Presentation Agenda

• National context
• Indiana’s profile
• Blueprint for College Readiness
• State policy examples
National Goals

“Increase the proportion of Americans with high-quality college degrees, certificates, or other credentials to 60% by 2025”

-Lumina Foundation

By 2018, 63% of jobs in the U.S. will require a postsecondary education

-Georgetown University, Center on Education and the Workforce
National Performance

PISA 2006 Results. Prepared by the Dana Center at the University of Texas
National Performance

PISA and Poverty

PISA Score

PISA Score

Child Poverty Rate after Taxes and Transfers

United States 0-10% FL

Finland

Switzerland

United States 10-25% FL

Germany

Poland

Italy

United States 50-75% FL

United States 75-100% FL
Between 2008 and 2018, Indiana will create 930,000 job vacancies both from new jobs and from job openings due to retirement.

55% of all jobs will require some postsecondary training beyond high school in 2018.
• If Indiana is successful in achieving a 77% HS graduation rate, 71% of these students will need to finish a college degree to reach the 55% workforce target.
Reaching 60% in Indiana

The path to 60% degree attainment in Indiana

Source: U.S. Census Bureau, 2000 Census, 2010 & 2011 American Community Survey

Patterns of U.S. High School and College Participation and Completion by Age

High School Participation

Undergraduate College Participation – Peaks at Age 19, Levels off at Age 30

Earn High School Diploma or Equivalent – Levels off at Age 21

Complete Undergraduate College Degree – Peaks and Levels off at Age 31

Note: Includes associate and bachelor's degrees, but not certificates.

Source: U.S. Census Bureau, 2005-07 American Community Survey (Public Use Microdata Sample); prepared by the National Center for Higher Education Management Systems
Change in College Attainment from 2000 to 2011 by State – 25- to 64-year-olds

Sources: U.S. Census Bureau, Decennial Census and American Community Survey; prepared by the National Center for Higher Education Management Systems.
Change in College Attainment from 2000 to 2011 by State – 25- to 34-year-olds

Sources: U.S. Census Bureau, Decennial Census and American Community Survey; prepared by the National Center for Higher Education Management Systems (2013)
Additional Average Annual Degree Production Needed to Achieve Lumina’s Goal

Data File Provided by Patrick Kelly (NCHEMS, 2010)
Anchor I: High School

- **Relevant 12\textsuperscript{th}-grade year**: Implement instructional strategies for students who score below college-ready benchmarks to guarantee that they will not be placed in postsecondary remedial education courses.
  - **Policy options**: Align high school performance criteria with first-year course prerequisites; develop remedial dual enrollment courses; modernize college placement policies.

- **Expand postsecondary options**: Dramatically improve access to accelerated learning opportunities (e.g., AP, IB, dual enrollment, early college high schools) and increase the number of high school students who receive college credit.

- **Develop individual career and academic plans**: Dramatically redesign college and career advising so that all high school students graduate with a clear postsecondary plan. Also, ensure that all students are academically and socially prepared for postsecondary education.

- **Support transition to higher standards**: Provide capacity to support a transition from current standards to more rigorous standards.
Anchor II: Higher Education

• Meta-majors: Have recent high school graduates choose a meta-major upon entrance into postsecondary education.

• Acceleration into gateway courses: Guarantee that all high school graduates will be placed in a gateway course, with co-requisite remedial support if needed.
  – Research suggests that many students are misplaced by using test scores as sole criterion, and many students who test below “cut scores” perform very well in credit-bearing courses if provided supplemental academic support.

• Programs in synch: Create articulated academic pathways into and through programs of study.

• Align funding with priorities: Adopt funding formulas for postsecondary education that properly signal state priorities.
Anchor III: Align the P-16 System

• Define the goal: Create a shared, statewide definition of college and career readiness that signals to students what it will take to succeed in postsecondary education.
  – Many states are creating shared definitions of college and career readiness. These policies are most effective when connected to other administrative policies, such as high school graduation criteria, college placement criteria, and school accountability systems.

• Create a shared plan: Create a framework for policy action, including common goals, achievable metrics, and a suite of endorsed instructional and support strategies.

• Communicate early and often: Communicate expectations of what constitutes postsecondary readiness with students, parents, teachers, and institutions.

• Not only align data system, but use the results! Leverage data to track results and drive improvement across the P-16 system.
Examples of State Actions:

– Recent legislation in **Florida** permits all students who graduate from high school and meet admission criteria to enter credit-bearing courses in college.

– Legislation in **Colorado** creates co-requisite course options and allows the use of course rigor and high school performance in making placement determinations.

– **Tennessee’s** postsecondary funding system is based entirely upon outcomes (course completion, retention, graduation, etc) instead of inputs (enrollments).
Noteworthy Progress in Indiana

- HEA 1005-2013: Requires 11th grade college and career readiness assessment and 12th grade interventions for students likely to need remediation.
- Ivy Tech will offer all remediation through a co-requisite model by 2014.
- Ivy Tech is scaling up math pathways (aligned to areas of study).
- 15 to Finish campaign.
- Modifications to state financial aid policy: minimum 24 credits hours to remain eligible; additional funds for 30+ credits hours.
Colorado Case Study

- Colorado’s **SB 08-212** (The Colorado Education Alignment Act), requires the State Board of Education (K-12 governing body) and the Commission on Higher Education to **jointly adopt a shared description of college and career readiness**.
  
  – This definition states that students must graduate “Postsecondary and Workforce ready without need for remediation.”
  
  – The legislation also requires the K-12 and HIED systems to use the same academic standards and assessments.

- Colorado dramatically **revised its concurrent enrollment policy in 2009**. The new policy (HB 1319) eliminated all non-academic barriers to entry and authorized high schools to offer remedial courses in the 12th-grade year.

- In 2012, the Colorado General Assembly passed HB 1155, which modified the state’s **remedial placement policy to allow the use of multiple measures of readiness as well as authorize colleges (two-year and four-year alike) to offer co-requisite courses**.

- The Colorado Department of Higher Education recently redesigned its **remedial rate calculation**. Previously, only test score levels of enrolling students; it now uses test scores **and course placements** of enrolling students, with the population matched back to high school graduation records.
  
  – [http://www.youtube.com/watch?v=3iTеТWJYKqw](http://www.youtube.com/watch?v=3iTеТWJYKqw)
For More Information

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