

Partnering to Guarantee Transferability, Completion & Affordability for Early College Students

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National Early College Conference

Who We Are

- **Center of Excellence in Leadership of Learning (CELL)**
 - Established in 2001 through grant funding (non-profit)
 - Lead statewide education innovation, including Early College
 - Non-partisan, “big tent” organization
- **The Indiana Commission for Higher Education (ICHE)**
 - 14-member public body established in 1971
 - Coordinate postsecondary system
 - Align postsecondary system with needs of students and state

Who Are You?

➤ Institution Type?

- High School
- Early College
- Postsecondary
- Other

➤ Stage of Implementation?

- Exploring
- Implementing
- Well Established

Quiz – 1 of 6

Who monitors dual credit/concurrent enrollment in your state?

- A. State Department of Education
- B. State Postsecondary Coordinating/Governing Body
- C. Both A and B
- D. Neither
- E. Don't know

Quiz – 2 of 6

Who monitors Early College in your state?

- A. State Department of Education
- B. State Postsecondary Coordinating/Governing Body
- C. Both A and B
- D. Neither
- E. Don't know

Quiz – 3 of 6

Have postsecondary institutions in your state agreed to accept dual credit from each other?

- A. Only state institutions have agreed
- B. Both private and state institutions have agreed
- C. Neither have agreed
- D. Don't know

Quiz – 4 of 6

Who sets the fee for dual credit/concurrent enrollment for high school students?

- A. State Legislature
- B. State Department of Education
- C. State Postsecondary Coordinating/Governing Body
- D. Individual postsecondary institutions
- E. Don't know

Quiz – 5 of 6

Is dual credit/concurrent enrollment part of your state's high school performance metric?

- A. Schools in my state are not judged on performance metrics
- B. Yes
- C. No
- D. Don't know

Quiz – 6 of 6

Are postsecondary institutions judged on performance metrics in your state (e.g., retention beyond freshman year, completion in 2/4/6 years, etc.)?

- A. Yes
- B. No
- C. Don't know

Summary of Accomplishments

- Transferability
 - Core Transfer Library (CTL)
 - Indiana Statewide Transfer General Education Core (STGEC)
- Access – over 50 school teams trained to implement Early College
- Student Success – increased high school graduation and postsecondary persistence rates
- Affordability - \$0, \$25 or \$75 per credit hour

Early College/Dual Credit in Indiana

1987 – Statutory authority for dual credit established

2003 – CELL receives Gates and National Governors Association grants

2005

- Indiana Core Transfer Library (CTL) mandated
- ICHE and Indiana Department of Education (IDOE) charged to “jointly develop rules and regulation concerning dual credit instruction”

Early College/Dual Credit in Indiana

2007

- CELL begins network meetings and endorsement process
- First 2 Indiana Early Colleges established

2008 – IDOE links courses from CTL to high school diplomas

2009 – Third Indiana Early College established

2010

- ICHE develops first Policy on Dual Credit Opportunities in Indiana
- Indiana Dual Credit Advisory Council develops the “Principles for the Financing of Dual Credit” outlining fees for students and the funding formula for state support to the higher education institutions.

Early College/Dual Credit in Indiana

2011

- IDOE includes dual credit in high school college and career readiness metric
- ICHE develops Policy on Dual Credit Courses Taken in a High School Setting
- ICHE develops Indiana Dual Credit Review process for non-NACEP institutions to ensure:
 - Comparability
 - Student Success
 - Transferability
 - Preferred Providers Recognized

Early College/Dual Credit in Indiana

2012

- CELL and ICHE begin formal partnership and refine endorsement process
- 6 high schools/career centers participate in CELL's Early College New Schools Workshop
- CELL begins disseminating "Fast 5 Newsletter" to network members

2013

- ICHE Commissioner designates CELL as sole endorser of official Indiana Early College High Schools

Early College/Dual Credit in Indiana

2013 (continued)

- 32 schools/CTEs participate in 3 CELL New Schools Workshops
- CELL offers 5 Early College Info meetings across Indiana
- CELL endorses 4 Indiana Early Colleges, bringing the total to 7
- CELL Early College Network meetings average 100+ in attendance
- ICHE develops second Policy on Dual Credit courses to provide a basis for state funding and data reporting for the 2013 -2015 biennium
- ICHE begins convening Dual Credit Coordinators group

Early College/Dual Credit in Indiana

2014

- 28 schools/career centers participate in 3 CELL New Schools Workshops
- CELL offers 3 Info Meetings across Indiana
- CELL endorses 8th Indiana Early College
- CELL Early College listserv quintuples to 1,200 members
- CELL launches Early College Resource Library
- CELL begins offering Early College Outreach Workshops
- CELL and ICHE begin refining Early College model and endorsement process for CTEs
- ICHE and CELL work with Dual Credit Coordinators and IDOE to refine course lists for dual credit offerings

Early College/Dual Credit in Indiana

Looking Ahead to 2015

- 11 schools applying for CELL Early College endorsement
- 20 schools on waiting list for next CELL New Schools Workshop
- CELL will offer first CTE-focused New Schools Workshop
- CELL will continue to pursue legislative funding for Early College
- CELL will help develop definition and framework for polytechnic in Indiana
- ICHE will continue to work with IDOE on refining course offerings and CTE pathways for funding, data reporting, and transparency of communication with students, parents, and administrators.

Strategies for Replication

1. Reach out to involved agencies and institutions
 - Existing Early College High Schools and Partner Institutions
 - State Department of Education
 - State Postsecondary Coordinating/Governing Body
2. Get buy in by connecting their goals to the outcomes of Early College:
 - Reduces remediation
 - Targets underserved students
 - Reduces student debt
 - Increases completion and entry into the workforce

Strategies for Replication

3. Convene larger group to determine:
 - Needs and barriers at the high school and postsecondary levels
 - Policy/legislative needs and/or changes
 - Funding (philanthropic or legislative) needs
 - How success/rigor will be tracked
4. Create a leadership team to take action on findings



Questions?

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