

Attainment Academy Action Plan

Purpose

This action plan is a guide to map your efforts for the attainment academy. Use this to ensure plans move forward.

Approach

Mar-Apr 2020:

- Capture initial priorities and strategies
- Coach reviews and provides feedback

May-Jun 2020:

- Revise and update plan as needed
- Prepare to present at 2nd academy

July-Oct 2020:

- Continue to follow plan
- Provide update at 3rd academy

Instructions

On the first page:

1. **Priorities:** List the main priorities you identified at the Oct attainment academy and others that have arisen since then. These priorities are intended to help you go further in new ways with your attainment work.
2. **Type:** Include the type of priority. Examples include: k-12 alignment, postsecondary success, upskilling adults, equity, collective ownership, economic imperative, or other categories used by your state.
3. **Metrics:** Identify key metrics to gauge effectiveness. Start with the baseline metric of what currently exists, establish what milestone metrics will be used to track progress, and what outcome metrics will indicate success. Provide the metric type, not actual data.

On the following pages:

4. **Target Population:** Identify the target population for each priority. Examples include: Working adults, underserved students, k-12 population, etc.
5. **Strategies and Action Steps:** Break down each priority into a list of strategies and action steps. These are the tangible actions needed to meet your goal and for which you want to hold yourselves accountable.
6. **Quarterly Milestones:** Indicate how you will begin to achieve your priority across 2020 and beyond.
7. **Planning:** Respond to questions on implementation and how to incorporate key principles into this work.
8. **Copy for Additional Priorities:** There are 3 blank templates for priorities, copy and paste priority template for additional priorities.

How to Optimize Impact

1. **Collective Ownership:** Collectively develop this plan to ensure ownership across the core team.
2. **Regular Usage:** Review and update the plan regularly. Use it to track progress.
3. **Buy-in:** Share plan with others. Consider how to broaden buy-in.
4. **Alignment:** Connect this plan to other existing and future efforts to spur the work forward.



Indiana Attainment Academy 2020 Action Plan

Current Attainment Rate: 43.6%

Goal: 60% by 2025; equity gaps eliminated

Indiana Attainment Academy Team

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Indiana Context & COVID-19

Indiana, like all other states, must now look at its postsecondary attainment agenda through the lens of a global pandemic. While the pandemic has certainly required state leaders to prioritize the health and safety of Hoosiers and frontline essential workers, it has also forced them to consider the role of the postsecondary system in facilitating the state's economic recovery.

Fortunately, many of the members of the Attainment Academy team are also serving on the Governor's Rapid Recovery task force. While the tragic loss of life and livelihood will not be overlooked or minimized by state leaders, the Indiana team also understands the imperative in these times to ensure what the state does in the wake of COVID-19 also contemplates longer-term goals for the state including its 2025 attainment goal and commitment to closing achievement gaps based on race and income.

It also affords the opportunity for collaboration among historically siloed state agencies to ensure strategies pursued advance all areas of well-being for Hoosiers and that advances in one area are not detrimental to efforts in others. In anticipation of unprecedented fiscal challenges, the convergence of Rapid Recovery, long-term strategy and statewide resource allocation to be tackled collaboratively under the Governor's leadership will help Indiana pull out of this pandemic stronger than ever.

High-Level Priorities

Priority	Type of Priority	Metrics (baseline, milestone, outcome)
1. Increase the number of postsecondary credentials (general education core and CTE) awarded to high school students	K-12; equity	- Percentage of graduating seniors with STGEC or CTE certificate
2. Increase FAFSA filing statewide	Postsecondary access; equity	- Percentage of high school seniors completing the FAFSA and total number of FAFSAs filed - Enrollment
3. Increase the number of credentials awarded by public 2-year and 4-year institutions	Postsecondary success; equity	- Degrees/certificates conferred - Average time to degree
4. Increase the number of adult workers pursuing and earning a postsecondary credential through targeted outreach	Upskilling adults; equity	- Number of Hoosiers reached by campaign - Number of new enrollments age 25+ - Degrees conferred to those age 25+
5. Ensure equitable and quality offerings for online teaching and instruction	K-12; Postsecondary success; equity	-Preparation of faculty -Technology availability in low income areas

Priority #1

Increase the number of postsecondary credentials (general education core and CTE) awarded to high school students

Target Population: Students in grades K-12

Strategies and Action Steps	Lead	Collaborators	Start Date	Duration (1 yr, 1-5 yrs, 5+ yrs)	Status (Not started, in progress, complete)
1. Expand career exploration using common language	GWC (CTE)	CHE, DOE, SBOE, DWD	Jan 2021	5+ years	In progress
1a. Grade schools students EXPLORE career options	GWC	CHE, DOE, SBOE, DWD			
1b. Middle school students ENGAGE with career opportunities	GWC	CHE, DOE, SBOE, DWD			
1c. High school students gain career EXPERIENCE and credentials; Employ, Enroll, Enlist; Emphasis on certification and credentialing with high-value work-based learning (e.g., dual education/apprenticeship); collaboration with stakeholders (philanthropists and school corporations currently implementing) to have a statewide system with regional emphasis	GWC	CHE, DOE, SBOE, DWD			
2. Implement performance funding to incentivize schools to increase students completing postsecondary credentials before graduating	General Assembly	DOE, CHE, GWC, SBOE	Consider in future budgets	Monetary challenge to implement in short-term	Not started
2a. Evaluate feasibility of updating “Academic and Technical Honors” definition for diplomas and A-F Accountability to include postsecondary credential attainment	SBOE	DOE			
2b. Develop a mechanism for the funding formula to award additional dollars for postsecondary completions	DOE	GWC, General Assembly, SBOE			
2c. Review and refine data collection processes to facilitate 2a and 2b	DOE	GWC, SBOE			
3. Expand pipeline of dual credit teachers	CHE	DOE, General Assembly	May 2020	1-5 years	Not started
3a. Increase opportunities allowing “tested experience”	CHE	DOE, GWC			
3b. Explore the “Instructor of Record” model for increasing dual credit offerings	CHE	DOE			
3c. Utilize CELL to share best practice models for scaling completions	CHE	DOE			
3d. Compile and promote best practices for virtual dual credit instruction	CHE	DOE, GWC			

Quarterly Milestones

Dates	Milestones
Present – winter 2021	Work with stakeholders in GWC, in consultation with ICHE, IDOE and SBOE, to build Explore-Engage-Experience framework "Experience" to include - Employ, Enroll, Enlist; Emphasis on certification and credentialing with high-value work-based learning (e.g., dual education, apprenticeships); collaboration with stakeholders (philanthropists and school corporations currently implementing) to have a statewide system with regional emphasis
Winter 2021-- August 2021	Train K-12 on Explore-Engage-Experience framework Craft and circulate recommended funding and A-F accountability legislation and/or policy changes Conduct initial feasibility analysis of dual credit teacher pipeline options
TBD	Formulate robust dual credit teacher pipeline expansion plan and any related legislation Test any new or refined data collection processes
Beyond	Pass and implement any needed legislation Ensure ongoing, consistent, statewide implementation of the Explore-Engage-Experience framework

Planning

What resources or policy are needed? What assets can we leverage?

Policy: GWC will need to formally establish or endorse the framework with essential leadership from DOE and SBOE. Changes to the A-F accountability and/or funding model would require legislative change by the General Assembly and rulemaking by the SBOE.

Resources: Funds and personnel will be needed for robust statewide training on the EEE framework within K-12 schools and with other stakeholders. Policy work around A-F and funding and the dual credit teacher pipeline would require staff time but is likely absorbable in current budgets.

Assets: Current staff, current college professors doing online courses who could contribute to the new dual credit delivery model, General Assembly grant to GWC

What challenges should we anticipate?

Any changes to funding and accountability models will be politically sensitive and likely draw significant attention, both positive and negative, from various stakeholders. College professors asked to participate more actively in dual credit offerings will likely ask for additional compensation or leave time for those efforts.

What commitments and timelines have each key stakeholder made to implement the strategies?

Indiana intends to use the national meeting to vet and if necessary, refine its plan. After the national meeting, the Indiana team will convene to establish lines of ownership and accountability.

Equity

How will we structure the strategies to close equity gaps?

We will need to use the EEE training process to reinforce the importance of uniform advising and potentially include training around implicit bias and how to avoid it so that students of color and low-income students are not more likely to be advised into tracks with lower prospects for income, job security, job longevity instead of based on personal aspiration, preparation and the needs of the economy. Expanding the dual credit pipeline will help close access gaps in our rural schools and under-resourced urban schools and which students are participating within a given school. Incorporating options for credential attainment as a means of achieving an academic honors bonus will provide schools with historically low college-going rates to increase their revenue and will likely increase the college-going rate of the students to be closer to their peers.

How will we disaggregate data to track progress and identify areas for additional support?

We will annually track dual credit earned and postsecondary credentials earned in high school (including the statewide transfer general education core and CTE certificates) by race, county and free/reduced lunch status. CHE's College Readiness Report publishes data disaggregated by race and income. We will also identify places in which equity gains have been made and work to scale effective interventions and solutions.

Economic Imperative

How will we include employers and industry?

Employers will be crucial to the success of the EEE framework, both in terms of its development and its execution as they will be the site of exploration and engagement. Several employers are represented on the GWC, providing them with a built-in avenue for shaping the EEE framework. Employers in every school corporation across the state can create virtual experiences for students to give students a visual of various professions. These employers as well as leaders in state and local chambers of commerce should be encouraged by the Governor to actively participate, making their workplaces available for students to explore, engage and experience.

How do these strategies address economic needs?

The dual credit pipeline and high school credential policies will both act to provide Hoosiers with degrees and credentials faster and at lower cost and make it more likely that they complete. The EEE framework will ensure there is greater workforce alignment in all these efforts by helping Hoosier children and their families understand their state and local economies, the supply and demand, and how their unique talents and interests best fit. This will shape and align their postsecondary pursuits, not just after graduation but also through their high school choices. The goal of the EEE framework is to avoid degrees for degrees' sake and dual credit for dual credits' sake and move toward a more workforce-informed and workforce-aligned postsecondary education system.

Collective Ownership

How will we demonstrate collective commitment to ongoing engagement?

Enacting this framework through the GWC, with the diversity of professional role comprising that group, should help ensure its long-term sustainability because there will be collective ownership. Commitment from the industry associations will be necessary to ensure it doesn't fall solely on the GWC to secure ongoing commitment. GWC will explore use of professional growth points and examine other means of ensuring sustainability of the EEE training. Graduation pathways create a logical connection and reinforcing framework for externships and other career exploration.

What other initiatives can be leveraged and aligned across sectors to make this work successful?

There is tremendous overlap between the items in this plan and work already underway through Indiana's Governor's Workforce Cabinet. Created to increase alignment through the K-12 to career pathway, the Cabinet which Commissioner Lubbers serves as Chair, has been leading CTE redesign work for the past two years. By realigning CTE pathways and clearer course requirements, high school students will be able to complete credentials in high school at a higher rate.

Priority #2

Increase FAFSA filing statewide

Target Population: Students in grades K-12, adults and displaced workers

Strategies and Action Steps	Lead	Collaborators	Start Date	Duration (1 yr, 1-5 yrs, 5+ yrs)	Status (Not started, in progress, complete)
1. Increase FAFSA completion in high school	CHE	GWC, DOE	Fall 2020	1-5 years	Not started
1a. Expand engagement to business to support parental FAFSA completion (e.g., banks, INvestEd)	CHE				
1b. Provide performance funding to incentivize schools to improve FAFSA completion rates	General Assembly	Governor, GWC, CHE, DOE	<i>Consider in future budgets</i>	<i>Monetary challenge to implement in short-term</i>	Not started
1c. Work with K-12 stakeholders including high school principals to identify other tactics	DOE	GWC			
2. Make FAFSA easier for all Hoosiers	CHE	DOR, DWD	Fall 2020	1-5 years	Not started
2a. Work with Department of Revenue and Department of Workforce Development to establish target Hoosier families using income, age, unemployment parameters	CHE	DOR, DWD			
2b. Explore the creation of a pre-populated FAFSA for each target family	CHE	ITCC			
2c. Notify target families that a pre-populated FAFSA has been developed with instructions for retrieving/filing it	CHE	DWD, DOE			

Quarterly Milestones

Dates	Milestones
Jan-Apr 2020:	Conduct initial feasibility analysis for pre-filled FAFSA with DOR and DWD (incorporating FERPA and other data privacy regulations)
May-Aug 2020:	Survey and/or convene K-12 stakeholder to solicit ideas for improving FAFSA completion Survey and/or convene business leaders and target companies to discuss partnership in FAFSA completion efforts Craft and circulate recommended funding and A-F accountability legislation and/or policy changes
Sept-Dec 2020:	Fully implement technology/programming to generate pre-filled FAFSAs Develop standard communications templates (e.g. emails, letters) to notify target families
Beyond	Pass and implement any needed legislation Launch pre-filled FAFSA project and communications

Planning

What resources or policy are needed? What assets can we leverage?

Policy: GWC should be engaged and potentially formally endorse the framework. The creation of a performance funding as a K-12 school incentive will require legislation. The Governor or GWC will likely need to endorse the specific agency partnerships needed to develop a pre-populated FAFSA.

Resources: Funds and personnel will be needed for robust statewide training on the FAFSA requirements and how to support students in filing it on-time.

Assets: Current staff, community partners with a FAFSA-completion mission (INvestEd) will all be relevant assets. The team will investigate whether there are existing professional development funds in the K-12 sector that could be used for this project.

What challenges should we anticipate?

The value of a FAFSA filing requirement continues to be called into question. The Indiana legislature considered FAFSA completion as a graduation requirement for high school seniors this past legislative session. While the bill had bi-partisan support it did not pass as concerns were raised about the impact on high school as they implement this requirement.

What commitments and timelines have each key stakeholder made to implement the strategies?

Indiana intends to use the national meeting to vet and if necessary, refine its plan. After the national meeting, the Indiana team will convene to establish lines of ownership and accountability.

Equity

How will we structure the strategies to close equity gaps?

If Indiana had 100 percent FAFSA completion rates among high school graduates and adults interested in returning to higher education, it could ensure equitable access to federal, state and institutional resources to help students finance their postsecondary pursuits. Low-income families that assumed they could not afford college may find out otherwise.

How will we disaggregate data to track progress and identify areas for additional support?

Indiana will track FAFSA completion rates by race, county and income level. It will also attempt to measure the impact of the FAFSA verification process for these populations to evaluate whether federal processes are disproportionately targeting certain populations and if so, exploring a state approach to neutralizing those effects through tactics similar to those deployed for FAFSA filing.

Economic Imperative

How will we include employers and industry?

To the extent employers are engaged in discussions with employees about postsecondary education, they can serve as excellent messengers to encourage FAFSA completion for adult students. Targeted resources and training for human resources professionals throughout the state could be deployed. A survey or convening of business leaders will help to inform this strategy.

How do these strategies address economic needs?

Greater rates of FAFSA filing will enable Hoosiers to bring in more federal dollars via the Pell grant and other Title IV funding. More Hoosiers will be able to afford and attend a postsecondary program, creating a stronger workforce. When combined with alignment efforts described in Strategy #1, this strategy will accelerate the credentialing of Hoosiers in high-demand, high-wage jobs to address supply-demand gaps and improve the economic well-being of families across the state.

Collective Ownership

How will we demonstrate collective commitment to ongoing engagement?

In order to sustain these action items long-term, the academy team in partnership with the GWC will devise a plan to share the implementation of these items across all appropriate offices, agencies and institutional leaders.

What other initiatives can be leveraged and aligned across sectors to make this work successful?

The Commission is committed to ensuring all high school seniors file the FAFSA and will continue to advocate for a FAFSA graduation requirement, as outlined in its strategic plan.

Priority #3

Increase the number of postsecondary credentials awarded by 2-year and 4-year institutions

Target Population: Students in 2-year and 4-year institutions

Strategies and Action Steps	Lead	Collaborators	Start Date	Duration	Status
1. Scale reverse transfer statewide	CHE	2-and-4-years	March 2020	5+ years	In progress
1a. Ensure reverse transfer policies and cross-institutional communication channels are in place at all public institutions and encourage greater participation at private institutions	CHE	2-and-4-years, ITCC, ISU			
1b. Mine data to establish target student population	2-and-4-years	CHE			
1c. Launch a campaign to students advising them on their status toward associate degree attainment	CHE	2-and-4-years			
2. Use predictive analytics to improve graduation rates	2-and-4-years	CHE	May 2020	1-5 years	In progress
2a. Ensure platform and data to be used for predictive analytics are in place at all public institutions	2-and-4-years	CHE			
2b. Identify opportunities to offer targeted support through intrusive advising practices	2-and-4-years	CHE			
2c. Utilize predictive analytics and student surveys to identify factors that are impacting college-going decisions and align strategies to address concerns.	2-and-4-years	CHE			
2d. Conduct periodic statewide convenings and trainings to facilitate sharing of best practices and continuous improvement efforts	CHE	2-and-4-years			
3. Expand opportunities for admission to 4-year institution with completion of a TSAP (transfer AS)	2-and-4-years	CHE	May 2020	1-5 years	In progress
3a. In partnership with public institutional leadership and faculty, develop and enact a guaranteed admissions policy or dual enrollment program at either the state or institutional level	2-and-4-years	CHE, ITCC			
3b. Actively promote the policy within high schools and 2-year institutions, including counselor and advisor training	CHE	2-and-4-years, ITCC			
4. Reduce equity gaps in enrollment and completion	CHE	2-and-4-years	May 2020	1-5 years	In progress
4a. Scale 21st Century Scholars expectations by encouraging the Scholar Success Program for all	CHE	2-and-4-years			Encouraging, need to scale
4b. Provide customized wrap around services for at-risk students identified through predictive analytics	2-and-4-years	CHE			Not

Quarterly Milestones

Dates	Milestones
Jan-Apr 2020:	
May-Aug 2020:	Convene institutional leaders to discuss TSAP guaranteed admission policy Create inventory/survey of institutions' approach and platform for predictive analytics Develop a plan to utilize predictive analytics to identify learning gaps and providing support services for students that are not prepared as a result of the pandemic
Sept-Dec 2020:	Reverse transfer policy and process in place at every public institution Conduct first statewide training on effective use of predictive analytics
Beyond	Launch reverse transfer campaign and outreach Train and educate to promote guaranteed admissions policy

Planning

What resources or policy are needed? What assets can we leverage?

Reverse transfer and guaranteed transfer will need to be embedded in institutional policy and could potentially be reinforced by Commission resolution. The remainder of resources needed fall in the area of training, professional development, and possibly technology upgrades to facilitate predictive analytics and intrusive advising.

What challenges should we anticipate?

Guaranteed transfer and reverse transfer discussions will introduce certain power dynamics and it may not be the case that all four-year institutions feel the same way about the idea. Ensuring that these processes are developed by the institutions, not the Commission, and that participation is voluntary will help alleviate some of those potential pitfalls.

What commitments and timelines have each key stakeholder made to implement the strategies?

Indiana intends to use the national meeting to vet and if necessary, refine its plan. After the national meeting, the Indiana team will convene to establish lines of ownership and accountability.

Equity

How will we structure the strategies to close equity gaps?

Within this priority, equity gaps are called out specifically with specific interventions listed to close them, including predictive analytics, intrusive advising and the scaling of Scholar Success Program expectations for all students. One topic that should be addressed in the statewide convenings and trainings around intrusive advising is the equitable use of predictive analytics. If race and income data are used in the predictive model, how do institutions guard against creating more barriers, sending deficit signals, or otherwise disadvantaging students of color and low-income students? Finally, in launching the campaign to promote reverse transfer, the team will ensure that when it establishes target populations for outreach, those populations are diverse.

How will we disaggregate data to track progress and identify areas for additional support?

Indiana will continue to produce annual reports regarding college readiness, college completion and equity as it has in the past. These reports are all disaggregated by race, income and other factors as well as broken down by individual school district or institution. Demographics for the reverse transfer outreach campaign will be examined to ensure Hoosiers of all races and socio-economic circumstances are included.

Economic Imperative

How will we include employers and industry?

Employers can be engaged as messengers for the reverse transfer campaign. Otherwise, these strategies need to be enacted within institutions.

How do these strategies address economic needs?

Each of the elements of this strategy are designed to increase graduation rates and close completion gaps, both of which will support the economy by bringing about a better educated, more diverse workforce.

Collective Ownership

How will we demonstrate collective commitment to ongoing engagement?

In order to sustain these action items long-term, the academy team in partnership with Indiana colleges and universities will devise a plan to share the implementation of these items across all appropriate offices, agencies and institutional leaders.

What other initiatives can be leveraged and aligned across sectors to make this work successful?

These strategies are well-aligned with the work of postsecondary success-focused foundations such as Lumina Foundation and Strada Education Network. There is a possibility these foundations could be approached to help resource this work.

Priority #4

Increase the number of adult workers pursuing and earning a postsecondary credential through targeted outreach

Target Population: Adult workers, particularly long-time unemployed and recently laid off

Strategies and Action Steps	Lead	Collaborators	Start Date	Duration (1 yr, 1-5 yrs, 5+ yrs)	Status (Not started, in progress, complete)
1. Explicitly define “credential of value”	GWC	CHE, DWD	March 2020	1 year	In progress (EMSI)
1a. Develop a standard definition based on median wage and demand or similar economic factors using real time market data	GWC	CHE, DWD			
1b. Create an inventory of credentials of value offered within and outside of higher education institutions, including workforce-aligned certificates and certifications to augment an existing degree	CHE	DWD			
2. Identify accelerated, high-value credentials that facilitate the rapid recovery to the economy	DWD	CHE	June 2020	1 year	In progress
2a. Realign funding to support Hoosiers enrolling in high-value certificates and certifications	Governor, GWC	CHE, DWD			
2b. Assess economic gaps and facilitate the acquisition of new credentials to meet demand	GWC	ITCC			
3. Deploy a targeted marketing approach to promote opportunities to earn credentials of value	GWC	CHE, DWD	January 2020	1-5 years	In progress
3a. Through partnership with Vox Media, improve online and digital resources and deploy a chatbot to assist prospective students	CHE	DWD, GWC			
3b. Use unemployment and wage data to pull a list of long-time unemployed and recently laid off workers and direct them to the 2a resources	DWD	CHE, GWC			
4. Provide adults with tailored support throughout the enrollment and completion of high-value credentials	providers	CHE, DWD	Spring 2021	1-2 years	Not started
4a. Identify and enact solutions to common enrollment barriers	providers	CHE, DWD			
4b. Engage adults through career coaching, intrusive advising practices and program-specific support to ensure completion	GWC	CHE, DWD, providers			
4c. Partner with community leaders, foundations and faith based organizations to conduct outreach to vulnerable populations	Rapid Recovery Task Force	CHE, DWD, WRG providers			

Quarterly Milestones

Dates	Milestones
Jan-Apr 2020:	Develop and vet a conceptual definition of “credential of value”
May-Aug 2020:	
Sept-Dec 2020:	Create inventory of programs that count as “credentials of value”
Beyond	Launch outreach to target population

Planning

What resources or policy are needed? What assets can we leverage?

The definition of credentials of value will need to be formally adopted by Indiana leadership. The campaign will require both monetary resources and staff time to execute well.

What challenges should we anticipate?

Updating the credentials included in Indiana’s attainment numbers will prove challenging as currently, certificate completions are estimates. It will be important for Lumina Foundation to be engaged and endorse our methodology.

What commitments and timelines have each key stakeholder made to implement the strategies?

Indiana intends to use the national meeting to vet and if necessary, refine its plan. After the national meeting, the Indiana team will convene to establish lines of ownership and accountability.

Equity

How will we structure the strategies to close equity gaps?

The key to ensuring equity in this strategy will be to ensure it does not result in a “tracking” of any particular population into shorter-term credentials while other populations are encouraged to pursue more advanced degrees with better long-term earnings potential. Hoosiers, particularly those who are chronically or recently unemployed, will need to be able to get through a program quickly so that they can find work that sustains their livelihood and that of their families. Ensuring there are clear, stackable pathways to further education for those earning shorter-term credentials of value will ensure Hoosiers can get back to work but still have open doors to continued education in the future. Finally, in the engagement with community groups and faith communities, intentional efforts will be made to be inclusive of predominantly African American and LatinX organizations as well as those in rural areas of the state where postsecondary attainment is the lowest.

How will we disaggregate data to track progress and identify areas for additional support?

DWD is working to disaggregate unemployment data for marketing use. The Rapid Recovery team with DWD is working on next steps and how successes can be tracked, but it will likely be housed within the Career Ready website.

Economic Imperative

How will we include employers and industry?

Employers will likely need to be at the table to provide perspective, data or both to inform the definition of “credential of value.” Employers could also point any laid off or furloughed employees toward the resources created in this strategy.

How do these strategies address economic needs?

This strategy will be central to Indiana’s ability to quickly address the dramatic unemployment that has occurred and is expected to continue occurring. Getting unemployed Hoosiers back to work at jobs that have greater income potential and sustainability will improve the economy overall and help the financial security of each individual family impacted by this strategy.

Collective Ownership

How will we demonstrate collective commitment to ongoing engagement?

In order to sustain these action items long-term, the academy team in partnership with the Department of Workforce Development and Rapid Recovery teams will devise a plan to share the implementation of these items across all appropriate offices, agencies and institutional leaders.

What other initiatives can be leveraged and aligned across sectors to make this work successful?

Indiana has already built an infrastructure to promote shorter-term, workforce-aligned programs through the Workforce Ready Grant. Indiana’s participation in Credential Engine may also provide some insight into this work.

Priority #5

Ensure equitable and quality offerings for online teaching and instruction

Target Population: Students in grades K-12 and postsecondary

Strategies and Action Steps	Lead	Collaborators	Start Date	Duration (1 yr, 1-5 yrs, 5+ yrs)	Status (Not started, in progress, complete)
1. Thoroughly investigate and address learning disparities due to technology access and unconducive home learning environments	DOE	GOV and LG offices, CHE, MPH, General Assembly	June 2020	1-2 years	In progress
1a. Identify disparities in devices, connectivity, remote learning environment, and abilities of teachers to do e-learning	DOE	GOV and LG offices, GWC, CHE			
1b. Convene leaders to discuss options for remedying inequities; establish an agenda and identify resources	DOE	GOV and LG offices, CHE, GWC			
2. Identify resources and provide professional development to K-12 and postsecondary instructors around best practices for online and virtual instruction	CHE/DOE	CHE/DOE, Postsecondary, Philanthropy	Fall 2020	1-2 years	Not started
2a. Conduct a scan of K-12 districts to understand varying approaches to and expectation for e-learning.	DOE	CHE, GWC, Postsecondary			
2b. Identify high-quality providers of professional development that meet the gaps identified by the scan.	DOE	CHE, GWC, Postsecondary			
2c. Scale course access library by engaging multiple providers	DOE	CHE, GWC, Postsecondary			
3. Scale online dual credit delivery (in coordination with strategy #1 section 3 above)	DOE	CHE, business, Postsecondary	Fall 2020	1-2 years	Not started
3a. Evaluate effectiveness and establish a plan for statewide scale of the ICAP model, including dual credit and courses that lead to certifications/credentials	DOE	CHE, business, Postsecondary			
3b. Modify ICAP if needed and scale statewide	CHE	DOE, business, Postsecondary			

Quarterly Milestones

Dates	Milestones
May-Aug 2020:	Develop parameters for equity report Conduct scan of e-learning approaches and expectations Investigate existing PD offerings for online instruction; select provider and format Establish parameters for the online dual credit pilot Solicit postsecondary institutions and K-12 school districts to participate in the online dual credit pilot
Sept-Dec 2020:	Provide PD to instructors Select online dual credit pilot participants
Beyond	Launch online dual credit pilot for spring semester Evaluate pilot program results (If appropriate) Establish plan for statewide scale

Planning

What resources or policy are needed? What assets can we leverage?

CARES Act funding is a logical choice for resourcing this strategy.

What challenges should we anticipate?

With any new report, it is always a challenge to balance the desire for the perfect data/information source with the need to complete the report quickly. It may be particularly difficult to collect this information in a comprehensive way for the entire state. The pilot program may not have as many willing participants if this feels like something extra or voluntary at a time when school districts are overwhelmed with other matters related to the pandemic.

What commitments and timelines have each key stakeholder made to implement the strategies?

Indiana intends to use the national meeting to vet and if necessary, refine its plan. After the national meeting, the Indiana team will convene to establish lines of ownership and accountability.

Equity

How will we structure the strategies to close equity gaps?

This strategy is laser-focused on resolving inequities in online learning through examination and intervention. The pandemic has highlighted and exacerbated long-standing disparities in access to technology and broadband. It has also revealed substantial variability in instructors' ability to deliver virtual or online content effectively and school districts' expectations around e-learning. As the work of the strategy unfolds, it will address all of those disparities and ensure all Hoosiers have access to a quality education regardless of the circumstances of the educational delivery.

How will we disaggregate data to track progress and identify areas for additional support?

Clearly, an effective report under 1a will require disaggregation by race, income, county, school district and potentially other factors to truly identify the nature of the inequities in the state.

Economic Imperative

How will we include employers and industry?

Employers may be able to identify creative solutions for resolving inequities or contribute time and equipment to the goal of increased access to technology. They could also potentially have a role in the online dual credit pilot if the online nature makes it easier for them to be guest speakers or contributors to the curriculum to ensure workforce alignment.

How do these strategies address economic needs?

In general, these strategies will increase the quality of education in both K-12 and postsecondary environments, leaving Hoosiers better prepared to succeed in college and career and building a stronger Hoosier workforce.

Collective Ownership

How will we demonstrate collective commitment to ongoing engagement?

In order to sustain these action items long-term, the academy team in partnership with the GWC, the Department of Education and Rapid Recovery teams will devise a plan to share the implementation of these items across all appropriate offices, agencies and institutional leaders.

What other initiatives can be leveraged and aligned across sectors to make this work successful?

Institutions are already updating and revising their action plans for remote work and online offers because of COVID-19 crisis. We can leverage the lessons learned to build on best practices and address challenges.