

IN Policy Environment

Common Barriers



CENTER OF EXCELLENCE
IN LEADERSHIP OF LEARNING

- non-comparable public reporting on the three programs
- no centralized listing of university policies on awarding credit
- limited pool of teachers prepared to teach these classes
- aside from career centers, limited development of regional programs to serve small and rural schools

IN Policy Environment

Common Barriers \$\$\$



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- students' families are paying for most of the added costs of tuition, exam, and textbook fees
- no dedicated state funding streams for program or professional development
- schools are not taking full advantage of congruent state and federal funding streams

Indiana Policy Environment International Baccalaureate



CENTER OF EXCELLENCE
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Status: Number of schools offering IB is growing fast, with 11 of 18
IB high schools implemented in the last three years

Policy: Limited policies in place, but supportive

Strengths

Receipt of federal funds to pay for
IB exam fees for low-income
students

IBO provides well-regarded
professional development

IDOE has a part-time IB coordinator
position

State course titles and descriptions
for all IB classes

Barriers

High cost of implementation and
ongoing program costs

Limited public exposure to IB leads
to misperceptions

No state funding streams for
student fees

College credit for high scores on
exams not as commonly awarded

Indiana Policy Environment

Dual Credit



CENTER OF EXCELLENCE
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Status: Very rapid growth in students taking Dual Credit classes, 85% increase in the last five years

Policy: Strong administrative/legislative policies in place, but very complex

Strengths

All public and accredited nonpublic high schools required to offer at least two Dual Credit classes

CHE policy and state law emphasize and improve transferability

NACEP accreditation should lead to greater consistency of practice and quality control

School corporations maintain ADM; Public colleges and universities are eligible for limited Enrollment Change funds

Double Up tuition waivers for low income students

At least four Indiana-based distance education providers

Barriers

Wide variance in course costs, teacher credentialing, professional development, and course standards

Few public institutions have received NACEP to date, private institutions not required

Standards gap for distance education providers

Linking CTL to Core 40 with Academic Honors Diploma has some unintended consequences

Financial aid unavailable

Lack of legislative clarity in terminology

Indiana Policy Environment

Advanced Placement



CENTER OF EXCELLENCE
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Status: Rapid growth in students taking AP exams, 50% increase in the last five years

Policy: Supportive, with some challenges remaining

Strengths

For the last eight years, the General Assembly has appropriated approximately \$900,000 to \$1 million for AP each year

All public and accredited nonpublic high schools required to offer at least two AP classes

All public school corporations required to offer AP science and math classes

IDOE has a part-time AP coordinator

Three Indiana-based distance education AP providers

Barriers

State AP funds are no longer sufficient to cover all math and science exams, nor English exams or professional development

No requirements for teachers to undergo AP professional development

Score cutoffs and amount and type of credit awarded vary widely across Indiana colleges and universities

No centralized listing of AP credit policies