

**COMMISSION FOR HIGHER EDUCATION**

Thursday, December 10, 2020

**BUSINESS ITEM B:**

**Resolution to Adopt the Indiana Attainment Academy  
Action Plan**

**Staff Recommendation**

That the Commission for Higher Education adopt the Indiana Attainment Academy Action Plan and commit to work jointly with other state agencies, institutional partners, employers and other stakeholders to implement the plan's objectives.

**Background**

In August 2019, the State Higher Education Executive Officers Association (SHEEO) and Education Strategy Group (ESG) brought together seven state teams to participate in an academy focused on meaningful, industry-aligned postsecondary credential attainment.

Indiana's current Indiana has a Big Goal of 60% of Hoosiers with a quality degree or credential beyond high school by 2025, with all equity gaps eliminated. Currently, Indiana ranks 35th in the nation with an attainment rate of 48.5%.

The Commission discussed the action plan at its June 2020 meeting and the Student Success and Completion Committee reviewed the final version of the action plan and discussed next steps at its October 2020 meeting.

**Supporting Document**

Resolution  
Indiana Attainment Academy Action Plan



INDIANA COMMISSION *for*  
HIGHER EDUCATION

## Resolution to Adopt the Indiana Attainment Academy Action Plan

December 10, 2020

**WHEREAS**, the Indiana Commission for Higher Education (Commission) has set a goal that 60 percent of Hoosiers complete education beyond high school by 2025; and

**WHEREAS**, Indiana currently ranks 35th in the nation in education attainment with 48.5 percent of Hoosiers having completed education beyond high school; and

**WHEREAS**, increasing education attainment in Indiana will provide Hoosiers greater job satisfaction and security, enhanced economic mobility, increased civic involvement and a higher quality of life; and

**WHEREAS**, increasing education attainment in Indiana will require significantly increasing the number of Hoosiers enrolling in and completing postsecondary programs as well as closing achievement gaps; and

**WHEREAS**, Indiana participated in a multi-state academy, convened by Education Strategy Group and State Higher Education Executive Officers, focused on meaningful, industry-aligned postsecondary credential attainment; and

**WHEREAS**, the Indiana Attainment Academy conducted cross-sector strategic planning to address education attainment and equity barriers, with representatives from secondary and postsecondary education, workforce development and the legislature; and

**WHEREAS**, the action plan outlines innovative steps to increase the number of postsecondary credentials awarded to high school and college students, increase FAFSA filing statewide, increase the number of working adults earning credentials and ensure equitable and quality offerings for online instruction; and

**WHEREAS**, the Indiana Attainment Academy emphasized the importance of educational equity and to avoid barriers that disadvantage students of color and students from low-income backgrounds; and

**WHEREAS**, increasing educational attainment in innovative ways is consistent with the goals reflected in *Reaching Higher in a State of Change*;

**NOW THEREFORE BE IT RESOLVED**, that

- I. The Indiana Commission for Higher Education adopts the Indiana Attainment Academy action plan and commits to work jointly with other state agencies, institutional partners, employers and other stakeholders to implement the plan's objectives; and
- II. The Commission recommends the Indiana Governor's Workforce Cabinet adopt the action plan and that the Indiana Department of Education be an engaged partner in implementing these strategies; and
- III. The Commission calls upon Indiana's public institutions to implement the items within the action plan focused on postsecondary education.



Education  
Strategy  
Group

## Indiana Attainment Academy Action Plan

### Purpose and Objectives

The **State Higher Education Executive Officers Association (SHEEO)** and **Education Strategy Group (ESG)** brought together seven state teams to participate in an academy focused on meaningful, industry-aligned postsecondary credential attainment. SHEEO & ESG launched the 18-month project in August 2019. This action plan is a guide for Indiana's implementation efforts for the attainment academy.

Indiana's current Indiana has a **Big Goal of 60% of Hoosiers** with a quality degree or credential beyond high school by 2025, with all equity gaps eliminated. Currently, Indiana ranks 35th in the nation with an attainment rate of 48.5%.

### 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.

### Indiana Attainment Academy Team

**Teresa Lubbers**, Indiana Commissioner for Higher Education (team lead)

**Dwight Ashley**, Principal of Parke Heritage High School

**Rep. Robert Behning**, Chair of House Education Committee

**Dr. Deborah Curtis**, President of Indiana State University

**Dr. Sue Ellspermann**, President of Ivy Tech Community College

**Dr. Katie Jenner**, Secretary of Education

**Fred Payne**, Commissioner, Indiana Department of Workforce Development

**Mary Jane Michalak**, Ivy Tech Community College (implementation)

**Liz Walker**, Indiana Commission for Higher Education (facilitation)

## High-Level Priorities

Priority	Baseline Metrics
1. Increase the number of postsecondary credentials (general education core and CTE) awarded to high school students	<ul style="list-style-type: none"> <li>- Percentage of graduating seniors with STGEC or CTE certificate</li> </ul>
2. Increase FAFSA filing statewide	<ul style="list-style-type: none"> <li>- Percentage of high school seniors completing the FAFSA</li> <li>- Total number of FAFSAs filed</li> <li>- Enrollment</li> </ul>
3. Increase the number of credentials awarded by public 2-year and 4-year institutions	<ul style="list-style-type: none"> <li>- Degrees/certificates conferred</li> <li>- Average time to degree</li> </ul>
4. Increase the number of adult workers pursuing and earning a postsecondary credential through targeted outreach	<ul style="list-style-type: none"> <li>- Number of Hoosiers reached by campaign</li> <li>- Number of new enrollments age 25+</li> <li>- Degrees conferred to those age 25+</li> </ul>
5. Ensure equitable and quality offerings for online teaching and instruction	<ul style="list-style-type: none"> <li>- Preparation of faculty</li> <li>- Technology availability in low income areas</li> </ul>

## 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	Partners	Status	Notes
<b>1. Expand career exploration using common language</b>	<b>GWC (CTE), CHE, DOE, SBOE, DWD</b>	Not started	Work with stakeholders to build EEE framework (complete by March 2021)
1a. Grade schools students EXPLORE career options	<i>As above</i>		
1b. Middle school students ENGAGE with career opportunities	<i>As above</i>		
1c. High school students gain career EXPERIENCE and credentials	<i>As above</i>		
<b>2. Implement performance funding to incentivize schools to increase students completing postsecondary credentials before graduating</b>	<b>General Assembly, DOE, CHE, GWC, SBOE</b>	Note started	Consider in future budgets—Monetary challenge to implement in short-term
2a. Evaluate feasibility of updating “Academic and Technical Honors” definition for diplomas and A-F Accountability to include postsecondary credential attainment	<b>SBOE, DOE</b>		
2b. Develop a mechanism for the funding formula to award additional dollars for postsecondary completions	<b>DOE, GWC, General Assembly, SBOE</b>		
2c. Review and refine data collection processes to facilitate 2a and 2b	<b>DOE, GWC, SBOE</b>		
<b>3. Expand pipeline of dual credit teachers</b>	<b>CHE, DOE, General Assembly</b>	Not started	1-5 years to implement
3a. Increase opportunities allowing “tested experience”	<b>CHE, DOE, GWC</b>		
3b. Explore the “Instructor of Record” model for increasing dual credit offerings	<b>CHE, DOE</b>		
3c. Utilize CELL to share best practice models for scaling completions	<b>CHE, DOE</b>		
3d. Compile and promote best practices for virtual dual credit instruction	<b>CHE, DOE, GWC</b>		

## Priority #2

### Increase FAFSA filing statewide

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

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

### 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	Status	Notes
<b>1. Scale reverse transfer statewide</b>	CHE, 2-and-4-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		
<b>2. Use predictive analytics to improve graduation rates</b>	2-and-4-years, CHE	In progress	
2a. Ensure platform and data to be used for predictive analytics are in place at all public institutions	<i>As above</i>		
2b. Identify opportunities to offer targeted support through intrusive advising practices	<i>As above</i>		
2c. Utilize predictive analytics and student surveys to identify factors that are impacting college-going decisions and align strategies to address concerns.	<i>As above</i>		
2d. Conduct periodic statewide convenings and trainings to facilitate sharing of best practices and continuous improvement efforts	CHE, 2-and-4-years		
<b>3. Expand opportunities for admission to 4-year institution with completion of a TSAP (transfer AS)</b>	2-and-4-years, CHE	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		
<b>4. Reduce equity gaps in enrollment and completion</b>	CHE, 2-and-4-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		

## 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	Partners	Status	Notes
<b>1. Explicitly define “credential of value”</b>	<b>GWC</b> , CHE, DWD	In progress	EMSI project
1a. Develop a standard definition based on median wage and demand or similar economic factors using real time market data	<b>GWC</b> , 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	<b>CHE</b> , DWD		
<b>2. Identify accelerated, high-value credentials that facilitate the rapid recovery to the economy</b>	<b>DWD</b> , CHE	In progress	
2a. Realign funding to support Hoosiers enrolling in high-value certificates and certifications	<b>Governor</b> , <b>GWC</b> , CHE, DWD		
2b. Assess economic gaps and facilitate the acquisition of new credentials to meet demand	<b>GWC</b> , ITCC		
<b>3. Deploy a targeted marketing approach to promote opportunities to earn credentials of value</b>	<b>GWC</b> , CHE, DWD	In progress	
3a. Through partnership with Vox Media, improve online and digital resources and deploy a chatbot to assist prospective students	<b>CHE</b> , DWD, <b>GWC</b>		
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	<b>DWD</b> , CHE, <b>GWC</b>		
<b>4. Provide adults with tailored support throughout the enrollment and completion of high-value credentials</b>	<b>Providers</b> , CHE, DWD	Not started	Spring 2021
4a. Identify and enact solutions to common enrollment barriers	<b>Providers</b> , CHE, DWD		
4b. Engage adults through career coaching, intrusive advising practices and program-specific support to ensure completion	<b>GWC</b> , CHE, DWD, providers		
4c. Partner with community leaders, foundations and faith based organizations to conduct outreach to vulnerable populations	<b>RR Task Force</b> , CHE, DWD, WRG providers		

## 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	Status	Notes
<b>1. Thoroughly investigate and address learning disparities due to technology access and unconducive home learning environments</b>	DOE, GOV and LG offices, CHE, MPH, General Assembly	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		
<b>2. Identify resources and provide professional development to K-12 and postsecondary instructors around best practices for online and virtual instruction</b>	CHE/DOE, Postsecondary, Philanthropy	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		
<b>3. Scale online dual credit delivery (in coordination with strategy #1 section 3 above)</b>	DOE, CHE, business, Postsecondary	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		