



INDIANA COMMISSION *for*
HIGHER EDUCATION

AGENDA

Thursday, November 8, 2018

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www.che.in.gov



INDIANA COMMISSION *for*
HIGHER EDUCATION

**NOVEMBER COMMISSION MEETING
AGENDA**

Wednesday, November 7, 2018

UNIVERSITY OF SOUTHERN INDIANA

8600 University Boulevard
Evansville, Indiana 47712

CAMPUS TOUR

4:00 P.M. – 5:45 P.M. CST
Nursing and Health Professions Center
Minka Display
Fuquay Welcome Center & Green Roof
Shuttle departs from Holiday Inn Express West

RECEPTION & DINNER

5:45 P.M. – 7:30 P.M. CST
Fuquay Welcome Center
Shuttle provided from campus tour

HOTEL ACCOMMODATIONS

Holiday Inn Express West
5737 Pearl Drive
Evansville, Indiana 47712

****All events take place on CENTRAL TIME****

101 West Ohio Street, Suite 300 • Indianapolis, Indiana 46204-4206 • 317.464.4400 • www.che.in.gov

Thursday, November 8, 2018

COMMISSION MEETING

University of Southern Indiana
Griffin Center
8600 University Boulevard
Evansville, Indiana 47712

BREAKFAST

8:00 A.M. – 9:00 A.M. CST
Griffin Center
Meeting Room A-B

Breakfast Presentation

Dr. Mohammed Khayum
Interim Provost

WORKING SESSION

9:00 A.M. – 11:30 A.M. CST
Griffin Center
Great Hall

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WiFi INFORMATION:

usi4iche

WORKING SESSION TOPICS

- Postsecondary Transitions Steering Committee Recommendations
- Board for Proprietary Education & Harrison College Closure
- Budget Recommendations
- CAEL 360 Survey Results
- Committee Report Outs

COMMISSION MEMBER LUNCH

11:45 A.M. – 1:00 P.M. CST

Griffin Center
Meeting Room A

Lunch Guest

Dr. Ronald S. Rochon
President

STAFF LUNCH

11:45 A.M. – 1:00 P.M. CST

Griffin Center
Meeting Room B

BUSINESS MEETING

1:00 P.M. – 3:00 P.M. CST

Griffin Center
Great Hall

CALL IN INFORMATION:

DIAL: 1 (605) 475-4700

PIN: 230295#

WiFi INFORMATION:

usi4iche

I. Call to Order – 1:00 P.M. (Central)
Roll Call of Members and Determination of Quorum
Chair’s Remarks
Commissioner’s Report
Consideration of the Minutes of the October 11, 2018 Commission Meeting..... 1

II. Public Square
A. Helping Adults Navigate Postsecondary & Career Transitions..... 5
 1. Danny Lopez, Chairman, Governor’s Workforce Cabinet, State of Indiana
 2. Beth Cobert, Chief Executive Officer, Skillful, The Markle Foundation
 3. Chris Lowery, Senior Vice President, Workforce Alignment, Ivy Tech Community College
 3. Kathy Huffman, EcO Attainment Network Manager, Community Education Coalition

III. Business Items
A. 2019-2021 Postsecondary Budget Recommendations 11
B. Resolution on Indiana’s Postsecondary Transitions Recommendations..... 13

C. Capital Projects for Expedited Action 19
1. Indiana University Bloomington – Fine Arts, Radio-TV and Simon Music Library
Recital Center Roof and Façade Repair and Replacement

IV. Information Items

A. Academic Degree Programs Awaiting Action 21
B. Academic Degree Program Actions Taken by Staff 23
C. Media Coverage 27

**V. Old Business
New Business**

VI. Adjournment

The next meeting of the Commission will be on **December 13, 2018, in Indianapolis, Indiana.**

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, October 11, 2018

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Purdue University, 101 North Grant Street, West Lafayette, IN 47906 with Chairman Chris LaMothe presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Mike Alley, Dennis Bland, Jon Costas, Jud Fisher, Coleen Gabhart, Chris LaMothe, Chris Murphy, Kathy Parkison, Dan Peterson, John Popp and Alfonso Vidal
On the Phone: Allan Hubbard

Members Absent: Lisa Hershman and Beverley Pitts

CHAIR'S REPORT

Chairman LaMothe began his report stating on behalf of the Commission, I would like to thank Purdue University for providing us with a tour of campus and your hospitality last evening, and for hosting our meeting today.

I want to make you all aware of the topics of the Commission meetings over the next several months:

- At our next meeting, in November, we will have a discussion on *"Supporting Adult Students"* and the Commission's involvement in CAEL's Adult Promise Project.
- In December, we will discuss *"Attainment & Equity: Indiana's Progress Toward The Big Goal"* with special guests Gregory Fehribach with Doninger Tuohy & Bailey LLP, as well as Courtney Brown with the Lumina Foundation.
- February's discussion will be on *"Identifying and Supporting At-Risk Students"* with a special report-out from our college and universities.
- In March we will have a discussion on *"Quality in Higher Education."*
- The Weldon Conference, scheduled for Tuesday, April 9 will focus on *"Supporting the Transition from High School to College & Careers."*
- In June we will have a discussion on *"Technology and Innovation in Higher Education."*

The staff is preparing a thoughtful and meaningful conversation for each of these topics – we can look forward to these discussions.

COMMISSIONER'S REPORT

Commissioner Lubbers began her report stating, this morning Stephanie Wilson provided an overview of the Governor's Next Level Jobs Initiative. During our working session, the

Governor's Workforce Cabinet met to consider the recommendations that have been developed by four working committees over the past six months. It seems timely to use my Commissioner's Report to provide an update of the Cabinet's activities and an overview of the major recommendations. You will recall that the Cabinet was created by legislation and has assumed many of the responsibilities formerly assigned to the State Workforce Innovation Council under the Department of Workforce Development – through a waiver from the U.S. Department of Labor.

Some of the highlights of early activities of the cabinet were highlighted by Stephanie earlier. The Workforce Ready Grant Program has seen nearly 30,000 leads to Ivy Tech and Vincennes for high value certificates with nearly 10,000 individuals enrolled in the certificate programs since last fall – including graduating high school students as well as returning adults.

The Employer Training Grant Program has more than 400 participating businesses and more than 5,500 Hoosiers being trained.

Governor Holcomb created the State's first Office of Work-based learning and Apprenticeship which has begun certifying state earn and learn partnerships to expand opportunities to Hoosiers.

Blair Milo, Secretary of the Office of Career Connections and Talent has been developing local partnerships aimed at meeting workforce and education challenges.

Against the backdrop of these efforts, the Cabinet's Committees have been meeting to develop strategies and recommendations for moving forward.

The College and Career Funding Committee was tasked by the Legislature with conducting a review of college and career funding sources. The work focused on reviewing the requirements for awards, grants or scholarships within state and federal programs to address the return on investment. The team recommended strengthening existing programs by better connecting them to career opportunities and outcomes and requesting greater flexibility from federal strings. ON a parallel path with this work, the Legislative Services Agency announced last week the first round of programs to be reviewed in accordance with a legislative mandate. Most of CHE's programs are in the first round, including 21st Century, Higher Education Award, Freedom of Choice, Mitch Daniels Scholarship and the Next Generation Educator Scholarship. The review will likely start after the 2019 legislative session.

A second Cabinet working committee is focused on Career and Technical Education. Recommendations highlighted the need for more flexibility and accountability for schools and CTE programs, including adding accountability metrics. The committee also recommended that every CTE pathway must lead to postsecondary and employment opportunities. CTE funding was also addressed by recommending a new tiered CTE funding methodology and eliminating funding for some courses.

A third committee, the Career Navigation and Coaching team, reviewed current practices and other state programs related to delivering relevant and useful career information to

students. The recommendations focused on three transitions: elementary to junior high, junior high to high school and high school to postsecondary. The committee recommended an enhanced evaluation to change the current structure for a career exploration tool – more to come.

The fourth committee reviewed workforce funding and related programs, including state and federal. Their work gave special attention to at-risk and drop out students and unemployed or underemployed adults. Each of these programs is being considered through the lens of labor market outcomes.

Clearly, this work is ongoing and many of the recommendations will need legislative buy-in. In each committee, there are implications for CHE and higher education, and I wanted to give you a high level view of the Cabinet's Work.

We continue to engage with our P-12 partners in the Postsecondary Transitions Steering Committee. We will be vetting recommendations through both the Academic Affairs and Student Success Committees and will be bringing the recommendations to you at our November meeting for consideration. The committee has focused on three major areas: developing and scaling postsecondary transition pathways, beginning with math; promoting navigational supports that smooth transitions and prepare students for postsecondary, including but not limited to the requirements for 21st Century Scholars; expanding the use of key postsecondary transitions data. Following our consideration of these recommendations next month, the State Board of Education will vote on them at their December meeting.

Finally, a snapshot of the behind the scenes work of the Commission that is critical to our service to students and that is often taken for granted. CHE's ScholarTrack was recently named a 2018 Indiana Innovation award winner by Centric, Inc. As you know ScholarTrack is a comprehensive platform that guides students and their families through the process of planning for and financing college. Established in 2011, the Indiana Innovation Awards recognize ten individuals and organizations who are leading the innovation change in our state. ScholarTrack was selected from a record 56 finalists. We have a short video that highlights the great work of the CHE team.

CONSIDERATION OF THE MINUTES OF THE MARCH, 2018 COMMISSION MEETING

R-18-06.1 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the June, 2018 regular meeting. (Motion – Alley, second – Costas, unanimously approved)

II. BUSINESS ITEMS

A. 2019-2021 Indiana Postsecondary Institution Budget Presentations

1. Purdue University
2. Ball State University
3. Vincennes University

B. Academic Degree Programs for Expedited Action

1. Doctor of Technology at Purdue University West Lafayette

R-18-06.2 RESOLVED: That the Commission for Higher Education hereby approves the following degree program, in accordance with the background information provided in this agenda item. (Motion – Vidal, second – Parkison, unanimously approved)

III. INFORMATION ITEMS

- A. Academic Degree Programs Awaiting Action
- B. Academic Degree Actions Taken By Staff
- C. Policy on Purdue University Fort Wayne
- D. Media Coverage

**IV. OLD BUSINESS
NEW BUSINESS**

There was none.

V. ADJOURNMENT

The meeting was adjourned at 2:58 P.M.

Chris LaMothe, Chair

Al Hubbard, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, November 8, 2018

PUBLIC SQUARE:

Helping Adults Navigate Postsecondary & Career Transitions

Background

As the Commission continues to discuss the importance of supporting Indiana's adult population, it will have the opportunity to hear from Danny Lopez, Chairman, Governor's Workforce Cabinet, Beth Cobert, Chief Executive Officer at Skillful, an initiative of The Markle Foundation, Chris Lowery, Senior Vice President of Workforce Alignment at Ivy Tech Community College, and Kathy Huffman, EcO Attainment Network Manager, an initiative of the Community Education Coalition.

Supporting Documents

Danny Lopez Bio
Beth Cobert Bio
Chris Lowery Bio
Kathy Huffman Bio

Danny Lopez

Chairman, Governor's Workforce Cabinet

Danny Lopez currently serves as Chairman of the newly-created Governor's Workforce Cabinet under Indiana Governor Eric Holcomb. Since the beginning of the Holcomb administration last January, he has served as the Governor's Deputy Chief of Staff and previously was then-Lieutenant Governor Holcomb's Chief of Staff under the previous administration.

Danny began his work in politics, advocacy, and government in 2004 as managing partner of Capitol Gains, Corp., a political consulting and Spanish-language media relations firm with a client portfolio ranging from national and international candidates to domestic and multi-national corporations. In 2008, Danny and his wife, Sofia, moved to Indiana, and he has since held several positions in various governmental organizations. These include: Deputy Chief of Staff, Indiana Governor Eric Holcomb; Chief of Staff, Indiana Lieutenant Governor Eric Holcomb; State Director, United States Senator Dan Coats; Special Assistant, Indiana Governor Mike Pence; Deputy Director, State of Indiana Civil Rights Commission; Executive Director, State of Indiana Commission on Hispanic Affairs; and Director of Legislation/Director of Communications, City of Bloomington Mayor Mark Krizan.



Outside the office, Danny is engaged with a number of different private and public organizations serving a true cross-section of Hoosiers. He was named to the Indianapolis Business Journal's prestigious Forty Under 40 list for 2016 and has previously served on a number of boards, including the State of Indiana Charter School Board, the City of Bloomington Economic Development Commission, the Christamore House in Haughville, and the Alumni Association of Belen Jesuit Schools of Miami and Havana. He also participated as a Subcommittee Co-Chair for the 2012 Super Bowl Committee.

Danny is a member of the Stanley K. Lacy Leadership Program Class XXXIX and currently serves on the Board of Directors for the YMCA of Greater Indianapolis, Leadership Indianapolis, Conexus Indiana, VisitIndy, and the Boy Scouts of Central Indiana.

Danny and Sofia have two children, Daniel Victor and Alexandra Sofia. Sofia is a professor at Butler University in the area of Communications Sciences and Disorders after having completed a Post-Doctoral fellow at Purdue University, researching communications disorders in bilingual, native Spanish-speaking children. She completed her Doctoral and Masters degrees at Indiana University.

Beth Cobert

Chief Executive Officer, Skillful, a Markle Foundation Initiative

Beth Cobert is the Chief Executive Officer of Skillful, a Markle Foundation initiative to create a skills-based labor market that empowers all Americans to succeed in the digital economy. Cobert is leading Skillful's efforts to convene employers, educators, workforce centers, state government, and others to help job seekers and workers keep pace with the transformations automation and technology are bringing to the workforce landscape.

Her deep experience in talent management and partnership development, as well as her acumen for harnessing the constructive potential of new technologies, uniquely positions her as an ideal leader for Skillful as the initiative seeks to foster skills-based hiring, training, and education practices through innovative cross-sector collaboration in the digital economy.



Previously, Cobert served as Acting Director of the Office of Personnel Management (OPM) under President Obama. During her tenure, OPM not only embraced new technology to improve customer service and cyber security but also championed recruiting, development and advancement practices to support a talented and diverse federal workforce amidst rapid technological advancement.

She came to OPM from the Office of Management and Budget (OMB), where she served as the Deputy Director for Management and the U.S. Chief Performance Officer starting in October 2013. At OMB, she led the efforts to drive the President's Management Agenda to make government more effective and efficient so it can deliver better, faster, and smarter services to citizens and businesses. Her leadership within an administration navigating ever-accelerating technological change daily informs her work at Skillful, which engages both policy makers and business leaders on digital economy workforce issues.

Before joining the federal government, Cobert worked for nearly 30 years at McKinsey & Company as a Senior Partner in their New York and San Francisco offices, where she worked with clients across a range of sectors, including financial services, health care, real estate, telecommunications, and philanthropy. She also championed the advancement of women into leadership positions and was one of the first to pursue a part-time program and be elected Senior Partner while working part-time. This breadth of experience across the private sector affords her the big picture insights essential for catalyzing system-level change.

Cobert is currently a member of the Board of Directors of CBRE Group, Inc. (NYSE:CBG) and the Princeton University Board of Trustees. She has served as both board member and board chair of the United Way of the Bay Area, and as a member of the Stanford Graduate School of Business Advisory Council.

Cobert received a bachelor's degree in economics with high honors from Princeton University and an MBA from Stanford University with honors. She and her husband have two children and currently reside in Denver, CO.

Chris Lowery

Senior Vice President, Workforce Alignment, Ivy Tech Community College

Chris Lowery is Senior Vice President, Workforce Alignment, of Ivy Tech Community College. He is responsible for articulating vision, mission, strategy, and strategic objectives to drive the College's workforce alignment and development initiatives. He focuses on ensuring Ivy Tech is the primary provider of demand-driven, customer-centric, high-quality training and education for key economic sectors in Indiana and playing a leading and collaborative role in the transformation of Indiana's economy. Prior to serving as Senior Vice President, Lowery served as Chancellor for the Columbus/Southeast Region of Ivy Tech Community College for two years.



Before coming to Ivy Tech, Lowery led Public Policy and Engagement for Hillenbrand, Inc. In this capacity, he had responsibility for corporate communications, public affairs and government relations. With Hillenbrand for 20 years, he served previously in a variety of management and leadership capacities at Hillenbrand's Batesville Casket Company. Prior to joining Hillenbrand, Lowery was Executive Director of the Association of Indiana Counties, an aide to former Indiana Governor Robert D. Orr, and an aide to then-Senator Dan Quayle. While on the staff of Governor Orr, he was actively involved in supporting the A+ Program for Educational Excellence and received the Sagamore of the Wabash Award.

Passionate about education, Lowery served as President on the Board of Trustees of the Batesville Community School Corporation and was a founder of the Batesville Community Education Foundation. He and his wife, Jerilyn, are active supporters of various Indiana University organizations, serving as members and supporters of the Well House Society, the Arbutus Society, the Alumni Association, the Varsity Club and Hoosiers for Higher Education. They have funded a student scholarship through the School of Public and Environmental Affairs (SPEA). Lowery serves as a member of the Executive Council of the IU Alumni Association and as a member of the IU School of Public and Environmental Affairs Distinguished Alumni Council.

Lowery was also appointed by Governor Pence in 2015 to serve on the Indiana State Workforce Innovation Council. He is a member of the boards of directors of The Sagamore Institute and Gleaners Food Bank of Indiana. Previously, he served as Vice Chair of the Public Affairs Steering Committee of the National Association of Manufacturers and the Indiana General Assembly's Study Committee on Economic Development. He was founder of the Community Roundtable, an organization of leaders committed to thoughtful public discourse, contemplation, innovative solutions, and actions to address broad economic, educational and social challenges.

Lowery holds the degree of Bachelor of Science in Public Affairs (1984) from Indiana University and is pursuing a Master's of Science in Management. He and Jerilyn, a high school English teacher, reside in Batesville. Their children are Jarrod, a graduate of IU, who now works as a strategist for Rotex Global in Cincinnati, and Jordan, a senior at IU.

Kathy Huffman

EcO Attainment Network Manager, Community Education Coalition

Kathleen K. Huffman is the EcO Attainment Network Manager at the Community Education Coalition in Columbus, Indiana, bringing together educators, employers, community and workforce partners to raise educational attainment in southeast Indiana, where she also leads the Talent Hub initiative focused on adults with no college.

Huffman has been a facilitator of collaborative efforts for fifteen years, working within non-profit organizations, economic development, and K-12 education, in the intersection of education and workforce.

Huffman holds a BS in Business Administration from Butler University, with a concentration in management science, and MBA from Ball State University.



Huffman has been a masterclass presenter at national Lumina Foundation Convenings of Community Partnership for Attainment and Talent Hub sites and presented at the 2018 National College Access Network Conference.

Huffman has extensive community service within her hometown of Madison, Indiana, having served on multiple non-profit boards including the Community Foundation of Madison and Jefferson County, Girls Inc., Tri Kappa, and Bethany Circle of Kings' Daughter's and Sons.

Regionally, Huffman was appointed to the Governor's Region 9 Works Council and currently serves on the advisory council for the Indiana University Purdue University Columbus Division of Education and on the board of directors for River Valley Resources.

COMMISSION FOR HIGHER EDUCATION

Thursday, November 8, 2018

BUSINESS ITEM A:

2019-2021 Postsecondary Budget Recommendations

Staff Recommendation

That the Commission for Higher Education adopt the Postsecondary Budget Recommendations for the 2019-2021 biennium, and that the Commission staff make any necessary technical corrections to the recommendations adopted today.

Background

The Commission for Higher Education's statutory responsibilities includes:

- i) Review appropriation requests of state educational institutions per IC 21-18-6-1(2); and
- ii) Make recommendations to the governor, budget agency, or general assembly concerning postsecondary education per IC 21-18-6-1(3).

The Commission and the Budget and Productivity Committee completed its review of institutional capital and operating budget submissions for the 2019-2021 biennium and is now preparing to make its recommendations to the State Budget Committee and General Assembly.

Supporting Document

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, November 8, 2018

BUSINESS ITEM B:

**Resolution on Indiana’s Postsecondary Transitions
Recommendations**

Staff Recommendation

That the Commission approve the proposed resolution to support jointly with the Indiana Department of Education the Postsecondary Transitions Steering Committee Recommendations, which outline the need to design and implement a new Transition Math course for students in 12th grade who are not yet ready for college-level coursework, among other recommendations.

Supporting Documents

Resolution on Indiana’s Postsecondary Transitions
Recommendations
Indiana’s Postsecondary Transitions Steering Committee
Recommendations



Resolution on Indiana's Postsecondary Transitions Recommendations

Thursday, November 8, 2018

WHEREAS, Indiana must dramatically increase postsecondary attainment to meet the state's economic imperatives and to provide Hoosiers with greater opportunities for lifelong success; and

WHEREAS, students who need remediation are far less likely to complete education beyond high school, and a vast majority of students who require remediation need it in math; and

WHEREAS, recognizing the need for strong math transitions from high school to postsecondary education, the Indiana Commission for Higher Education in a September 2017 resolution committed to work jointly with the Indiana Department of Education and other stakeholders to design and implement a new transition math course for high school seniors who are not yet ready for college-level coursework; and

WHEREAS, Indiana convened the Postsecondary Transitions Steering Committee—a group chaired by Superintendent Jennifer McCormick and Commissioner Teresa Lubbers with key K-12 and higher education stakeholders—and developed recommendations for supporting students in their transitions between high school and higher education; and

WHEREAS, the steering committee's recommendations include adopting a postsecondary math transition course to be piloted by 10 schools in the 2019-2020 school year with investment to ensure professional development, navigational support, study-skills development, and implementation planning to bring the course to scale successfully statewide; and

WHEREAS, these recommendations build on the success and lessons learned through the state's work to improve math achievement at the postsecondary level with a co-requisite remediation model and redesigned math pathways based on the 2015 work of the Indiana Math Innovation Council; and

WHEREAS, in total, the recommendations provided by the Postsecondary Transitions Steering Committee reflect the goals outlined in Indiana's *Reaching Higher, Delivering Value* strategic plan, which calls for aligning high school math content and course sequences with the expectations of college programs of study and employers;

NOW THEREFORE BE IT RESOLVED, that the Indiana Commission for Higher Education offers its full support for the recommendations offered by Indiana's Postsecondary Transitions Steering Committee.

Indiana Postsecondary Transitions Steering Committee Recommendations

The Postsecondary Transitions Steering Committee—a group chaired by Superintendent Jennifer McCormick and Commissioner Teresa Lubbers and representative of key K-12 and higher education stakeholders—puts forward the following recommendations for supporting students in their transitions between high school and higher education. We believe that cross-sector collaboration between K-12 and higher education can open doors to economic prosperity for all Hoosiers, and we are committed to an ongoing partnership to realize that vision.

For the state to meet its postsecondary preparation and success goals, and close equity gaps, collaboration across K-12 and higher education sectors is necessary. As state leaders, we are committed to partnering on both short- and long-term strategies to increase student success. The Steering Committee recommends the following actions:

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-skills development and activities currently required for the 21st Century Scholars.
3. **Expand the use of key postsecondary transitions data** to facilitate cross-sector collaboration and support student success.

The Department of Education (DOE) and the Commission for Higher Education (CHE) will continue its ongoing collaboration to deliver on these recommendations and ensure their successful implementation. The development of a joint strategy is a necessary, but not sufficient step to dramatically improve students' postsecondary preparation and success. It will take strong implementation of the recommended activities, an ongoing commitment to monitor progress over time and course correct, where necessary. It will also necessitate ongoing communication about the importance of postsecondary credential attainment to meet the new economic realities, and the pathways and supports available to students to realize success.

Develop and Scale Postsecondary Transition Pathways

Success in postsecondary starts in high school, and even earlier. When students are able to place directly into credit-bearing coursework, they are more likely to persist and attain a credential. Building upon recent efforts to redesign remedial education at Indiana institutions of higher education, DOE and CHE will work to rethink course pathways—starting in mathematics—that promote positive student transitions and prepare students for a more robust set of entry-level courses in higher education. This will start with offering a 12th grade transitions math for students not yet ready for college that, if successfully completed, will enable them to enroll directly into credit-bearing coursework. And it will include further collaboration to recognize multiple mathematics pathways for high school students. This may mean rethinking the sequence of courses that students take in high school, identifying courses of equivalent rigor to Algebra 2, or even altering the traditional Algebra 2 course. Regardless of the approach, it is paramount that K-12 and higher education are both deeply engaged in the process to ensure consistency in rigor and feasibility in implementation.

In the short term:

- *Adopt the postsecondary transitions math course for use beginning in the 2019-2020 school year.* DOE and CHE have partnered to develop a postsecondary transitions math course to be piloted in up to 10 high schools across the state. The goal of the course is to increase college readiness rates and bridge the gap between high school and college-level math for students, decreasing their

chances of needing math remediation in college. Students who satisfactorily complete this course will be able to place directly into a gateway, credit-bearing math course at Indiana public institutions of higher education. The transitional math course is intended for students who have passed Algebra 2 (or any equivalent course) and yet are not projected ready for college-level coursework. The Steering Committee recommends the course for approval by the State Board of Education and Commission for Higher Education.

- *Support the implementation of the postsecondary transitions math course.* The initial pilot and subsequent expansion of the course will require state financial investment. DOE is seeking funding to purchase relevant student and teacher course materials, offer professional development, and expand the capacity of the state to support implementation.
- *Develop or identify Algebra 2 equivalent course(s) or course sequences that align with diversified set of introductory math courses in higher education.* DOE will lead a process to recommend to the State Board Algebra 2 equivalent course(s) or course sequences by the end of 2019. The process includes representation from CHE staff and higher education institutions. Additionally, the state will seek the assistance of leading national experts to support the development and validation process.

In the long term:

- *Evaluate the impact of the postsecondary transitions math course.* DOE and CHE will partner with an evaluator to study the implementation of the course pilot, understand students' trajectories beyond the course, and identify opportunities for improvement.
- *Scale the postsecondary transitions math course statewide.* Based on the availability of state funding, DOE and CHE will partner to develop and implement a strategic plan for scaling the course statewide. The goal is to initially pilot the course to generate feedback on the course structure, professional development and support, communications materials, and to monitor student success. That information will be used to make improvements, if necessary, in the implementation. In year 2, the goal will be to expand beyond the initial set of pilot high schools to a larger number of schools, based on available resources and capacity to support implementation. Long-term, the goal is to provide this course as an option to speed along students' transitions into higher education without the need for remediation statewide.

Promote Navigational Supports

The maze from high school to higher education is complicated, especially for students that are first in their families to attend college. Even when students do matriculate, there are hurdles that get in the way of students' persistence. K-12 and higher education leaders can partner to shrink the space between high school graduation and college matriculation and ensure that students start higher education on the right foot so that they are set up to persist through the first year of college and, ultimately, attain a credential.

In the short term:

- *Broadly promote 21st Century Scholars activities for all students.* The 21st Century Scholar activities represent a robust set of steps along a student's path to postsecondary readiness and success. This should be used as a framework to guide all students, regardless of their eligibility to access the available financial support. It should not be used to hold students or schools accountable. DOE and CHE will partner to promote this framework to all students. This includes promoting the framework jointly through DOE and CHE communication channels, incorporating the framework into trainings and support resources for school counselors, developing routines to monitor and communicate about progress with local administrators, and highlighting schools and districts with significant numbers of high school students on track to complete all required activities. The agencies will also work together to update the framework over time to reflect new

research on college readiness expectations and will ensure any new advising activities are connected to this framework.

- *Leverage partnerships to expand advising supports.* There is a growing ecosystem of organizations providing college and career advising. DOE and CHE will work together to examine current advising supports within and across schools and identify partnerships that strengthen those structures, and potentially work with schools to bolster advising capacity in high school, and potentially earlier grades. For instance, College Advising Corps has established partnerships in other states to use near peers to connect with low income and first generation students to help them apply, enter and complete higher education. They have also begun piloting a virtual advising platform that could be used to expand access. Similarly, the Transition Collaborative is a research partnership (including a faculty member from IU-Bloomington) that has developed resources to improve students' sense of belonging in higher education. The resources are free and could be incorporated as a component of the 21st Century Scholars activities. The state will map available partnerships and determine ways to take advantage of them to accelerate student success.
- *Integrate study-skill development and time management training to support student success during and after their transition into postsecondary work.* As part of the broad promotion of the activities required for 21st Century Scholars, it will also be important to incorporate study-skill development and time management training into the support educators provide when helping students make the transition out of high school. These skills—such as how to study, how much time to spend on homework, and how to take notes—help student *learn how to learn* and ensure lifelong learning success.
- *Prioritize cross-agency support for FAFSA completion.* Access to financial aid remains a major barrier to student enrollment and success in higher education. Indiana has the capacity and infrastructure to lead the country in FAFSA completion. To support thousands more students in their efforts to understand college costs and access resources to attend higher education institutions in Indiana, DOE and CHE will continue their efforts to support students' FAFSA completion, including setting a clear completion goal for the state. Data staff from DOE and CHE will meet regularly to develop a system for sharing real-time FAFSA completion rates with school and district administrators beginning in the 2018-19 school year. And staff will share lessons learned and publicize efforts of leading districts across the state.

In the long term:

- *Bring guided pathways and other postsecondary advising down into high school.* There is a great opportunity for higher education institutions, supported by DOE and CHE, to begin their advising and summer bridge supports before students leave high school, and perhaps even earlier. The state will facilitate conversations among institutional leaders and school and district personnel about the opportunity to design and deliver advising supports during a high school senior's second semester. For instance, an institution may present its guided pathway options to students and engage them early in their areas of interest and recommended course taking patterns. State leaders will gather information on current aligned K-12 and higher education bridge activities and develop a plan to support the piloting of additional activities in a small number of high schools across the state.

Expand the use of Key Postsecondary Transitions Data

Both the K-12 and postsecondary systems have clear goals for progress that necessitate collaboration to achieve. DOE and CHE will build upon the strong foundation of these goals and the state's College Readiness report to make postsecondary transition data more apparent and support its use locally.

In the short term:

- *Include postsecondary transitions metrics as reported metrics on online school report cards.* As the state updates its online school report card to comply with the Every Student Succeeds Act, it will work to include more postsecondary transition data as reported metrics. That will make the data more transparent for students, parents, and educators.
- *Expand joint promotion activities for the College Readiness report release.* DOE will use its communication channels, including the weekly Superintendent's email, to make school and district leadership aware of the College Readiness report, and encourage its use in planning. And each agency will promote the report through its educator and administrator networks and conferences. In the future, the agencies will coordinate the College Readiness report release strategy, to amplify the information to a greater number of stakeholders.
- *Explore expansion of data on College Readiness report.* DOE and CHE will partner to determine feasibility and timeline for including additional data on students' postsecondary transitions in the College Readiness report. For instance, the report could include information on students' postsecondary GPA by levels of preparation. Additionally, the state may explore including information on student progression into apprenticeship or certificate programs.

In the long term:

- *Facilitate regional postsecondary transitions data conversations.* In partnership with Ivy Tech campuses, local school districts, and pre-established College Success Coalitions, bring together educators, parents, businesses, and advocates to review the data on postsecondary transitions available on the IN College Ready report, and identify opportunities for greater alignment and partnership. DOE and CHE will partner to create a template for hosting the conversations, based on lessons from the experience in hosting a similar forum in Madison. Similar conversations should also happen at the state level to support ongoing development and implementation of postsecondary transition policies and programs.

COMMISSION FOR HIGHER EDUCATION

Thursday, November 8, 2018

BUSINESS ITEM C:

Capital Projects for Expedited Action

Staff Recommendation

That the Commission for Higher Education recommends approval to the State Budget Agency and the State Budget Committee of the following project:

- Indiana University Bloomington – Fine Arts, Radio-TV and Simon Music Library Recital Center Roof and Façade Repair and Replacement

Background

Staff recommends approval to the State Budget Agency and the State Budget Committee of the following capital projects in accordance with the expedited action category originated by the Commission for Higher Education in May 2006. Institutional staff will be available to answer questions about these projects, but the staff does not envision formal presentations.

Supporting Document

Background Information on Capital Projects for Expedited Action, Thursday, November 8, 2018

Capital Projects for Expedited Action
Thursday, November 8, 2018

A-1-19-2-12 Indiana University Bloomington – Fine Arts, Radio-TV and Simon Music Library Recital Center Roof and Façade Repair and Replacement

The Trustees of Indiana University request to proceed with roof replacements at the Fine Arts, Radio-TV and Simon Music Library Recital Center buildings, as well as façade and parapet repairs and replacements at the Simon Music Library Recital Center. This project will replace aged roofing on all three buildings totaling approximately 91,500 square feet. Additionally, façade and parapet repairs and replacements at the Simon Music Library Recital Center are necessary as the limestone veneer has become cracked, spalled, or displaced causing fragments to fall from the building. Repairs and replacements are needed to prevent future failures of the exterior.

COMMISSION FOR HIGHER EDUCATION
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INFORMATION ITEM A: Academic Degree Programs Awaiting Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Indiana University Purdue University Indianapolis	Professional Doctorate in Dietetics (IU)	6/27/2018	Under Review
02	Purdue West Lafayette	Executive Master of Health Administration	10/19/2018	Under Review

COMMISSION FOR HIGHER EDUCATION
 Thursday, November 8, 2018

INFORMATION ITEM B: Academic Degree Program Actions Taken By Staff

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	IUPUI	Bachelor of Science in Tourism, Event, and Sport Management (IU)	10/15/2018	Changing the name
02	Indiana University East, Kokomo, and Northwest	Bachelor of Science in Sociology	10/15/2018	Adding distance education
03	IUPUI-Fort Wayne	Certificate in Global Health and Rehabilitation Services (IU)	10/15/2018	Adding locations
04	IUPUI-Fort Wayne	Certificate in Rehabilitation and Disability Studies (IU)	10/15/2018	Adding locations
05	IUPUI	Post-MSN Graduate Certificate in Adult Gerontology Clinical Nurse Specialist (IU)	10/15/2018	Adding a certificate
06	IUPUI	Post-MSN Graduate Certificate in Family Nurse Practitioner (IU)	10/15/2018	Adding a certificate
07	IUPUI	Post-MSN Graduate Certificate in Pediatric Nurse Practitioner-Primary Care (IU)	10/15/2018	Adding a certificate
08	IUPUI	Post-MSN Graduate Certificate in Adult Gerontology Acute Care Nurse Practitioner (IU)	10/15/2018	Adding a certificate
09	IUPUI	Post-MSN Graduate Certificate in Adult Gerontology Primary Care Nurse Practitioner (IU)	10/15/2018	Adding a certificate
10	IUPUI	Post-MSN Graduate Certificate in Pediatric Clinical Nurse Specialist (IU)	10/15/2018	Adding a certificate

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
11	IUPUI	Post-MSN Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner (IU)	10/15/2018	Adding a certificate
12	Indiana University East	Bachelor of Science in Psychology	10/15/2018	Changing the credit hours
13	Ball State University	Master of Arts in Latin	10/15/2018	Eliminating a program
14	Ball State University	Master of Arts in German	10/15/2018	Eliminating a program
15	Ball State University	Master of Arts/Master of Arts in Education in French	10/15/2018	Eliminating a program
16	Ball State University	Bachelor of Arts/Bachelor of Science in Business Education	10/15/2018	Eliminating a program
17	Ball State University	Bachelor of Arts/Bachelor of Science in Manufacturing Engineering Technology	10/15/2018	Eliminating a program
18	Indiana State University	Master of Arts in Education in Elementary Education	10/15/2018	Suspending a program
19	Indiana State University	Master of Arts in Education in Curriculum and Instruction	10/15/2018	Changing the name
20	Purdue University West Lafayette	Doctor of Philosophy in Technology	10/15/2018	Changing the name
21	Purdue University Global	Associate of Applied Science in Early Childhood Development	10/15/2018	Suspending a program
22	Purdue University Global	Associate of Applied Science in Human Services	10/15/2018	Suspending a program

<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
23	Purdue University Global Associate of Applied Science in Paralegal Studies	10/15/2018	Suspending a program
24	Purdue University Global Bachelor of Science in Early Childhood Development	10/15/2018	Suspending a program
25	Purdue University Global Bachelor of Science in Human Services	10/15/2018	Suspending a program
26	Purdue University Global Bachelor of Science in Information Management	10/15/2018	Eliminating a program
27	Purdue University Global Bachelor of Science in Legal Studies	10/15/2018	Suspending a program
28	Purdue University Global Bachelor of Science in Paralegal Studies	10/15/2018	Suspending a program
29	Purdue University Global Bachelor of Science in Political Science	10/15/2018	Suspending a program
30	Purdue University Global Bachelor of Science in Psychology	10/15/2018	Suspending a program
31	Purdue University Global Certificate in Medical Assistant	10/15/2018	Changing the credit hours
32	Purdue University Global Dental Assistant Diploma	10/15/2018	Suspending a program
33	Purdue University Global Medical Assistant Certificate-Onsite	10/15/2018	Suspending a program
34	Purdue University Global Post-Baccalaureate Certificate in National Security Administration	10/15/2018	Eliminating a program

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
35	Purdue University Global	Post-Master's Certificate in Instructional Design for Organizations	10/15/2018	Eliminating a program
36	Purdue University Global	Post-Master's Certificate in K-12 Educational Leadership	10/15/2018	Eliminating a program
37	Purdue University Global	Post-Master's Certificate in Literacy and Language Teaching	10/15/2018	Eliminating a program
38	Purdue University Global	Post-Master's Certificate in Mathematics Teaching	10/15/2018	Eliminating a program
39	Purdue University Global	Post-Master's Certificate in Online College Teaching	10/15/2018	Eliminating a program
40	Purdue University Global	Post-Master's Certificate in Teaching with Technology	10/15/2018	Eliminating a program
41	Vincennes University	Associate of Science in Software Development	10/15/2018	Changing the name
42	Vincennes University	Bachelor of Arts in Education-Mathematics	10/15/2018	Changing the credit hours
43	Vincennes University	Certificate of Program Completion in Accounting	10/15/2018	Changing the credit hours
44	Vincennes University	B.S. in Education-Special Education, Mild Intervention K-12	10/15/2018	Changing the name
45	Indiana University Bloomington, IUPUI, Kokomo, Northwest, South Bend, and Southeast	Associate of Science in Liberal Studies	10/15/2018	Adding a degree designation

COMMISSION FOR HIGHER EDUCATION

Thursday, November 8, 2018

INFORMATION ITEM C:

Media Coverage

Staff has selected a compilation of recent media coverage related to the Commission for the November meeting. Please see the following pages for details.

The Herald
Scholarship available for education degree
October 2, 2018

High school seniors planning to pursue a degree in education can now apply for the Next Generation Hoosier Educators Scholarship, according to State Rep. Shane Lindauer, R-Jasper.

Applicants must be in the top 20 percent of their high school graduating class or have earned a score in the top 20th percentile on the SAT or ACT. Recipients must commit to teaching in Indiana for five consecutive years upon graduation.

Interested students should be nominated by a teacher and submit a nomination form with their application, which is available at ScholarTrack.IN.gov. College students currently studying education also may as long as they graduated from an Indiana accredited high school or non-accredited nonpublic high school.

For more information and to apply before the Nov. 30 deadline, visit www.LearnMoreIndiana.org/nextteacher.

Tribune-Star
FAFSA open for 2019-20 school year
October 2, 2018

The Indiana Commission for Higher Education announced Monday that the Free Application for Federal Student Aid is open for the 2019-20 school year. With over \$300 million available in state financial aid — as well as billions of dollars in federal aid — it is more important than ever for Hoosiers to file the FAFSA on time by April 15, 2019.

This year, changes to the FAFSA will give students even more flexibility when filing for financial aid. The U.S. Department of Education recently revealed a new option for filing the FAFSA — a smartphone application. The myStudentAid app, available for iOS and Android devices, was designed to make it easier for the nearly 19 million students who file a FAFSA every year. Specifically, the app will benefit students who do not have a computer or high-speed internet at home.

It is important for all students to file the FAFSA regardless of family income. In addition to determining eligibility for state and federal financial aid, many colleges require a completed FAFSA to award merit and need-based scholarships. Filing the FAFSA is particularly important for Indiana's 21st Century Scholars who must file on time to earn the state scholarship that pays for up to four years of college tuition.

Filing the FAFSA

Students can file the FAFSA online at FAFSA.gov or using the myStudentAid app. The first step for students who have never filed the FAFSA is to create a Federal Student Aid ID. Then, each student will need:

- Social Security Number
- Alien Registration Number (for non-U.S. citizens)
- Federal income tax returns, W-2s, and other records of money earned
- Bank statements and records of investments (if applicable)
- Records of untaxed income (if applicable)

The U.S. Department of Education provides email and live chat assistance for FAFSA filers as well as a helpline at 800-4FED-AID. Hoosier families can also find FAFSA help through INvestEd Indiana at www.investedindiana.org. For questions about state financial aid, students can contact the Indiana Commission for Higher Education by phone at 888-528-4719 or via email at awards@che.in.gov.

The Statehouse File
FAFSA now open, but with changes
Dionte Coleman
October 2, 2018

INDIANAPOLIS – Monday, the Indiana Commission for Higher Education announced that the Free Application for Federal Student Aid – FASFA – is now open for the 2019-2020 school year until April 15, 2019.

But there have been a few changes made in comparison to years past.

The state currently has more than \$300 million available in state financial aid. Billions more is available in federal financial aid.

This year the FASFA will give students new options when filing for financial aid. The U.S. Department of Education recently created a smartphone application that will allow students to apply from their phones.

The myStudentAid app is available for iOS and Android devices. It was designed to make it easier for the 19 million students who file for FASFA each year to apply for aid. It is designed to help students who do not have a computer or high-speed internet at home.

To apply for FASFA students must go online to FASFA.gov or use the new myStudentAid app. They will then need:

- Social Security Number
- Alien Registration Number (for non-U.S. citizens)
- Federal income tax returns, W-2s, and other records of money earned
- Bank statements and records of investments (if applicable)
- Records of untaxed income (if applicable)

The U.S. Department of Education provides email and live chat assistance for FASFA assistance as well as a helpline at 1-800-4FED-AID (1-800-433-3849). Investedindiana.org or the Indiana Commissions for Higher Education are also options for Hoosiers that have questions about state financial aid. The Indiana

Commissions for Higher Education can be reached at by phone at 1-888-528-4719 or via email at awards@che.in.gov.

Dionte Coleman is a reporter for TheStatehouseFile.com, a news website powered by Franklin College journalism students.

**Inside Indiana Business
Centric Names Innovation Award Winners
Tara Twigg
October 4, 2018**

Centric Inc. has announced winners of the 2018 Indiana Innovation Awards and Excellence in Innovation Award. Established in 2011, the Indiana Innovation Awards are the only broad-based innovation awards focused on Indiana. The awards seek to recognize those individuals and organizations who are successfully leading the innovation charge in our state. This annual celebration culminates at the Day of Innovation each fall.

The official 2018 Indiana Innovation Award winning innovations are:

- SmartCore – AgNext (West Lafayette) The SmartCore by AgNext is an industrial-grade, autonomous robot that performs soil sampling and collection, and returns to its launch point, all without human assistance.
- The Big App – Big Brothers Big Sisters of Central Indiana, Counterpart, Crafted (Indianapolis) The Big App equips Big Brothers Big Sisters matches with activities and experiences that intentionally foster and work toward positive youth outcomes-accessible any time.
- Traffic Cloud – DemandJump (Indianapolis) DemandJump's Traffic Cloud customer acquisition platform helps marketers and executives find more customers, allowing for quantifiable measurement and cross-channel reporting.
- FLIR Griffin G510 – FLIR Systems (West Lafayette) The FLIR Griffin G510 person- portable Gas Chromatograph-Mass Spectrometer (GC-MS) is the first to provide laboratory-quality Gas Chromatograph/Mass Spectrometry (GC/MS) capability in a truly person- portable format.
- GroPod – Heliponix (Evansville) The Heliponix GroPod is an aeroponic appliance that can yield a full head of leafy greens on a daily basis, or sizable harvests of dwarf varieties of larger plants.
- ScholarTrack – Indiana Commission for Higher Education (Indianapolis) ScholarTrack is a comprehensive application and communication system that guides students and families through the process of planning for, applying and maintaining their state financial aid.
- TheMadOptimist.com – The Mad Optimist (Bloomington) The world's first online, customized soap making studio. All-natural, vegan, halal, gluten-free custom soap.
- Food Grade Water Soluble Film – MonoSol (Merrillville) MonoSol's food grade water soluble film is a transparent, odorless and tasteless film composed of a proprietary blend of food grade ingredients. The film is used to package a single dose of consumer use protein powder.

- Socio Platform – Socio Labs (West Lafayette and Indianapolis) Socio is a SaaS product that helps organizers optimize their events & boost ROI for their organization, attendees, sponsors and exhibitors.
- SnapShyft Platform – SnapShyft (Indianapolis) SnapShyft's gig-staffing platform instantly connects food and beverage, and hospitality venues with reliable, qualified workers when short-staffed.

Also, Martha Hoover (pictured), founder and president of Patachou Inc., has been named the 2018 Excellence in Innovation Award winner. Hoover was chosen by Centric's board of directors. Hoover, and the other winners, will be celebrated at Centric's Day of Innovation conference October 11 at Butler University. Learn more by clicking [here](#).

Northwest Indiana Business Magazine
Indiana's Next Level Jobs initiative gains more partners, resources to help Hoosiers open doors to better-paying careers
Larry Avila
October 12, 2018

Indiana's [Next Level Jobs](#) initiative has gained more partners and resources to connect people to the skills they need to land better-paying jobs.

[Skillful Indiana](#), which will work to assist people—particularly individuals without a four-year college degree—to land a good job in a changing economy.

The launch of Skillful Indiana brings together the Markle Foundation, Microsoft Philanthropies, LinkedIn, Walmart, Lumina Foundation, Purdue University and Purdue Extension with the Gov. Eric Holcomb's Workforce Cabinet and local workforce development boards to create better pathways to good jobs for Hoosiers. Skillful Indiana will work with Indiana businesses and the state's educational community to equip Hoosiers with marketable skills for the digital economy.

"Adding Skillful to the Hoosier state is a game-changer when it comes to skilling up our workforce," Holcomb said. "Here in Indiana, we've built a strong pro-growth business climate and have a fully-funded infrastructure plan, but we also need to ensure every Hoosier is prepared for this ever-changing economy while attracting more people to fill the jobs of tomorrow. Skillful Indiana will serve as a force multiplier—strengthening and building upon workforce efforts already underway to connect people with the skills they need for high-wage, high-demand jobs."

Skillful was launched in Colorado. Skillful engages employers, educators, policymakers and workforce development organizations to create a labor market where skills are valued, and people can more easily access the information and education they need to secure good jobs. Skillful, with its partner Microsoft, selected Indiana for expansion because the organization believed Indiana had the elements needed for the program including support from the governor's office and Indiana's workforce ecosystem.

“We are incredibly impressed with the extraordinary work going on in Indiana,” said Beth Cobert, Skillful CEO. “With Skillful Indiana, we see a tremendous opportunity to bring additional resources, national partners and road-tested programming to contribute to the exciting things happening here.”

Skillful will bring to Indiana innovations developed in Colorado, as well as those shared within the Skillful State Network, a coalition of 20 governors, including Holcomb, who have made innovation in workforce development a state priority.

Skillful Indiana will focus on accelerating a skills-based labor market through the following:

- Working with employers to expand opportunities for people of diverse backgrounds and deepen their talent pool of qualified candidates by helping them to recruit and hire with a focus on skills, as well as encouraging employers to invest in skill building for their employees on the job, at colleges or online.
- Working with Indiana’s higher education community so that all are better able to anticipate economic shifts and be responsive to them, as well as supporting the advancement of skills-based credential and data platforms.
- Investing in the professional development of career coaches at organizations like WorkOne, Purdue Extension and local nonprofits so that they are better equipped to connect Hoosiers to effective training opportunities and quality jobs.
- Applying data-driven insights and technology tools toward its efforts so that the same technologies disrupting the economy are put to use in adapting to it. For example, online tools to create skills-based job postings and to assess the skills of job applicants.

Indianapolis Star

Gov. Holcomb: New jobs require Hoosiers to move beyond a diploma

Eric Holcomb

October 14, 2018

Every day, I hear from hardworking Hoosiers who want better jobs, healthier communities and more opportunities for their children. I also hear from business owners who have open positions but can’t find people with the skills to fill them. I am convinced that perhaps my greatest charge as governor is to bring these folks together.

I don’t believe we need to choose between improving the lives of individuals and meeting the needs of our highest demand industries. In fact, the two go hand-in-hand. When our people do better, businesses do better — and our state’s economy grows as those companies invest back in our citizens and communities.

That’s what my workforce agenda, Next Level Jobs, is all about. The premise is simple: Meet Hoosiers wherever they are on their career path — whether they’re a kindergartener, high school student, college student or career veteran looking for a new opportunity. We need to give them the tools they need to achieve lifelong success.

At every step along the way, we’re making wise investments, starting with our youngest students —

expanded pre-kindergarten; a focus on STEM (science, technology, engineering and math) and computer science; and incentives for adults to return and get the skills they need in a dynamic economy.

For high school students, we're aligning career and technical education courses to high-wage industries. We created graduation pathways to help students map out a path to their next step — reflecting their personal aspirations and strengths while tailoring interests to the communities where they live. We want to provide students with the fundamentals and the intellectual curiosity they'll need, should they have to change course in a dynamic economy.

Nearly every job being created will require something beyond a diploma, and Indiana will maintain its commitment to making sure our high school students who work hard have the opportunity to earn credentials that lead to great careers. Our 21st Century Scholars program, which provides scholarships to low-income students who commit to academic success and activities that make them more likely to graduate, is a vivid example. With more than 27 years of experience under our belts, Indiana has the most fine-tuned "free college" program in the nation. Building on lessons learned since its inception, our 21st Century Scholars are entering college at the highest level of all high school students and are earning a credential at dramatically higher levels than their low-income peers.

Additionally, we created NextLevelJobs.org to support Hoosier adults by offering programs that can be accomplished while working. Our ultimate goal? To fill the 90,000-plus jobs available right now and make our workforce system better aligned to employer need. As part of Next Level Jobs, the Employer Training Grant provides financial support to Indiana companies to hire, train and retain Hoosier adults while the Workforce Ready Grant offers tuition-free certificates at Ivy Tech or Vincennes University in high-demand industries.

These grant programs are valuable because they get Hoosiers into high-demand jobs quickly. For employers, they fill an immediate economic need. For working Hoosiers, they provide a foot in the door to a new career with opportunities for advancement. Individuals and businesses alike must accept the reality of our modern economy. People must be willing to learn new skills throughout their careers, and employers must invest time and resources into the ongoing development of their workforce.

As Indiana continues to commit record-level funding to education, we are encouraged by the success of our investments, such as Jobs for America's Graduates — with a 90 percent success rate. Additionally, we helped more than 14,000 Hoosiers with some college but no degree finish what they started through You. Can. Go. Back., and we are currently breaking new ground in our corrections system with the coding academy The Last Mile. In short, we are making higher education more focused on student outcomes.

That said, these programs are not enough to crack the workforce code. We must do more.

This month, my workforce cabinet will complete a report detailing what's working and what's not. We'll recommend ways to improve our education and workforce system so that people, businesses and — ultimately — our state's economy see even greater returns for our state's investment.

I refuse to accept that we must choose between programs that move Hoosiers quickly into today's jobs and those that strengthen our future economic vitality. The stakes are too high. Indiana is proving every day that we can do both.

Chronicle Tribune
Making higher education possible
Abigail Roberts
October 16, 2018

"I just found out that I could actually go to Purdue," said Mariely Marin with tears in her eyes.

A first-generation college student and 21st Century Scholar, Mariely is just one of the 130 Eastbrook seniors who attended Project Leadership's yearly Free Application for Federal Student Aid (FAFSA) lab. In just 40 minutes, Mariely and her parents Ramiro and Margarita were able to fill out, complete and receive an analysis of Mariely's FAFSA application.

"The people were really helpful," said parent Ramiro Marin.

Like buying a house or a car, paying for college can be intimidating for families and students alike.

"College is one of the most expensive things you're going to purchase in your life," said Steve Gibson, Project Leadership director of content. "Being able to help students and families through the process is a pretty amazing thing."

"It is an opportunity to take care of what many families feel to be the most stressful parts of their post-secondary experience," said Tammy Pearson, director of Project Leadership.

Hunched over red laptops, the last Eastbrook senior class of the day finishes up the final pages of their FAFSA applications. With the help of a blue eight-point sheet, students walk through the process step by step. Project Leadership staff lean over the desks answering questions and helping define complicated terms. At nearby tables, families meet with staff and analyze their FAFSA results.

Pearson said for those who are completing the FAFSA for the first time, it is such a comfort to come to a lab and be surrounded by people familiar with the process who can customize and tell students exactly what their results mean for them and their future as a student.

Last fall, 470 seniors across all five school districts were helped in FAFSA labs put on by Project Leadership. In total, out of 116 completed and 313 started applications, a possible \$3,306,209 in federal grant dollars was identified. Aid can come in the form of grants and unsubsidized loans.

Also, for 21st Century scholars, FAFSA is a requirement in applying for 21st Century Scholar's four-year undergraduate tuition scholarship.

"FAFSA is important," Pearson said. "It plugs students into federal and state financial aid opportunities to assist them in their future college costs."

Dave Murray, president of the National Center for College Costs, has staffed Project Leadership FAFSA labs for the last decade. Murray provides estimations for students and families of what their post-secondary costs will look like.

“Typically, two-thirds of parents say, ‘We have more options financially for college than we did an hour ago,’” Murray said. “This work is very very gratifying ... I just show them they can do it.”

Seniors Levi Smith and Dakota Alters agreed the lab was helpful and although they didn’t finish their application in the lab, they hope to complete it at home.

“We’ve certainly had some tear-jerking moments today,” Gibson said. “A parent who wasn’t convinced college was in the picture, I was able to see the mom be moved by the realization that they might be able to afford college.”

Grant County students have four more opportunities to attend FAFSA labs this year. Tuesday, Oct. 30 at Marion High School, Wednesday, Oct. 31 at Madison-Grant High School, Monday, Nov. 5 at Mississinewa High School and Tuesday, Nov. 13 at Oak Hill High School.

WANE
College Goal Sunday to offer free FAFSA filing help
October 16, 2018

Financial aid professionals will be volunteering at Ivy Tech Community College Fort Wayne (Coliseum Campus, 3800 N Anthony Blvd.) and Warsaw (2545 Silveus Crossing) and 38 other sites in Indiana to help college-bound students and their families open the door to financial aid during College Goal Sunday.

The event is set for 2 p.m. on Oct. 28, 2018.

The free program assists Indiana students in filing the Free Application for Federal Student Aid (FAFSA). The FAFSA form is required for students to be considered for federal and state grants, scholarships, and student loans at most colleges, universities, and vocational/technical schools nationwide.

The FAFSA form MUST be filed by April 15 to be eligible for Indiana financial aid. College Goal Sunday is important, since completing this form correctly and by the deadline can feel complicated and time consuming. In less than one afternoon at College Goal Sunday, students and their families can get free help and file the form online.

Now in its thirtieth year, College Goal Sunday has helped more than 94,000 Indiana students and families complete the FAFSA form properly and on time. College Goal Sunday is a charitable program of the Indiana Student Financial Aid Association (ISFAA).

“The event on October 28th will be one of two College Goal Sundays ISFAA is offering this FAFSA filing season.” said Bill Wozniak, co-chair of College Goal Sunday. “We hope all Hoosiers who have not filed already, take advantage of College Goal Sunday events across Indiana, file the FAFSA, and get one step closer to fulfilling their educational goals.”

According to the Indiana Commission for Higher Education (CHE), programs like College Goal Sunday are reaching first-generation college students. In recent years, according to CHE statistics, more single-

parent Hoosier families have filed for financial aid, indicating programs like College Goal Sunday are reaching high-risk students and their families.

“Students who don’t complete their financial aid paperwork properly and on time are often very disappointed when they find out how much financial aid they lost,” said Wozniak. “This is why the Indiana Student Financial Aid Association not only continues to provide College Goal Sunday, but offers two events during the year. If our assistance gives students a better chance at higher education and less debt, we’re fulfilling our mission.”

What students should bring

Students should attend College Goal Sunday with their parent(s) or guardian(s), and parents should bring completed 2017 IRS 1040 tax returns, W-2 Forms and other 2017 income and benefits information. Students who worked last year should bring their income information as well. Students 24 years of age or older may attend alone and bring their own completed 2017 IRS 1040 tax return, W-2 Form, or other 2017 income and benefits information. Students and parents are encouraged to apply for their U.S. Department of Education FSA IDs at fsaid.ed.gov before coming to the event. Volunteers will walk through the online form line-by-line and answer families’ individual questions as needed. All sites offer FAFSA online capabilities and many have Spanish interpreters. A complete list of sites is available at CollegeGoalSunday.org.

Attendees may win educational prizes

Students may also win one of five \$1000 scholarships. Students who attend any of the College Goal Sunday sites and submit a completed evaluation form will automatically be entered in a drawing for a \$1000 scholarship. The winners will be notified in December, and prizes will be sent directly to the higher education institution selected by the winning students.

21st Century Scholars benefit

21st Century Scholars are income-eligible students who sign a contract in the seventh or eighth grade promising they will graduate from high school, meet grade point requirements, fulfill a pledge of good citizenship, and apply for college financial aid. Upon high school graduation, Scholars who have fulfilled the commitment receive state funds to help cover their college tuition and fees for eight semesters at eligible Indiana colleges. To fulfill their pledge, scholars must submit a completed FAFSA form on time. College Goal Sunday can help.

MinnPost
MN Reconnect: New adult learner program at 4 Minnesota State campuses aims to help those with prior credits cross the finish line
Erin Hinrichs
October 18, 2018

There's a lot of talk about preparing high schoolers to be college- and career-ready. But simply getting graduates to enroll in college isn't enough. If those students aren't equipped to see their postsecondary journey through to completion, they're saddled with debt and no clear pathway to career advancement.

This is a reality faced by far too many Minnesotans, and a new program seeks to reconnect them to schools in the state.

According to 2015 state data, only 23 percent of first-time, full-time undergraduates entering a state university graduated in four years. That number increased to 47 percent for the six-year graduation rate.

The graduation outcomes are better at both the University of Minnesota and private colleges. But for Minnesota's two-year state colleges, the three-year grad rate was at 29 percent. And the three-year grad plus transfer rate was 49 percent.

Broken down by race, completion rates illustrate some stark disparities in the Minnesota higher education landscape. While 34 percent of white students graduated within three years at Minnesota state colleges in 2015, graduation rates were much lower for every other racial and ethnic group: 19 percent for Hispanic students, 18 percent for American Indian and Asian students, 16 percent for multi-racial students, and 9 percent for black students.

Looking to help more students who gave college a try but eventually called it quits before attaining any sort of certification, the [Minnesota State system](#) and the state [Office of Higher Education](#) have partnered to launch [MN Reconnect](#).

The program aims to help adult learners who have some prior credit, but no degree, to re-enroll and finish their postsecondary education. It's currently piloting at four campuses: [Inver Hills Community College](#), [Lake Superior College](#), [Riverland Community College](#) and [South Central College](#).

"Through MN Reconnect, the State of Minnesota is making a critical investment in advancing our workforce. Adult learners in Minnesota now have an exciting new option to complete their education, and advance their career," said Larry Pogemiller, Minnesota Office of Higher Education commissioner, in a press release announcing the new initiative last week.

Tapping into a critical population

Participants in the MN Reconnect program will work one-on-one with a personal adviser, assigned to help them navigate the re-enrollment process from start to finish. There are four of these "navigators" — one stationed at each pilot campus.

These positions are paid for by a \$748,000 grant that Minnesota State and the state Office of Higher Education received from the [Lumina Foundation](#), an Indianapolis-based foundation that funds higher-

education initiatives nationwide. The two entities had recently participated in a workshop hosted by both Lumina and the [State Higher Education Executive Officers \(SHEEO\) association](#), a Boulder-based national association of state higher-education government agencies, to talk about ways to better meet the needs of adult learners; they were subsequently invited to apply for funding to bring their shared vision to fruition.

This initial funding will support the new program at all four pilot campuses — selected because they'd already taken initiative to remove barriers for adult learners — throughout this year and into the following academic year. After that, Meredith Fergus, head of the MN Reconnect program with the state Office of Higher Education, says she and her colleagues in this work will look to lobby state officials for continued funding to sustain and expand the program.

“We wanted to work with colleges who had kind of started down that path that we could leverage — so they could teach us what they already knew and we could provide them with some funding that would allow them to get to the next step,” she said. “But our goal is, really, to get all colleges in Minnesota on this pathway towards serving adult learners better, especially former students. But we’re just having to start small because of the limited funding.”

Listing some of the common barriers that these four campuses have been making more of a concerted effort to address, Fergus pointed to evening financial aid office hours, on-campus child care, transportation assistance, a simple process for acquiring credit for prior learning, and the opportunity to enroll in a year’s worth of coursework at the start of the year, so working students can better plan for child care and transportation.

She talks about how MN Reconnect has the potential to help meet both the needs of adult learners and the state’s employment needs. But she’s also focused on using this program as a way to meet the state’s educational achievement goal. In 2015, the state Legislature enacted a goal that 70 percent of Minnesotans ages 25 to 44 should have a postsecondary credential by 2025.

To get there, the state is paying greater attention to the approximately 115,000-140,000 Minnesotans in that age bracket who dropped out of college — who have some credits but no degree, no certificate, Fergus said.

“We saw that as a primary population that we could tap into, to get them to come back to college, finish their program — whether it’s the one they first started, or it’s the one most applicable to their job now — and actually have a quick win on making progress towards our educational achievement goal,” she said. “Furthermore, we know that students of color are actually more likely to drop out of college than white students, and low-income students are more likely to drop out than upper-income students. So by focusing on dropouts, we can also target individuals of color, as well as low-income students, to help get them back in and get that certificate or degree, which will help them, in terms of economic outcome.”

To recruit participants for the MN Reconnect program, the state Office of Higher Education is helping all four pilot campuses market the program. Program staff are targeting adults between the ages of 25 and 44 who have been out of college for at least two years, had earned at least 15 credits, and are interested in re-enrolling to earn a certificate, diploma or associate degree through one of the four participating colleges.

Adults with prior credit but no certification who don't fall within these parameters are still encouraged to apply and participate, Fergus says. That includes those who may have studied at a college outside of Minnesota, or outside of the Minnesota State system. It's just that these folks won't be receiving the direct invitations to apply that dropouts from the four participating campuses have already begun receiving.

Removing barriers

As the first to fill its new MN Reconnect navigator position, Inver Hills Community College was able to enroll its initial cohort of participants at the start of the fall semester. The campus currently has about 70 students enrolled, with more lined up to enroll in the spring semester. It's a strong start toward hitting the 125 students-per-campus goal minimum set by the state Office of Higher Education.

Heidi Thury, the college's on-site navigator, has been working on campus for the last seven years and is familiar with the college's prior-existing adult learner initiatives. While she'll spend the bulk of her time doing one-on-one advising with program participants, she'll also be looking to enhance programs that support adult learners and address policies that continue to act as barriers for this particular student population.

For instance, she says Inver Hills Community College already has a pretty well established prior learning assessment program and College-Level Examination Program, both of which allow students an expedited pathway to earning credit for skills they have acquired in the workforce for a fraction of the cost of a regular college course. Other expedited pathways to credit — that are also less expensive and more flexible — exist as well to support adult learners on campus.

But she'd like to see more departments get involved in collaborating with the new director of prior learning assessment, to expand offerings. Likewise, she's advocating for an expansion of evening course offerings, since many of the adult learners she's advising are working full-time jobs.

Additionally, she's advocating for a policy change to a process that she thinks serves as an unnecessary deterrent for many adult learners interested in re-enrolling to complete their studies: the cumbersome appeals process for prior academic suspension, which is tied to financial aid suspension.

"We forget that those feelings that come up can really create a sense of anxiety and a feeling that maybe I really don't belong again," she said. "In most likelihood, they will get approved. So it's this little hoop they have to jump through. And I think it'd help their mindset if they could come in without having to think so much about it."

For Jon Quinn, having Thury as a resource has been a game-changer. He'd initially started out studying information technology at Colorado State University as a recent high school graduate, but chose not to complete his studies once he was offered a position in the restaurant industry that would allow him to make more money than he figured he'd be able to make in his field of study at that time. Then he started a family and had two kids.

He'd long toyed with the idea of going back to complete his college studies, he says. But the undertaking felt daunting. Seeing his own kids off to college, he felt the timing was finally right to take action.

“They motivated me to continue my education. And, of course, I’d like to increase my earning potential. I want to make more money and work with my head instead of my body,” he said. “But as an adult learner, I wasn’t quite sure how I was going to be able to put education into my work life and still be able to be successful at both.”

Once he connected with Thury, he was able to map out a pathway that actually expanded upon his initial ambitions. At Inver Hills Community College, he’ll build upon the prior credits he’d earned to earn an associate of arts and earn some professional certificates that’ll allow him to get some professional experience in the IT and computer science sector. He’ll be able to do all this while continuing to work full time by taking advantage of online and evening classes, when possible.

From there, he now plans to go for a bachelor’s degree as well, by continuing his studies at Concordia College. “It feels good to see everything on paper and be like, ‘Well, by 2020, I’m gonna be starting my bachelor’s degree,’ ” he said, adding he plans to complete that final step within 18 months.

Part of a national trend

In many aspects, Minnesota is still catching up to other states when it comes to helping adults with some college credit but no certification to complete their studies.

Andy Carlson, vice president of finance policy and member services for SHEEO, has been working closely with Minnesota on its newly launched MN Reconnect program. But he also works with other states who are making advances in this work. From his perspective, there’s been a notable shift over the last three or four years in terms of who’s interested in thinking about adult education pathways differently. With most states having adopted postsecondary educational attainment goals, it’s no longer just higher-ed insiders who are focused on this, he says, but policymakers as well.

“The high school pipeline is not growing the way it used to,” he said. “So the adult student is really critical if states want to hit those goals. And those goals tend to be tied to workforce and economic needs, so they’re pretty darn important for a state.”

Some state programs are set up to funnel adult learners into high-needs workforce areas, while others are open to all areas of study. Some programs operate statewide, while others are more limited in scope. Some are confined to community and technical college, while other have brought four-year universities into the fold. Some offer students reduced, or even free, tuition.

In Indiana, the state offers two programs geared toward breaking down barriers for adult learners. The [“You Can. Go Back.” program](#) was designed to help adult learners who had dropped out of college come back to finish their degree. This initiative supports students with a state grant, recently increased to \$2,000. Additionally, state policies have been adjusted to allow for more leniency for those who have been out of school for more than two years and re-enroll under this adult program: Their prior grades are discounted.

Building on this program, the state recently launched [Next Level Jobs](#). This program provides adult residents with an opportunity to earn a free high-demand certificate, to advance in their work sector.

“We can drive people to different places on the website in a clear and simple way,” said Teresa Lubbers, the state’s commissioner for higher education. “What we know is if it’s too complicated, you lose people at the very beginning.”

They’ve tracked more than 300,000 unique hits on their website, she says. At least 30,000 have provided information on the website that her office has then passed on to community colleges. Over 10,000 have enrolled in the workforce-ready grant program in just a little over a year.

In her experience, it’s also important for states to be “pretty aggressive about using prior learning assessments” to award credit in a more affordable, expedited way for adult learners.

“I think it’s important to value the knowledge that people have gained in nontraditional educational ways,” she said.

In Mississippi, the [Complete 2 Compete](#) program launched in Aug. 2017 and is already showing some promising levels of engagement and impact. Right now the program has 13,000 applicants, says Stephanie Bullock, the program’s project coordinator with the Mississippi Institutions of Higher Learning. To date, they’ve awarded 701 degrees to participants — many of whom didn’t actually need to invest in additional coursework to get a degree. And 860 students are currently enrolled.

Highlighting some of the elements that make this state initiative unique, Bullock points to their use of program coaches stationed at each of the 24 participating campuses, a pillar similar to the one MN Reconnect is being built around. In total, she oversees 50 of these advisers — a number that’s grown in tandem with the increase in demand.

She also points to a grade-forgiveness policy that allows students enrolling in the Complete 2 Compete program a fresh start, in terms of not having past grades calculated into their new GPA.

Additionally, the creation of a university studies degree program — specifically designed for program participants looking to attain a bachelor’s degree to advance at work, or to apply for a job that requires a degree without specialization — offers adult learners more flexible option for going back to school. Under this pathway, they can apply up to 30 hours of technical credits toward a bachelor’s degree — a significant change in the way most state public universities had dealt with technical credits.

Finally, Bullock says the program offers students access to grant funding — provided by the W.K. Kellogg Foundation — that they can access in \$500 increments, each semester, to pay off past college debt at other Mississippi institutions that may have been preventing them from re-enrolling.

All five of the states that Carlson is currently working with through this round of Lumina grants — Minnesota, Washington, Maine, Indiana and Oklahoma — are all doing things that are “very, very different,” he says. But he believes they’re all committed to figuring out what an adult learner needs in order to succeed.

“The reality is, someone who attempted college and didn’t succeed comes with a lot of legitimate baggage from that experience, potentially,” he said. “So the worst thing a state can do is re-engage students — get them to come back and invest their resources and time — and then not succeed a second time.”

Tribune-Star
Greg Goode leaving Indiana State University for new opportunity in Washington state
October 23, 2018

Gregory Goode, executive director of government relations at Indiana State University, is leaving the university to take a position as president and chief executive officer of the Historic Trust, a nonprofit organization based in Vancouver, Wash.

His last day at Indiana State will be Dec. 7.

Goode has served in his current role at Indiana State since 2012; he served in a similar position at the university from 2002 to 2007.

"I love Indiana State University. It transformed my life as a student in the 1990s, and to have the opportunity to serve two tours of duty, resulting in more than 11 years of service has been nothing short of amazing. Indiana State does so much for so many throughout the region and state in countless, often unheralded, ways," Goode said in a university news release.

During the past six years, Goode has led efforts to secure funding for a variety of projects that have helped advance Indiana State's mission while also improving the Wabash Valley. He has helped procure more than \$132 million in construction funding including a \$64 million project, the largest in the institution's history, for the new College of Health and Human Services addition and renovation.

Goode also advocated for \$4.7 million in funding to support Indiana State's commitment to first-generation college student success and helped lead the creation and sustainment of the Indiana Principal Leadership Institute (IPLI) at Indiana State. Goode has also assisted community entities such as Wabash Valley Art Spaces secure significant external funding for enhancing the quality of place in this region.

"I would first like to say how happy we are for Greg and his family as he moves into this prestigious position. We have been tremendously fortunate to have had him on our team, and his unwavering commitment and dedication to his alma mater have made a huge impact on our university and our community," said Deborah J. Curtis, president of Indiana State. "He will be greatly missed. On a personal level, I owe him a debt of gratitude for the guidance he has provided and for all he has done to introduce me to the state's leaders and policymakers."

Curtis is the third president Goode has served.

"I have worked for three tremendous presidents at ISU and each has touched my life. President Deborah Curtis is an amazing leader, and she is already making a tremendous impact. Advancing Indiana State around the state and in Washington, D.C., has been fulfilling and rewarding, and I have always strived to uplift and promote the Terre Haute community that I love and cherish," Goode said.

Indiana's Commissioner of Higher Education Teresa Lubbers also praised Goode.

"Greg Goode is the consummate professional in every way — smart, principled and visionary. The Historic Trust will be stronger and better because of his leadership as was Indiana State University. It has

been a privilege for me, on behalf of the Indiana Commission for Higher Education, to partner with Greg, and we will miss his counsel even as we wish him the best in this new opportunity," Lubbers said.

Goode said he is looking forward to returning to the Pacific Northwest where he previously served as chief of staff at Bastyr University from 2009 to 2012 and was the founder and director of the university's Center for Health Policy and Leadership in Seattle. From 1997 to 2002, he worked in Washington, D.C., for two members of the U.S. House of Representatives. He is a governor-appointed member to the Midwest Higher Education Compact and the Western Indiana Regional Works Council.

He earned a bachelor's in political science and a master of arts in history from Indiana State and has completed post-graduate studies at the Catholic University of Washington. He is a Ph.D. candidate in public administration and policy at Virginia Tech.

"This next great adventure, to help lead the Historic Trust, an amazing nonprofit organization, in building statewide and national leadership platforms speaks to my heart and energizes me," Goode said.

The Historic Trust has expanded beyond its initial mission of preserving and managing historic properties to spur other historic preservation initiatives, including innovative educational programming and inspirational events using a historical context to advance civility in public affairs and new and more pragmatic approaches to the complex issues facing today's leaders.

Curtis said she will spend the next few weeks weighing options on filling Goode's position.

Indianapolis Business Journal
We must do more to support teachers, help students
Claire Fiddian-Green
October 26, 2018

Indiana's 2018 ISTEP results are undeniably distressing: For the third year in a row, only half of third through eighth graders and one-third of 10th graders earned a passing score on both the math and English language arts sections of the statewide exam. Even worse, the gaps between the ISTEP scores of our state's most vulnerable students and their peers have widened. For example, the gap between low-income and more affluent students was 31 percentage points, and the gap between black and white students was 33 percentage points.

These achievement gaps, and ISTEP results overall, spell trouble for Indiana's economic vitality. Our state can't prosper if our children aren't demonstrating the knowledge and skills necessary to succeed in a global economy. The results also show that we must do much more to prepare and support Hoosier teachers in their efforts to help all students thrive.

It's tempting to dismiss the ISTEP results and hope that ILEARN, which will soon replace ISTEP as the new state exam, will paint a rosier academic picture. But that's likely only wishful thinking, because the state test—regardless of its name—aligns with the more rigorous math and English language arts standards adopted by Indiana in 2014. A primary reason these standards were raised was because Indiana

Commission for Higher Education data showed that too many Hoosier students were graduating with high school diplomas unprepared for college-level coursework.

Higher academic standards are good for Indiana, because they establish realistic expectations for what high school graduates should know when they enroll in post-secondary education or enter the workforce. But rigorous standards alone are not the answer when it comes to improving student performance.

A new study from national education policy organization TNTP sheds some light on Indiana's challenges and offers some solutions. TNTP found that many students across the U.S. graduate from high school unprepared for college or careers. A primary culprit? Students are often assigned schoolwork that falls below grade-level expectations. This is particularly true for low-income students and other vulnerable student populations.

This means that students may earn As and Bs without actually meeting grade-level expectations. Even more troubling, some families are misled by a false sense of how well their students are doing. A low level of rigor on classroom assignments can translate into poor performance on standardized tests designed to measure mastery of grade-level content, the inability to meet college admissions criteria, and a mismatch between a graduate's skillset and what employers look for when filling entry-level jobs.

TNTP concludes that the solution to what they refer to as the "opportunity myth"—the difference between how well students think they're being prepared versus what they're actually learning—starts in the classroom. Two recommendations stand out.

First, schools should ensure that classroom assignments in every grade and for every student align with rigorous academic standards, and that teachers receive the necessary training and other resources to support strong alignment. Second, teacher-preparation programs must ensure that teacher candidates are learning how to develop and teach engaging lessons reflecting these higher standards.

The latest ISTEP results make it abundantly clear that we aren't meeting the needs of Indiana's students, especially those who are most vulnerable. The results also show we aren't doing enough to help Hoosier teachers succeed. We have a moral and an economic imperative to ensure that every Indiana student is well-prepared for life after high school. Let's work together to support our teachers in accomplishing this goal—and to help Indiana flourish.