



INDIANA COMMISSION *for*
HIGHER EDUCATION

H. KENT WELDON CONFERENCE *for* HIGHER EDUCATION

*Supporting the Transition from High School
to College & Careers*

Tuesday, April 9, 2019
Indianapolis Marriott North
Indianapolis, IN 46240

- 8:00 a.m. Registration & Breakfast**
- 9:00 a.m. Welcome**
Chris LaMothe, Chairman, Indiana Commission for Higher Education
- 9:15 a.m. Keynote: Supporting the Transition from High School to College & Careers**
Matt Gandal, President, Education Strategy Group
- 9:45 a.m. Response Panel**
Teresa Lubbers, Commissioner for Higher Education
PJ McGrew, Director of Policy, Governor's Workforce Cabinet
Jason Bearce, Vice President for Education and Workforce Development, Indiana Chamber of Commerce
- 10:45 a.m. Breakout Sessions**
- 12:00 p.m. Lunch Keynote: A Conversation with Governor Eric Holcomb**
Eric Holcomb, Governor of Indiana
Teresa Lubbers, Commissioner for Higher Education
- 1:00 p.m. Reflections & Closing**

Breakout Session Topics

Parents as Partners: Engaging Families Effectively to Drive Student Success **Miller**
Alfonso Vidal, Commission Member, Indiana Commission for Higher Education
Jená Bellezza, Chief Operating Officer, Indiana Parenting Institute

Building Intentional Pathways in High School **Hart**
Mike Alley, Commission Member, Indiana Commission for Higher Education
Dwight Ashley, Principal, Parke Heritage High School
Laura Hayes, Interim Director of K-12 Transitions, Ivy Tech Community College

Ensuring Quality through Work-Based Experience **Shields**
Jud Fisher, Commission Member, Indiana Commission for Higher Education
Tina Peterson, Chief Executive Officer, Regional Opportunity Initiatives, Inc.

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Presenters & Panelists

Teresa Lubbers

Commissioner, Indiana Commission for Higher Education

Teresa Lubbers was appointed in 2009 to serve as Commissioner for Indiana's Commission for Higher Education, the coordinating agency charged with ensuring the state's postsecondary education system is aligned to meet the needs of students and the state. Prior to joining the Commission, Lubbers served in the Indiana State Senate for 17 years, leading on education and economic development issues as Chair of the Senate Education and Career Development Committee.

As Commissioner, Lubbers works to increase college completion, ensure academic quality and student learning and align postsecondary credentials with meaningful careers. She partners with policymakers and higher education leaders to develop and implement the state's higher education strategic plans, including the Commission's recently adopted third plan, "Reaching Higher, Delivering Value."

Lubbers is a past chair and a current member of both the State Higher Education Executive Officers and the Midwestern Higher Education Compact. She serves as Vice Chair for the National Council for State Authorization, Commissioner for both the Education Commission of the States and the Postsecondary Value Commission, a member of the Advisory Council for both the Council for Adult and Experiential Learning and the Level Up Advisory Council and a member of Indiana's Governor's Workforce Cabinet. Additionally, she serves on the Higher Learning Advocates Board of Directors and is a Fellow for Complete College America.

Lubbers is past chair and a current member of the YMCA of Greater Indianapolis and Chair of the YMCA Foundation. She is the co-founder of the Lugar Excellence in Public Service Series.

Lubbers holds an undergraduate degree from Indiana University and a Master in Public Administration from the Kennedy School of Government at Harvard University.



Chris LaMothe

Chairman, Indiana Commission for Higher Education

Chris LaMothe serves as the Chief Executive Officer of Elevate Ventures. He sets the strategy and vision for the organization, oversees all programs and staff, and serves as the primary source for stakeholders, investors, board members, and entrepreneurs.

LaMothe has previously served as Executive Vice President of Element Materials Technologies; Partner, Chairman and CEO of Sherry Laboratories Holdings, LLC; and President and COO of Oxford Financial Group, LTD.

LaMothe also serves or has served on the Board of a number of civic groups, including the Chicago Federal Reserve Bank Advisory Board, Junior Achievement of Central Indiana, The Indianapolis Zoo, the Indianapolis 500 Festival Board, Indiana University Business School Board of Visitors, the Indiana Chamber of Commerce and TM Youth Foundation.

LaMothe is a graduate of Ball State University with a BS in marketing and received his MBA from Indiana University.



Indiana Commission for Higher Education

Our History

Created in 1971 by an act of the General Assembly and signed into law by then Governor Edgar Whitcomb, the Indiana Commission for Higher Education (Commission) is now in its fourth decade of service to the State of Indiana. The Commission is a *coordinating* agency and not a governing board, meaning the management and operation of Indiana's colleges and universities remain exclusively vested in institutional governing boards.

Our Membership

The Commission consists of 12 lay citizens who are each appointed by the Governor for terms of four years, with each Congressional district represented. In addition, the 1990 legislature added a student representative and a faculty representative who are appointed by the Governor for terms of two years.

- Chris LaMothe, Chair, 5th District
- Lisa Hershman, Vice Chair, 4th District
- Allan Hubbard, Secretary, At Large
- Mike Alley, At Large
- Dennis Bland, 7th District
- Hon. Jon Costas, 1st District
- Jud Fisher, 6th District
- Coleen Gabhart, Student
- Christopher Murphy, 2nd District
- Dr. Kathy Parkison, Faculty
- Dan Peterson, 9th District
- Beverley Pitts, At Large
- John Popp, 3rd District
- Alfonso Vidal, At Large

Our Mission

In 2016 the Commission adopted its third strategic plan, **Reaching Higher, Delivering Value**, which tackles issues facing higher education head on—setting a bold course between now and 2020 toward Indiana's big 2025 goal—with a vision to provide every Hoosier with clearer and more direct paths to timely college **completion**, quality **competency**-based credentials that deliver the learning outcomes students need and employers expect, and purposeful **career** preparation that equips graduates for fulfilling employment and lifelong learning.

Matt Gandal

Founder and President, Education Strategy Group

Matt Gandal founded Education Strategy Group in 2012 to support states, national organizations, and foundations committed to dramatically improving the capacity and performance of the U.S. education system. He brings over 20 years of experience leading policy development, advocacy and implementation work in both the K-12 and higher education sectors.

Gandal previously served as a senior advisor to U.S. Secretary of Education Arne Duncan where he led a new division responsible for providing policy and implementation support to states. Gandal worked with state schools' chiefs, governors, district leaders and other key stakeholders to identify and address their most pressing implementation and capacity challenges. He also served as a member of the Secretary's Advisory Team that met regularly with the Secretary to take stock of progress and establish priorities for the Department of Education.



Before joining the Department of Education, Gandal was executive vice president of Achieve, the national organization formed by governors and business leaders to help states raise educational standards. He helped found the organization and was responsible for overseeing its major initiatives, including the American Diploma Project which helped 35 states advance college and career readiness policies; the Common Core State Standards Initiative which resulted in 45 states adopting rigorous academic standards; and National Education Summits that brought together governors, CEOs and education leaders from across the country to commit to ambitious reforms.

Before joining Achieve, Gandal was assistant director for educational issues at the American Federation of Teachers (AFT). He helped AFT launch a variety of programs and publications designed to support standards-based reform efforts in states and school districts. He was the author and chief architect of Making Standards Matter, an annual AFT report evaluating the quality of the academic standards, assessments and accountability policies in the 50 states. He also authored a series of reports that compared student standards and achievement in the United States with those of other industrialized nations. Gandal also held a leadership position with the Educational Excellence Network, an education policy think tank founded by Checker Finn.

Gandal, a graduate of the Maryland public school system, earned a bachelor's degree in philosophy from Trinity College in Hartford, Connecticut.

PJ McGrew

Director of Policy, Governor's Workforce Cabinet

PJ has dedicated his professional career to serving individuals through education and training services. He has diverse experience both in and out of the classroom through his years as an educator and state government. He served Indiana's students as Education Policy Director for then-Governor Mike Pence and current-Governor Eric J. Holcomb. With the link between education and workforce growing ever stronger, PJ was named Director of Policy for the Governor's Workforce Cabinet created in the 2018 legislative session.

Prior to his work in state government, PJ spent nearly 10 years teaching high school math in a variety of school settings—including traditional public, public charter, private and alternative schools in Idaho and Indiana. Among the many highlights of his teaching career, PJ served as a school leader and mentor, and he was instrumental in turning around a school that had never achieved federal measures of Adequate Yearly Progress (AYP). Upon returning to his home state of Indiana, PJ became an engaged advocate for alternate routes to teacher licensure and found he had a passion for public service and education policy.

Since then, PJ has served in a variety of roles in state government, helping to shape Indiana's education and workforce policy. Aside from his work in the Governor's Office, PJ was the Associate Policy Director for the Education Roundtable, Director of Special Projects with the Department of Workforce Development, and Chief of Staff with the State Board of Education. PJ lives in Avon, Indiana with his wife of 12 years, Jaclyn, and their two sons, Patrick, 7, and Frankie, 3.



Jason Bearce

Vice President of Education and Workforce Development, Indiana Chamber of Commerce

Bearce joined the Indiana Chamber of Commerce as Vice President for Education & Workforce Development in 2018. Bearce's duties include lobbying on state education and workforce policy, coordinating the Chamber's Institute for Workforce Excellence and supporting Indiana INTERNnet, the statewide resource for internship opportunities.

Bearce previously held senior leadership positions at the Indiana Department of Education and Indiana Commission for Higher Education, contributing to significant education policy advances that included establishing high school graduation pathways aligned with the state's workforce needs, reforming Indiana's 21st Century Scholars program to increase college completion and career readiness, and launching Governor Holcomb's Next Level Jobs initiative.

Bearce earned a bachelor's degree from Purdue University and his MBA from WGU Indiana. His community involvement has included serving as the board president for an Indianapolis charter school and as a mentor through Starfish Initiative.



Jená Bellezza

Chief Operating Officer, Indiana Parenting Institute

Jená has a passion for helping and serving others. And it's this passion that, back in 2010, led her from the entertainment industry to the family and social services industry, and to IPI, a 501(c)3 parenting education and resource center headquartered in Gary, IN. Reared by a single parent after her father's death at age 9, Jená is well acquainted with the struggles parents face, and was eager to let them know that these struggles are indeed manageable and can be overcome, as experienced in her own life.

In her position, Jená is instrumental in developing IPI's affiliates and collaborations with funders, youth-serving organizations, faith-based organizations, state and local organizations, family services agencies, and health organizations throughout Indiana who are committed to advancing the wellbeing of families. Jená brings to her position over 30 years' experience in building strategic partnerships, and in business branding (e.g., media development, marketing communications, public relations, etc.), having used her skills with such organizations as Sony Pictures, Proctor & Gamble, Toshiba Medical Systems, Miller Beer, and LILT – Lega Tumori Napoli in Italy (with a fluency in Italian). A graduate of Culver Academies in Culver, IN, Jená pursued her undergraduate studies in philosophy, policy studies, and business finance at Dartmouth College and at Northwestern University.



In addition, Jená serves on several state and local boards, including the NextLevel Teacher Compensation Commission (governor-appointed), the Governor's Workforce Cabinet (governor-appointed), the Dr. Martin Luther King, Jr. Indiana Holiday Commission (governor-appointed Chair), Ivy Tech - Lake County Campus, NorthShore Health Centers, Supporting Addiction-Free Environments (SAFE) Coalition, GEO Academies, and Project Rebuild Foundation (City of Gary Truancy Program).

Alfonso Vidal

Commission Member, Indiana Commission for Higher Education

Early in his career, Vidal worked at ARC Machine as Engineering Manager where he was involved with metal machining, automation machines for different industries and ISO 9000 quality system. Later, Alfonso started working as a Sales Engineer for Omni Plastics, a custom resin compounder where he also managed international sales. He was also part a partner for Omni's sister company, Resinal, a joint venture that brings together US and Mexican capital to target the resin market in Mexico.

In 2013 and after more than 12 years of experience in the resin industry, Alfonso started Vidal Plastics, LLC in Evansville, Indiana, a recycling resin supplier. Vidal has also been involved in many entrepreneurial activities and is an investor/partner in other businesses.



Alfonso serves on many boards including the Hospitality & Outreach for Latin Americans (H.O.L.A.), Growth Alliance of Evansville, the Chamber of Commerce of Southwest Indiana, the Indiana Latino Expo and Indiana Latino Institute. He was born in Caracas, Venezuela; in January 1997 he moved to the United States to complete his BS in Engineering Management with focus on Mechanical Engineering degree at the University of Evansville. He later earned an MS in Industrial Management from the University of Southern Indiana.

Mike Alley

Commission Member, Indiana Commission for Higher Education

Mike is chairman and owner of Patriot Investments, LLC, through which he maintains investment interests in numerous early stage companies, banking and real estate. He is active on multiple corporate boards and serves as Vice Chairman of Banterra Bank, a successful community bank based in Southern Illinois with over \$1.8 billion in assets.

At the request of Governor Mitch Daniels and reappointment by Governor Mike Pence, Mike served as Commissioner, Indiana Department of Revenue from 2012 through 2015. Mike previously served as Chairman & CEO of Integra Bank Corporation in Evansville from 2009 through 2011 and President & CEO of Fifth Third Bank, Central Indiana in Indianapolis from 1989 through 2002. During the interim period, Mike was an active owner of two operating companies, Electronic Evolutions, Inc., a leading electronics integrator, and Leaf Software Solutions, Inc., a leading software consulting company. Mike sold his interests to existing management teams in both of these operating companies. Earlier in Mike's career, he worked for Bank of America in Austin, Texas and KPMG in Cincinnati.



Mike currently serves on several non-profit boards including the Indianapolis Zoo and Indiana State University Foundation. Mike also serves on the Indiana Commission for Higher Education upon his appointment by Governor Eric Holcomb in 2018. Mike has maintained active engagement in post-secondary education in Indiana, having previously served as a trustee of Indiana State University for 10 years, including president of the Board of Trustees for three years.

Mike is a member of the American Institute of Certified Public Accountants, Indiana CPA Society, Financial Executives International, Crooked Stick Golf Club, Palmetto Golf Club, WPO Indiana Educational Forum, and the Columbia Club. Mike graduated magna cum laude from Indiana State University in 1978 with a major in accounting. Mike and his wife Amy they have one married daughter and two grandchildren. He enjoys family, golf, model railroading, gardening, reading, and traveling.

Dwight Ashley

Principal, Parke Heritage High School

Dwight Ashley has been an educator for twenty-five years. He began his career teaching in a juvenile detention center and then overseas in Hungary. He taught high school social studies in Michigan for six years where he was awarded the “Golden Apple Award for Teaching Excellence.” He used his education background to work as a trainer for an information database company in Washington D.C. Ashley taught GED classes and served as an Administrator for the Indiana Department of Corrections at the Indiana Women’s Prison.

In 2009, Ashley joined Damar Services and helped write the charter for the Damar Charter Academy, a charter school which serves students with autism and severe learning and behavioral challenges, sponsored by Mayor’s Office of Indianapolis.

Since 2012, Ashley has served the North Central Parke School district as Principal of Turkey Run Jr-Sr High School and then Rockville Jr-Sr High School. In 2018 Ashley helped lead the district’s consolidation of these two schools into Parke Heritage High School. North Central Parke Schools has been a leader in leveraging resources and staff to provide students maximum opportunities to earn college dual credits through a strong partnership with Ivy Tech.

Ashley earned a Bachelor of Arts in Secondary Education and History from Spring Arbor College, a Master of Library and Information Science Degree from Wayne State University, and a Secondary Administrator’s License from IUPUI. Ashley and his wife live in Danville, Indiana and are the parents of three grown children and a lovable yellow lab named Michigan May.



Laura Hayes

Interim Director of K-12 Transitions, Ivy Tech Community College

Laura Hayes was recently named interim director of K-12 transitions at Ivy Tech Community College’s Terre Haute campus and has been with the College for 3 years. In addition, Hayes serves as Lead College Connection Coach in Ivy Tech Terre Haute’s College Connection Coach program. In this role, she leads a team of 16 coaches placed in area high schools who advise students on college and career pathways. Hayes also served as a College Connection Coach in Parke Heritage and Riverton Parke High Schools in Parke County, Indiana.

Hayes passionately believes that higher education credentials are attainable for all Hoosiers. In her work, she strives to find creative ways to remove barriers that would prevent high school students from achieving their college and career goals.

Laura graduated from Butler University with a degree in elementary education. She took a hiatus from the education field to raise her four children and returned to the workforce in 2013. In her free time, Laura enjoys hiking in beautiful Parke County and cheering on local sports teams.



Jud Fisher

Commission Member, Indiana Commission for Higher Education

A Michigan native, Michael Justin (Jud) Fisher is a graduate of DePauw University and the Indiana University Lilly Family School of Philanthropy. He joined Ball Brothers Foundation in 2003 after working in administration for Old National Bancorp.

In addition to his duties as President and Chief Operating Officer of the Ball Brothers Foundation, he serves on the boards of several regional and statewide organizations including the Indiana Commission for Higher Education, Delaware Advancement Corporation, IU Health Ball Memorial Hospital, Methodist Health Foundation, Edmund F. & Virginia B. Ball Foundation, Indiana Trust Company, Muncie Aviation Company, Old National Bank Regional Advisory Council, Owl Academic & Athletic Boosters, Red-tail Land Conservancy, YMCA Camp Crosley Board of Managers and IU Lilly Family School of Philanthropy Board of Visitors.

He is the grandson of John W. Fisher and Janice Ball Fisher (1916-2010), the youngest daughter of BBF founder E. B. Ball. Fisher grew up in Leland, Michigan, and graduated from Leland High School. He worked in a horse stable, on charter fishing boats, in the cherry orchards, as a sailing instructor, and at several other jobs while growing up in Leelanau County. He loves to hunt, fish, sail, hike, and generally be outdoors.



Tina Peterson

Chief Executive Officer, Regional Opportunity Initiatives, Inc.

Tina currently serves as Chief Executive Officer of Regional Opportunity Initiatives (ROI) and President and CEO of the Community Foundation of Bloomington and Monroe County.

In her role with ROI, Tina works collaboratively with organizations across the Indiana Uplands to advance economic and community prosperity across the Indiana Uplands, an 11 county region in southwest central Indiana. Through regionally relevant and demand driven initiatives, ROI focuses on education, workforce and quality of place as essential determinants for regional success.

Tina currently serves as a member or an advisor on a number of boards including Radius Indiana, Indiana Innovation Institute, Indiana INTERNnet, the White River Military Coordination Alliance, the Academy of Science and Entrepreneurship, Bloomington Dimension Mill, Bloomington Economic Development Corporation, Greater Bloomington Chamber of Commerce, and the Bloomington Hospital Reuse Task Force.



COLLEGE READINESS OVERVIEW

INDIANA COLLEGE READINESS OVERVIEW

2017 HIGH SCHOOL GRADUATES

College-going rates have slightly decreased – 63% of high school graduates went directly to college this year compared to 64% last year – putting Indiana below the national average of 67%.

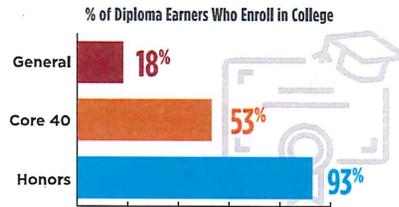
That said, our data indicate that high school courses matter. Hoosier graduates who earn more rigorous high school diplomas are more likely to go to college, and more students are earning early college credit than ever. Additionally, there are multiple educational pathways to a quality degree or credential.

*This number does not yet reflect certificates gained through Indiana's Next Level Jobs program.

COLLEGE-GOING

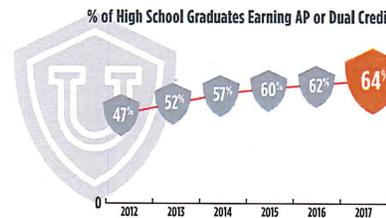
HIGH SCHOOL DIPLOMA TYPE

Indiana high school graduates who earn more rigorous diplomas are more likely to go to college.



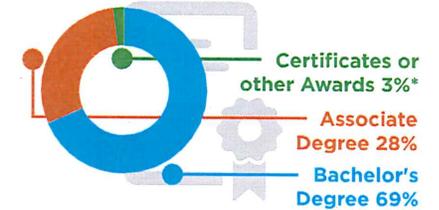
EARLY COLLEGE CREDIT

More Indiana high school graduates are earning college credit in high school and are more likely to attend college.



CREDENTIAL TYPE

More Hoosier students are enrolling in a bachelor's degree program than any other credential type.



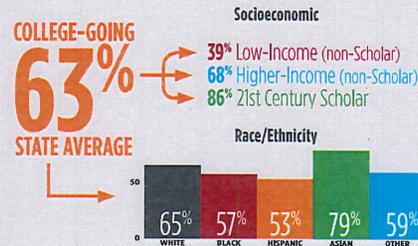
In 2013, the Indiana Commission for Higher Education passed a resolution to close the state's achievement gap for low-income and minority students by 2025.

While racial and ethnic gaps still remain, 21st Century Scholars are more likely to attend college than their peers. Additionally, data indicate that college-going gaps remain for students who live in rural areas and male students are less likely to go to college than female students.

EQUITY

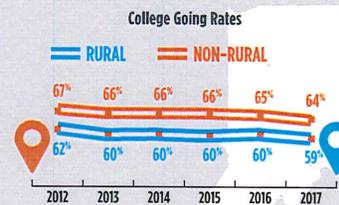
COLLEGE-GOING GAP

21st Century Scholars are more likely to attend college than their peers.



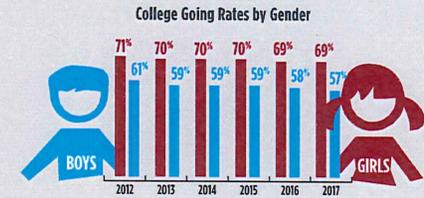
GEOGRAPHY GAP

Hoosier students located in rural areas are less likely to attend college than their peers.



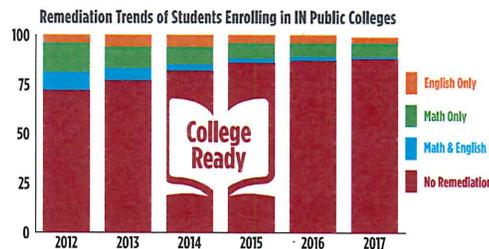
GENDER GAP

Female students are more likely to attend college than male students.



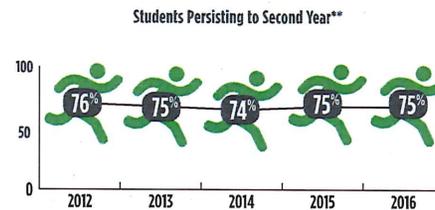
REMEDIATION

Fewer college-age students need remediation, but those who do need it in math.



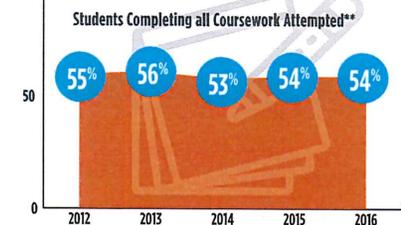
PERSISTENCE

Three-fourths of all Hoosier students persist to their second year of college.



COMPLETED ALL COURSEWORK ATTEMPTED

Over half of Hoosier students complete all coursework attempted during their first year.



While slightly fewer students are college bound, more Hoosier students are college ready. Recent data show that fewer college-age students need remediation in college than ever, but those who do need it in math.

Additionally, three-fourths of all Hoosier students attending two and four-year Indiana public institutions persist to their second year of college. Over half complete all coursework attempted during their first year.

**2016 high school graduates.

EARLY SUCCESS

Sources: Indiana Commission for Higher Education (ICHE), Indiana Department of Education (IDOE), Indiana Student Clearinghouse (ISC), Postsecondary Measures (IPEDS) and Indiana Graduation, Persistence, GPA, Student Loan, and Persistence Study, and Indiana High School Graduates who enrolled in an Indiana public college within the year following high school graduation. Please refer to the College Readiness Data Elements and Definitions for www.wisconsin.gov/2495.htm for more details.

EARLY COLLEGE CREDIT OVERVIEW

More Hoosiers than ever are earning college credit while in high school

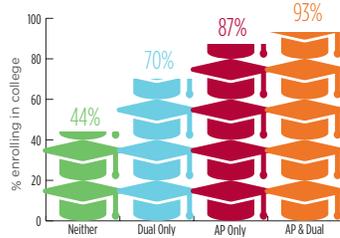
DUAL CREDIT & AP

SUCCESS

Through Advanced Placement (AP) and/or dual credit courses, nearly two-thirds of all Hoosier high school graduates earn college credit while in high school. Recent data indicate that students who earn these credits outperform their peers when it comes to college enrollment, success and on-time graduation.

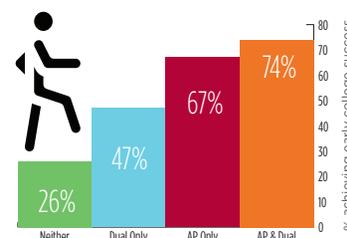
COLLEGE ENROLLMENT

Students who earn college credit in high school are more likely to go to college.



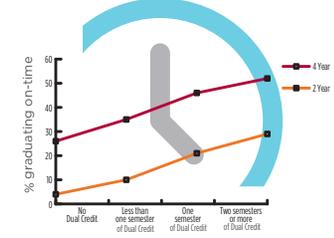
PROGRESS

Students who earn college credit in high school are more likely to succeed in college.**



ON-TIME GRADUATION

Dual credit earners are more likely to graduate on time or early.



EQUITY

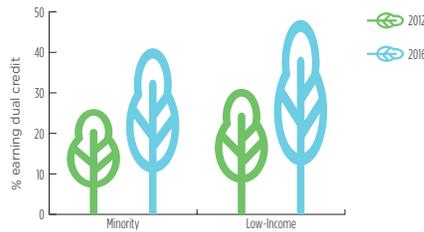
In 2013 the Indiana Commission for Higher Education passed a resolution to close the state's achievement gap for low-income and minority students by 2025.

According to recent data, dual credit participation and exposure to college coursework in high school play a crucial role in closing these gaps. Dual credit offers low-income* students the opportunity to earn college credit in high school at no cost.

Since 2012, dual credit earning rates have increased by double digits for students of all racial, ethnic and socioeconomic backgrounds.

GROWTH

Low-income and minority students are earning dual credit.



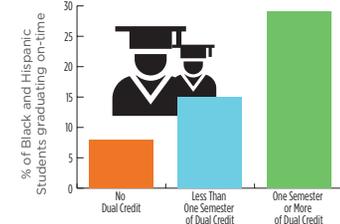
OPPORTUNITY

Nearly one-third of all dual credit earners are low-income students.



GRADUATION

Black and Hispanic students who take dual credit courses in high school are more likely to graduate college on time.



SAVINGS

Earning college credit while in high school offers Hoosier students significant cost saving opportunities, and more students are taking advantage than ever.

In total, the Indiana Commission for Higher Education estimates dual credit has the potential to save Hoosier students a total of \$69 million in tuition costs, which is equivalent to roughly \$1,600 per student over the course of his or her postsecondary education.

Additionally, dual credit has the potential to save the state of Indiana over \$62 million.

LOW-INCOME STUDENTS

Earning college credit while in high school can save low-income students an average of \$18.7 million.



STUDENTS STATEWIDE

Dual credit saves Hoosier students up to \$69 million—an average of \$1,600 per student over the course of their postsecondary education.



STATE

Dual credit has the potential to save the State of Indiana over \$62 million each year.



Sources: Indiana Commission for Higher Education (ICHE), Indiana Department of Education (IDOE), National Student Clearinghouse (NSC)
*Free and reduced lunch eligible
**Early college success = no remedial classes required, persisted to second year, and completed all coursework attempted
Performance measures (FT/PT enrollment, remediation, GPA, student loan debt, and persistence) apply only to Indiana high school graduates who enrolled in an Indiana public college within the year following high school graduation. Please refer to the College Readiness Data Elements and Definitions link www.in.gov/che/2480.htm for more details.



Indiana's High School Graduation Pathways Requirements Postsecondary Guidance

What are Indiana's Graduation Pathways?

In 2017, the Indiana General Assembly called for the State Board of Education (SBOE) to establish graduation pathways requirements, and in December 2017 the SBOE adopted Indiana's Graduation Pathways policy. The purpose of Graduation Pathways is to ensure every Indiana student graduates from high school with:

1. A broad awareness of and engagement with individual **career interests and** associated career **options**
2. A strong foundation of **academic and technical skills**
3. Demonstrated **employability skills** that lead directly to meaningful opportunities for postsecondary education, training and gainful employment

What do the Graduation Pathways Require?

Beginning with the graduating class of 2023, Indiana high schools students must satisfy all three of the following Graduation Requirements:

1. Earn a High School Diploma

- This includes the General, Core 40, Academic Honors or Technical Honors diploma.

2. Learn and Demonstrate Employability Skills

- Students must complete either 1) a project-based learning experience, 2) a service-based learning experience or 3) a work-based learning experience.

3. Demonstrate Postsecondary-Ready Competencies

- Students must fulfill at least one of the following:
 - **Honors Diploma:** Fulfill all requirements of either the Academic or Technical Honors diploma
 - Earn college-ready benchmark scores on the **ACT or SAT**
 - Armed Services Vocational Aptitude Battery (**ASVAB**): Earn at least a minimum Armed Forces Qualification Test (AFQT) score, which is component of the ASVAB, to qualify for placement into one of the branches of the US military
 - State- and industry-recognized **credential or certification**
 - State-, Federal-, or industry-recognized **apprenticeship**

- **Career Technical Education Concentrator:** Earn a C average or higher in at least six high school credits in a career sequence
- **AP/International Baccalaureate/Dual Credit/Cambridge International** courses: Earn a C average or higher in at least three courses;
- Score a 50 or higher on three **College Level Examination Program (CLEP)** Exams
- **Locally created pathway** that earns the approval of the State Board of Education by meeting its framework

What is the Timeline for Graduation Pathways Implementation?

- For the high school graduating class of 2018, 2019, 2020, 2021 and 2022:
 - Students may satisfy graduation requirements by either passing the current graduation qualifying exams (ISTEP 10) or by completing the graduation pathways.
- For the high school graduating class of 2023 (students entering their freshman year in 2019):
 - Students must satisfy all three of the graduation requirements outlined by the Graduation Pathways.

How do Graduation Pathways Affect College Admissions Decisions?

- Graduation Pathways should not affect Indiana colleges' admission practices.
- Graduation Pathways are a change to current graduation requirements; they are not a different kind of diploma.
- Students must still earn a General, Core 40, Academic Honors or Technical Honors diploma, and they should be recognized as earning one of those high school diplomas—not a waiver diploma or something different.
- Starting with the high school graduating class of 2023, the state will begin including all Graduation Pathways activities within students' electronic transcripts.
- Institutions that have used ISTEP as a proxy for admission decisions should treat students who satisfy graduation requirements with the new Graduation Pathways as regular diploma recipients (General, Core 40, Academic Honors or Technical Honors) and if needed use another assessment, such as SAT or ACT, to make admission decisions.
- Likewise, for placement decisions, schools that have used ISTEP as a proxy for placement decisions can use another assessment, such as ALEKS or Accuplacer.

Learn more about Indiana's Graduation Pathways, including a comprehensive document by the State Board of Education, at www.doe.in.gov/graduation-pathways.



Indiana's Postsecondary Transitions Recommendations

"The transition students make after high school graduation is one of the most important they face in their lives. It is exciting, but it can also be challenging to know the best course. In Indiana, we are taking steps to ensure the academic part of this transition is more seamless for students as they prepare for a fulfilling career and life."

– "Smooth Transition from High School to College & Career," an editorial by Indiana Commissioner for Higher Education Teresa Lubbers & State Superintendent of Public Instruction Jennifer McCormick

A Year of Collaboration

In 2018, Indiana convened the Postsecondary Transitions Steering Committee, co-chaired by Indiana Commissioner for Higher Education Teresa Lubbers and State Superintendent of Public Instruction Jennifer McCormick, to develop recommendations that would increase college readiness and enrollment while decreasing the need for remediation.

The group developed three recommendations, and they were approved by both the State Board of Education and the Indiana Commission for Higher Education in fall of 2018. This work was facilitated and supported by the Education Strategy Group (ESG).

The Recommendations

1. **Develop and scale postsecondary transition pathways**, beginning with mathematics.
2. **Promote navigational supports** that smooth student transitions from secondary to postsecondary education and training—including but not limited to study-skill development and activities required for 21st Century Scholars.
3. **Expand the use of key postsecondary transitions data** to facilitate cross-sector collaboration and support student success.

Action and Progress

A new transition math course has been developed for high school students who pass Algebra 2 but need more instruction and support before tackling college-level math successfully. This course will pilot in nine schools in the 2019 – 2020 school year.

Indiana is expanding the activities required for 21st Century Scholars to include new activities required for college-level Scholars—all with the goal of helping students successfully complete. Further, utilizing Learn More Indiana and a strengthened partnership between the Indiana Department of Education and the state's Commission for Higher Education, we're encouraging more students to complete these useful activities.

Already, Indiana is exploring ways it can include more postsecondary transitions data into its annual college readiness reports—and taking a more proactive approach to sharing their usefulness with educators and communities.