$ ]), course credit hours earned ( $n=37,417$ , 92.7%), and WRKS disbursed funds (89.2%, \$5,051,169) were at KCTCS institutions (Table 7). Campbellsville University, a private not-for-profit four-year institution, and the only WRKS institution in this sector, accounted for 6.3% of applications [ $n=417$ ] and 10.0% of enrollments [ $n=225$ ]), 6.8% of course credit hours earned ( $n=2,756$ ), and 10.2% of WRKS funds disbursed (\$580,418). Three public four-year institutions (Eastern Kentucky University, the University of Kentucky, and Western Kentucky University) plus the sole proprietary WRKS institution (Sullivan University) accounted for the remaining 0.5% of enrolled students ( $n=12$ ), earned credit hours ( $n=179$ ), and remaining \$31,058 in WRKS funding.

**Table 7**  
**Work Ready Kentucky Scholarship**  
**Summary by Institution**  
2018-2019

Sector	Institution	Total Applicants	Total Recipients (Undup)	Fall 2018 Disbursed	Fall 2018 Credit Hours	Spring 2019 Disbursed	Spring 2019 Credit Hours
<b>Public 4-year Institutions</b>							
	Eastern KY Univ.	96	1	\$ 1,184	6	\$ 1,244	6
	Univ. of Kentucky	153	0	\$ 0	0	\$ 0	0
	Western KY Univ.	185	3	\$ 4,675	33	\$ 2,858	21
<b>Public 2-year Institutions</b>							
	KCTCS - Ashland	261	122	\$ 173,494	1,258	\$ 183,698	1,359
	KCTCS - Big Sandy	182	49	\$ 65,094	536	\$ 65,939	539
	KCTCS - Bluegrass	647	150	\$ 185,194	1,316	\$ 209,854	1,503
	KCTCS - Elizabethtown	700	336	\$ 413,815	3,132	\$ 438,776	3,154
	KCTCS - Gateway	648	321	\$ 338,794	2,271	\$ 398,763	2,704
	KCTCS - Hazard	235	61	\$ 52,228	389	\$ 66,842	444
	KCTCS - Henderson	28	7	\$ 5,553	47	\$ 10,758	68
	KCTCS - Hopkinsville	158	29	\$ 34,906	308	\$ 33,795	302
	KCTCS - Jefferson	682	174	\$ 200,122	1,583	\$ 201,542	1,604
	KCTCS - Madisonville	238	92	\$ 87,123	656	\$ 104,059	780
	KCTCS - Maysville	261	62	\$ 79,398	609	\$ 81,414	629
	KCTCS - Owensboro	490	286	\$ 396,940	2,876	\$ 421,810	3,144
	KCTCS - Somerset	463	142	\$ 156,466	1,349	\$ 150,113	1,233
	KCTCS - Southcentral	354	84	\$ 99,256	708	\$ 120,177	891
	KCTCS - Southeast	148	27	\$ 33,327	292	\$ 40,750	357
	KCTCS - West KY	219	65	\$ 106,176	724	\$ 94,993	652
<b>Private 4-year Institutions</b>							
	Campbellsville Univ.	417	225	\$ 246,556	1,200	\$ 333,862	1,556
	Spalding University	0	0	\$ 0	0	\$ 0	0
	Univ. of the Cumberlands	0	0	\$ 0	0	\$ 0	0
<b>Proprietary Institutions</b>							
	Sullivan University	106	8	\$ 11,954	66	\$ 9,143	47



## Work Ready Dual Credit Scholarship - Overview

The Work Ready Dual Credit Scholarship (WKDC) was a new program for 2018-2019. WKDC functioned separately from the Work Ready Kentucky Scholarship (WRKS) but was also a conceptual extension of the original WRKS targeted program. WKDC provides financial assistance for up to two dual credit courses per academic year taken by high school students as part of a Kentucky Department of Education approved Career and Technical Education (CTE) pathway. Table 8 displays summary information on the number of students, courses, earned credit hours, and total funds disbursed through the WKDC program in academic year 2018-2019.

**Table 8**  
**Work Ready Dual Credit Scholarship**  
**Summary by Academic Term**  
 2018-2019

Academic Term	Recipients	Courses Paid	Credit Hours Earned	Total Amount Disbursed
Fall	3,091	3,865	11,114	\$ 621,312
Spring	2,175	2,492	7,199	\$ 402,420
TOTAL	4,821	6,357	18,313	\$ 1,023,732

On the surface, fall to spring WKDC utilization exhibits approximately one third decline across all four measures. The number of students declined 29.6%; the number of courses declined by 35.5%; the number of credit hours earned declined by 35.2%; and, total program funds disbursed declined by 35.2% from the fall semester to the spring semester. However, these utilization figures accurately reflect how courses are being offered to students, with the majority in the fall term, including yearlong courses that are attached to the fall term due to postsecondary billing processes.

## Work Ready Dual Credit Scholarship – Cross-sectional Analyses

Students receiving awards under the Work Ready Dual Credit Scholarship program attended Kentucky’s public 4-year and 2-year institutions and private, not-for-profit 4-year colleges and universities. Kentucky Community and Technical College System institutions accounted for 86.5% of all WKDC student enrollments and 87.6% of WKDC earned credit hours. This was primarily due to the Career and Technical dual credit course offerings that were in existence through KCTCS when the WKDC program began. Public 4-year universities accounted for 11.9% of student recipients and 11.2% of earned credit hours. Private 4-year institutions, accounted for 77 WKDC students (1.6% of the total) and 1.4% (255) of earned credit hours. These ratios between postsecondary sectors are consistent for number of courses and WKDC disbursed funds and relatively consistent for breakdowns by academic term. On average each WKDC student enrolled in 1.3 courses and earned 3.8 credit hours in 2018-2019.

**Table 9**  
**Work Ready Dual Credit Scholarship**  
**Summary by Postsecondary Sector**  
 2018-2019

	Undupl Recipients	Number Courses	Year Total Disbursed	Year Total Credit Hours	Fall 2018 Disbursed	Fall 2018 Credit Hours	Spring 2019 Disbursed	Spring 2019 Credit Hours
<b>TOTAL All Institutions</b>	<b>4,847</b>	<b>6,357</b>	<b>\$ 1,023,733</b>	<b>18,313</b>	<b>\$ 621,313</b>	<b>11,114</b>	<b>\$ 402,420</b>	<b>7,199</b>
Public 4-year	579	698	\$ 112,865	2,043	\$ 50,383	917	\$ 62,482	1,126
Public 2-year	4,191	5,574	\$ 896,840	16,015	\$ 563,808	10,068	\$ 333,032	16,015
Private 4-year	77	85	\$ 14,028	255	\$ 7,122	129	\$ 6,906	126



Examining the distribution of WKDC students, courses and disbursed funds within each sector (Table 10) shows a significant amount of variation among the individual colleges and universities. Murray State University enrolled 56% of all WKDC students at public 4-year institutions during 2018-2019. Kentucky State University, Western Kentucky University, the University of Louisville and Northern Kentucky University each enrolled between 7.5 - 12.5% of public 4-year WKDC students. Eastern Kentucky University had slightly over 2%. The percentages for number of courses, credit hours earned, and disbursed dollars all closely mirror the distribution of students.

**Table 10**  
**Work Ready Dual Credit Scholarship**  
**Summary by Institution**  
 2018-2019

Sector Institution	Fall			Spring			Year Totals			
	Courses Paid	Credit Hours	Disbursed	Courses Paid	Credit Hours	Disbursed	Recipients (Undup)	Courses Paid	Credit Hours	Disbursed
<b>Public 4-year Institutions</b>										
Eastern KY Univ.	5	15	\$ 795	8	24	\$ 1,272	12	13	39	\$ 2,067
KY State Univ.	9	29	\$ 1,624	68	191	\$ 10,696	72	77	220	\$12,320
Murray State Univ.	216	626	\$ 35,056	209	622	\$ 34,832	324	425	1,248	\$69,888
Northern KY Univ.	29	87	\$ 4,088	21	60	\$ 3,136	43	50	147	\$ 7,224
Univ. of Louisville	30	90	\$ 5,040	30	90	\$ 5,040	59	60	180	\$10,080
Western KY Univ.	25	70	\$ 3,780	48	139	\$ 7,506	69	73	209	\$11,286
<b>Public 2-year Institutions</b>										
KCTCS - Ashland	10	30	\$ 1,680	1	3	\$ 168	11	11	33	\$ 1,848
KCTCS - Big Sandy	25	75	\$ 4,200				25	25	75	\$ 4,200
KCTCS - Bluegrass	25	75	\$ 4,200	40	129	\$ 7,224	57	65	204	\$11,424
KCTCS - Elizabethtown	247	684	\$ 38,304	324	918	\$ 51,408	437	571	1,602	\$89,712
KCTCS - Gateway	63	156	\$ 8,736	74	218	\$ 12,208	82	137	374	\$20,944
KCTCS - Hazard	247	770	\$ 43,120	128	414	\$ 23,184	287	375	1,184	\$66,304
KCTCS - Henderson	443	1,044	\$ 58,464	32	97	\$ 5,432	305	475	1,141	\$63,896
KCTCS - Hopkinsville	54	176	\$ 9,856	75	219	\$ 12,264	61	129	395	\$22,120
KCTCS - Jefferson	494	1,568	\$ 87,808	401	1,186	\$ 66,416	703	895	2,754	\$54,224
KCTCS - Madisonville	250	864	\$ 48,384	165	524	\$ 29,344	359	415	1,388	\$77,728
KCTCS - Maysville	817	2,320	\$129,920	208	479	\$ 26,824	730	1,025	2,799	\$156,744
KCTCS - Owensboro	75	273	\$ 15,288	87	314	\$ 17,584	112	162	587	\$ 32,872
KCTCS - Somerset	400	1,007	\$ 56,392	141	338	\$ 18,928	392	541	1,345	\$ 75,320
KCTCS - Southcentral	290	822	\$ 46,032	248	711	\$ 39,816	455	538	1,533	\$ 85,848
KCTCS - Southeast	60	180	\$ 10,080	46	139	\$ 7,784	93	106	319	\$ 17,864
KCTCS - West KY	8	24	\$ 1,344	96	258	\$ 14,448	82	104	282	\$ 15,792
<b>Private 4-year Institutions</b>										
Campbellsville Univ.	17	51	\$ 2,754	11	33	\$ 1,782	22	28	84	\$ 4,536
Midway University	3	9	\$ 504	19	57	\$ 3,108	22	22	66	\$ 3,612
Spalding University	7	21	\$ 1,176				7	7	21	\$ 1,176
Thomas More Univ.	16	48	\$ 2,688	1	3	\$ 168	16	17	51	\$ 2,856
Union College				11	33	\$ 1,848	10	11	33	\$ 1,848

The distribution of WKDC students, courses, earned credit hours, and disbursed dollars for the KCTCS institutions roughly divides them into three categories. The upper category, composed of the Maysville and Jefferson campuses, had 17.4% and 16.8% of all WKDC students attending public 2-year colleges. The middle category, which includes the Southcentral, Elizabethtown, Somerset, Madisonville, Henderson, and Hazard campuses reported between 10.9 - 6.8% of public 2-year students at each of these campuses. The lower enrollment category, defined as less than 3% of public 2-year WKDC students includes Owensboro, Southeast, Gateway, West Kentucky, Hopkinsville, Bluegrass, Big Sandy, and Ashland campuses. Again, the percentage of courses taken, credit hours earned and WKDC funds disbursed closely approximates the percentage of students enrolled.

WKDC students were enrolled at five of Kentucky’s private, not-four-profit 4-year colleges and universities; Campbellsville University, Midway University, Thomas More University, Union College (Spring semester only), and Spalding University (Fall semester only), but these institutions had only 77 students combined, which comprised 1.6% of all WKDC students in all sectors. Campbellsville and Midway both enrolled 22 WKDC students (28.6% of those at private colleges and universities). Thomas More had 16 students, Union College 10, and Spalding University 7. In this instance, the students at Campbellsville University enrolled in a disproportionate number of courses relative to those students at Midway University, resulting in a higher than average proportion of earned credit hours and disbursed WKDC funds.

## Work Ready Dual Credit Scholarship – Education Pathways

The WKDC program does not have a component similar to the Work Ready Kentucky Scholarship program requiring students to enroll in dual credit courses related to a specific workforce sector. Instead, the program pays for up to two dual credit courses that are part of a career and technical education (CTE) pathway that has been approved by the Kentucky Department of Education (KDE). There are numerous CTE pathways in existence, some of which are unique to a school district or location, affording students an opportunity to explore multiple career options while in high school. For ease of reference, KHEAA independently developed a broad course categorization system based upon 2018-2019 WKDC course enrollments. Table 11 lists these course categories and shows the unduplicated number of students enrolled in courses in each category, the number of courses taken by WKDC students with the number of credit hours earned and WKDC funds disbursed. The list is organized by the highest student counts to the lowest.

**Table 11**  
**Work Ready Dual Credit Scholarship**  
**Summary of Enrollment by Course Category**  
 2018-2019

Course Category	Recipients	Courses	Credit Hours	Disbursed
Healthcare	2,114	2,114	5,926	\$ 331,744
Advanced Manufacturing	1,301	1,306	3,464	\$ 193,732
Information Technology	1,165	1,167	3,578	\$ 200,272
Business	392	392	1,176	\$ 65,658
Agriculture	346	346	1,011	\$ 56,574
Construction	311	311	775	\$ 43,400
Engineering	291	291	1,161	\$ 64,989
Transportation	181	181	471	\$ 26,313
Education	159	159	474	\$ 25,344
Criminal Justice	40	40	120	\$ 6,663
Early Childhood Education	18	18	54	\$ 3,024
Media Arts	15	15	45	\$ 2,520
Firefighting	9	9	39	\$ 2,184
Culinary	7	7	16	\$ 896
Cosmetology	1	1	6	\$ 336

The course categories listed in Table 11 may be subdivided into three groups based upon popularity with students is defined by the frequency with which students enrolled. It should be recognized at this point that WKDC students are primarily following Career and Technical Education pathways toward high school graduation. The WKDC program provides this group of students an opportunity to simultaneously earn high school and college credit through dual credit enrollment. The largest group is composed of three categories; Healthcare (33.3% of all WKDC students), Advanced Manufacturing (20.5% of students), and Information Technology (18.3% of students). These three categories broadly represent three of Kentucky's high need occupational areas as defined for the Work Ready Kentucky Scholarship program. 72.1% of all 2018-2019 WKDC students enrolled in, completed coursework in, and earned college credit hours in these three course categories.

The second group of WKDC course categories consists of six academic areas. The proportion of all WKDC students enrolled in these areas is included parenthetically: Business (6.2%), Agriculture (5.4%), Construction (4.9%), Engineering (4.6%), Transportation (2.9%), and Education (2.5%).

The final group of course categories is comprised of six academic areas each with less than 1% of total WKDC enrollment. These courses were in Criminal Justice (0.6%), Early Childhood Education (0.3%), Media Arts (0.2%), Firefighting (0.1%), Culinary Sciences (0.1%), and Cosmetology (0.02%).

The WKDC program, by encouraging students to make the most of their high school educational opportunities and complete dual credit courses, is an important step laying the foundational groundwork for subsequently earning postsecondary education credentials, i.e., additional diplomas, certifications, Associate of Applied Sciences degrees, and more.

A more granular perspective on which courses WKDC students were taking may be obtained by listing the courses most WKDC students took within the first two course categories described above. Table 12 presents this list. The most frequently taken Healthcare course, by a factor of 3 to 1 was Medical Terminology. The second and third most popular Healthcare courses were Nursing Assistant Skills I and Introduction to Health Occupations.

The second most popular course category was Advanced Manufacturing. Four of the top six courses in this category were welding related courses; the remaining two consisted of Industrial Maintenance Electrician and the introductory course, Fundamentals of Machine Tools.

The third most popular course category with 18.3% of all WKDC students was Information Technology. Three of the six most popular courses were fundamental introductory courses in the remaining three were second level introductory courses.

**Table 12**  
**Work Ready Dual Credit Scholarship**  
**Top Enrollment by Course Category**  
2018-2019

Category	Course Name	Total Recipients	Total Courses Paid	Total Credit Hours Earned	Total Disbursed
Healthcare	Medical Terminology	964	964	2,704	\$ 151,358
Healthcare	Nursing Assistant Skills I	335	335	1,005	\$ 56,280
Healthcare	Intro to Health Occupations	212	212	636	\$ 35,616
Healthcare	Principles of Biomedical Science	74	74	296	\$ 16,576
Healthcare	Healthcare Basic Skills Clinical	54	54	216	\$ 12,096
Healthcare	Human Growth & Development	81	81	162	\$ 9,072
Advanced Manufacturing	Shielded Metal Arc Welding & Lab	262	263	659	\$ 36,904
Advanced Manufacturing	Blueprint Reading for Welding & Lab	96	96	238	\$ 13,328
Advanced Manufacturing	Gas Metal Arc Welding Fillet Lab	73	73	219	\$ 12,264
Advanced Manufacturing	Cutting Processes Lab	55	56	168	\$ 9,408
Advanced Manufacturing	Industrial Maintenance Electric & Lab	64	64	165	\$ 9,240
Advanced Manufacturing	Fundamentals Machine Tools A	53	53	159	\$ 8,904
Information Technology	Introduction to Computers	768	769	2,307	\$ 129,192
Information Technology	Computer Hardware and Software	56	56	224	\$ 12,544
Information Technology	Intro to Information Technology	60	60	180	\$ 10,080
Information Technology	Productivity Software	43	43	129	\$ 7,224
Information Technology	Computational Thinking	40	40	120	\$ 6,720
Information Technology	Intro to Information Systems	40	40	120	\$ 6,720
Business	Personal Finance	118	118	354	\$ 19,710
Business	Intro to Business	113	113	339	\$ 18,924
Business	Principles of Marketing	47	47	141	\$ 7,896
Business	Consumer Economics	23	23	69	\$ 3,864
Business	Entrepreneurship	22	22	66	\$ 3,696
Agriculture	Animal Science	132	132	396	\$ 22,176
Agriculture	Intro to Veterinary Science	74	74	222	\$ 12,432
Agriculture	Plant Science	36	36	108	\$ 6,048
Agriculture	Contemporary Issues in Agriculture	28	28	84	\$ 4,704
Agriculture	Field Applications in Agriculture	27	27	54	\$ 3,024
Construction	Intro to Construction & Lab	74	74	150	\$ 8,400
Construction	Electrical Construction I & Lab	74	74	148	\$ 8,288
Construction	Circuits I	20	20	100	\$ 5,600
Construction	Light Frame Construction I & Lab	22	22	55	\$ 3,080
Construction	Surveying and Foundations	13	13	39	\$ 2,184
Engineering	Intro to Engineering Design	163	163	652	\$ 36,512
Engineering	Principles of Engineering	49	49	196	\$ 10,976
Engineering	Aerospace Engineering	44	44	176	\$ 9,856
Engineering	Engineering Design and Development	24	24	96	\$ 5,376
Transportation	Basic Automotive Electricity & Lab	82	82	207	\$ 11,592
Transportation	Brake Systems & Lab	22	22	55	\$ 3,080
Transportation	Intro to Collision Repair	16	16	32	\$ 1,792
Education	The Teaching Profession	43	43	129	\$ 7,224
Education	Intro to Education	33	33	98	\$ 5,488
Education	Intro to Teaching	16	16	48	\$ 2,592

The second group of course categories, comprised of six subject areas which accounted for 26.5% of all WKDC student enrollments, consisted of the following academic subjects: Business, Agriculture, Construction, Engineering, Transportation, and Education. The top WKDC Business courses chosen by students were Personal Finance and Introduction to Business. Second-tier Business courses were Principles of the Marketing, Consumer Economics, and Entrepreneurship.

Agriculture was the second most popular WKDC course category, and the two most popular courses there were Animal Science and Introduction to Veterinary Science. Three courses were on the less popular list which included Plant Sciences, Contemporary Agricultural Issues, and Field Applications.

Construction was the third most popular WKDC course category. Again, two courses were more popular than the remainder. The two most popular courses were Introduction to Construction and Electrical Construction. Other popular construction courses included Circuits, Light Frame Construction, and Surveying/Foundations.

Engineering was the third most popular of the mid-group of WKDC courses. The course Intro to Engineering Design was the most popular by a margin of more than 3 to 1. Principles of Engineering, Aerospace Engineering, and Engineering Design/Development were far distant second most popular Engineering courses.

The most popular course in the Transportation category was Basic Automotive Electricity. It was four times more popular than courses in Brake Systems and Introduction to Collision Repair.

The final course category in the mid-level WKDC popularity group was Education. There were two decidedly more popular courses, The Teaching Profession and Intro to Education, then the far less popular Intro to Teaching.

This is the first year of the current Work Ready Dual Credit Scholarship hence this report is simply descriptive in nature. As more data becomes available over time, it will be possible to create a more extensive profile of the high school students accessing this program.