

High School–to–College Advisory Committee

A Policy Study of Advanced Placement, International Baccalaureate & Dual Credit Programs in Indiana

Summary of Small Group Discussions *October 10, 2008 Advisory Committee Meeting*

Guidance, Counseling and Information

Information needed

- A clear cut document/synopsis of parent-friendly information with data, advantages, and opportunities for accelerated courses
- Students and parents need to know the advantages of early credit. The timing is critical – much sooner than the 11th and 12th grade
- IN Pathways was mentioned as a good source of data and facts
- A consistent message that can be delivered to policy-makers and legislators, particularly due to continuous turnover
- A centralized location that is easily accessed

Existing Opportunities to Leverage to Disseminate Information

- Need to capitalize on existing relationships with legislators who are already interested in college readiness, particularly those who participate in the Interim Study Committee on Education Matters
- Existing opportunities to market acceleration mechanisms
 - ISTEP testing results mailed home to students
 - 21st Century Scholars application
 - 21st Century Scholars regional support programs
 - LearnMore/CHE Mini-Magazines distributed directly to 21st Scholars as well as to all school counselors
 - Core 40 Marketing Campaign
 - LearnMore's new "College Success Network" of community service providers
 - Guidance counselor community (Indiana School Counselor Association, Indiana Association for College Admission Counseling)

Challenges

- Continued existence within school organizations of "gate-keepers" who hinder students from entering programs
- Equity. LearnMore's survey of 9th grade students asked if they feel ready for advanced high school classes. Only 34% of FRE students said yes vs. 63% of non-FRE students.
- Embedding information in the overall school culture, having more people involved in this ongoing discussion and school activities
- 21st Century Scholars is seeing great success in college access, but is finding significant dropoff of college enrolled students between spring of HS senior year and actual matriculation in the fall

High School–to–College Advisory Committee

A Policy Study of Advanced Placement, International Baccalaureate & Dual Credit Programs in Indiana

Summary of Small Group Discussions *October 10, 2008 Advisory Committee Meeting*

Professional Development and Capacity Building

Barriers

- Indiana lacks a supply of high school teachers prepared to teach accelerated courses
- Rural school teachers already have many preps, making it difficult to add
- Lack of incentive for teachers to teach higher level courses and for schools to target these programs
- No list of competencies expected of such teachers
- State has small, unfocused funding for professional development and honors diploma programs, but these are generally mixed into the general fund
- Some teachers can't take a week off of their summer to attend professional development seminars
- Few institutions of higher education offer professional development for teachers participating in dual credit classes (e.g. IU/ACP)
- Only a few higher education institutions (Ivy Tech, Vincennes) are willing to work with schools statewide for dual credit

Solutions

- A competency based licensing system for dual credit teachers, a model of such an approach is IU's Community of Teachers
- Could begin competency approach with pre-service teachers from teacher education program to encourage them to achieve credentials to teacher accelerated courses
- A state licensing certification for AP and/or dual credit
- College adjuncts need to be prepared on how to work in a high school culture
- Provide stipends (like Utah) for college faculty to work with high school teachers
- Bring Indiana Wesleyan into the conversation due to their large role in teacher professional development
- Create an Indiana League of Dual Credit schools to share best practices
- Start with core subject areas

High School–to–College Advisory Committee

A Policy Study of Advanced Placement, International Baccalaureate & Dual Credit Programs in Indiana

Summary of Small Group Discussions *October 10, 2008 Advisory Committee Meeting*

Accountability and Quality

- *What standard do we want schools to be held accountable to? What are our goals for acceleration mechanisms for the state?*
 - Number of classes offered (availability)
 - Number of students enrolled (participation)
 - Number of students awarded credit/passing exams (performance)
 - Number of students successfully completing college (longitudinal performance)

- *External entities should play a role providing oversight over quality*
 - IB North America includes site visits, curriculum reviews, externally graded projects and exams, required professional development
 - College Board has curriculum audit, course descriptions, externally graded exams, optional professional development
 - For dual credit, Colleges and Universities need to provide consistency within their programs – offering the same tests as on-campus courses, ensuring teachers have equivalent credentials as on-campus faculty.
 - Teacher credentials is a particularly difficult challenge for dual credit due to the trust divide between colleges and high schools.
 - Offering the same tests statewide for dual credit courses is not feasible -- establishing end of course assessments for Core Transfer Library courses would cost approximately \$1 billion
 - An appropriate standard might not be a standard policy across all higher education institutions, but rather to validate and evaluate each institution's policy
 - Quality in the Core Transfer Library is primarily based on equivalent syllabi

- *We need to be clear about the goals of acceleration mechanisms in high school*
 - Earning credit is only one piece
 - Opportunities to have conversations with students about college
 - Opportunities for students to understand college-level expectations
 - Demystifying college
 - Motivation to students
 - Preparation for next level of education