

INDIANA PARTNERSHIP PENTAGON

Meeting 2 | The Role of K-12 in Higher Education Access and Completion



THE ROLE OF K-12 IN HIGHER EDUCATION ACCESS AND COMPLETION

RESOURCE EXPERTS

- ✉ [Dr. Charity Flores](#), Chief Academic Officer, Indiana Department of Education

KEY TAKEAWAYS & CONSIDERATIONS

- *K-12 systems and higher education systems and institutions need to create mutual relationships for Indiana to succeed in its postsecondary attainment goal.*
 - In 2021, about [18.5% of the Indiana population aged 25 and older](#) held a bachelor's degree and only [48.3% have a postsecondary credential](#) or high-value industry certification beyond high school.
 - Just over [76% of Hoosier high school graduates](#) said they intend to go on to some form of higher learner, but only 53% actually enrolled at a postsecondary institution.
 - Over the course of a lifetime, Hoosiers with some form of postsecondary education or training are likely to earn [\\$1 million more](#) than those with a high school diploma.
- *Indiana must commit to its strategic plan of expanding the role of K-12 in higher education access and workforce development.*
 - Pillar 1: Quality, Purposeful Educational Opportunities for Each Student
 - Pillar 2: Elevating and Supporting Indiana's Educators
 - Pillar 3: Aligned, Effective and Efficient Support

RESOURCES

- [Learning-Centered Future-Focused K-12 Education](#) | Dr. Flores' presentation from the meeting.
- [Explore, Engage, and Experience \(3E\) Grant](#) | Competitive grant program to incentivize and support local communities in establishing meaningful K-12 pathways, leading to employment, enrollment, and enlistment leading to service.
- [Urban College Acceleration Network \(UCAN\)](#) | Connects established urban Early College High Schools and urban schools that are seeking to become Early College High Schools. The model establishes the Early College High Schools as mentors for their partner schools, providing the partner schools with guidance and support as they work to accelerate their path toward becoming an Early College High School.
- [21st Century Scholars](#) | Increase college affordability and going rates for Indiana's most at-risk students.

THE IMPORTANCE OF EARLY EXPOSURE TO POSTSECONDARY AND CAREER PATHWAYS

MODERATOR

- ✉ [Dr. Michelle Ashcraft](#), Associate Commissioner for K-12 Strategy, Indiana Commission for Higher Education

RESOURCE EXPERTS

- ✉ [Flora Jones](#), Director of Student Pathways, Indiana Department of Education
- ✉ [Dr. Todd Hurst](#), Executive Director, Institute for Workforce Excellence, Indiana Chamber of Commerce

KEY TAKEAWAYS & CONSIDERATIONS

- *Clear pathways are essential to engaging more students in workforce training that leads to high-quality careers and the opportunity for career advancement.*
 - Postsecondary and career pathways align program offerings across the education continuum with high-demand, high skill and high-wage jobs.
 - Early exposure to pathways empowers students to earn credits through career and technical education while enrolled in high school, which can shorten a student's time to degree in college and/or prepare them to enter the workforce following high school.
 - Pathways alignment to high-quality and in-demand careers are critical, as [studies show](#) that students either take too many CTE courses in areas where jobs are not locally available and are not offered CTE classes in more applicable fields such as business and manufacturing.
- *Consistent messaging across the education continuum is necessary for clarity of pathways and student success.*

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- State government, employers, education entities, philanthropy, and community organizers must work together to align pathways, incentive the usage of pathways, and reduce barriers to ensure students access pathways.
- The [Complete the Scholar Success program](#) outlines required activities that 21st Century scholars must complete throughout high school to earn their scholarship. Embedding these requirements within the K-12 curriculum would support more students eligibility for 21st Century scholars.
- [Social capital](#) refers to the network of peers and social contacts that are committed to sharing information, community resources, emotional support, and guidance. Social capital is essential, not only for helping students understand their possible pathways and opportunities but is also critical to navigating the various bureaucratic steps that are present within the education continuum.
- ***Students need support and guidance to best utilize postsecondary and career opportunities earlier in their educational career.***
 - Leaders should better define postsecondary and career success, especially for those from under-resourced communities and regions of the state.
 - The growing Latino population in Indiana is critical to the economic success of the state. As a result, postsecondary and career pathways should be made available for these students, regardless of immigration status, and tailored support services should also be offered.
 - To further support the expansion of 21st Century Scholars and increase access to future generations of students, policymakers should consider some form of grant process to help K-12 schools increase resources to prepare for an increase in eligible students.

RESOURCES

01. [Employability Skills Grant](#) | The purpose of this grant is to encourage and support schools as they work to embed into their curriculum the three Indiana Employability Skills highlighted within the Indiana Graduates Prepared to Success ([Indiana GPS](#)) framework: communication, collaboration and work ethic.
02. [Work Learn Indiana](#) | Links employers, learners, high schools, colleges, and universities. It is a dynamic, searchable database, matching and reporting system that also provides resources and guidance on work-based learning opportunities. The goal is to help create or expand high-quality experiential opportunities within Indiana.
03. [United Way 2-GEN Toolkit](#) | A dual-generational (2-GEN) approach coordinated educational opportunities for parents and children fostering economic mobility for whole families. Parents complete education and training that lead to living wage jobs, and children achieve kindergarten readiness and success in school.

REMOVING SILOS ACROSS THE EDUCATION CONTINUUM

MODERATOR

✉ [Dr. Winn Decker](#), Deputy Director of Higher Education, The Hunt Institute

RESOURCE EXPERTS

✉ [Dr. Pam Whitten](#), President, Indiana University

✉ [Dr. Susan Sciame-Giesecke](#), Vice President for Regional Campuses and Online Education, Indiana University

✉ [Raven DeRamus-Byers](#), Program Associate, PreK-12, Education Policy and Coordinator, National GYO Network, New America

KEY TAKEAWAYS & CONSIDERATIONS

- ***Collaboration and alignment across the education continuum are crucial for student success and removing silos.***
 - Indiana University is actively working in every county and engages 90 percent of K-12 school systems in the state to foster collaboration.
 - Overarching goals include expanding dual enrollment and credit hours, growing Indiana college core certificates, and connecting students to workforce pathways.
 - Non-profits, philanthropy, and community organizations can also support collaboration through the development of partnerships and programs that support students.

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- *Increasing teacher diversity and strengthening partnerships between IHEs, districts, and EPPs must be a priority.*
 - Students of color [who have teachers of the same race/ethnicity](#) are more likely to graduate high school and obtain a postsecondary degree or credential.
 - In fact, studies show that [all students benefit](#) from having a teacher of color, including increased engagement and higher achievement.
 - Indiana University has implemented initiatives like the [Group Scholars Program](#) and teacher residency partnerships to address teacher shortages and ensure students are being compensated.
 - The [Presidential Diversity Hiring Initiative](#) focuses on recruiting diverse faculty, particularly in the College of Education.
 - Targeted recruitment efforts, where IHEs visit specific districts and regions, can help increase teacher diversity and strengthen partnerships.
- *Stemming Brain Drain is crucial for the current and future success of Indiana and its economy.*
 - [Brain drain](#) refers to the loss of skilled individuals, as they leave to pursue jobs or other opportunities in a different place.
 - One place brain drain occurs is the transition from high school to postsecondary education. Streamlining this transition and providing support services can help mitigate this drain.
 - Another area of brain drain is the transition from a postsecondary degree or credential to employment. Creating relationships and pathways between businesses and higher education institutions can streamline employment in high-quality jobs and can decrease the need to job search out of state.

RESOURCES

01. [Grow Your Own Educators Network](#) | This research by New America explores the current landscape of Grow Your Own programs and spotlights ways to address teacher shortages and diversify the educator workforce.
02. [Groups Scholars Program](#) | Program increases college attendance among first-generation underrepresented students at Indiana University by providing academic, financial, and social support.
03. [Noblesville Residency Program](#) | Provides four residency opportunities in partnership with Noblesville Schools that offers substantial stipend for teachers as they pursue initial licensure with the possibility of a career as a middle or high school teacher.
04. [One Million Teachers of Color](#) | The Hunt Institute and TNTP, together with EdTrust, MCEL, New Leaders, and Teach Plus, formed a coalition dedicated to eliminating the educator diversity gap by 2030. The goal is to grow the ranks of our nation's teachers of color by one million, as well as 30,000 leaders of color, in the next decade.

ENSURING THE FUTURE OF HIGHER EDUCATION EQUITY AMID SUPREME COURT ACTION

RESOURCE EXPERTS

- ✉ [Dr. Ed Smith](#), Senior Policy Advisor, Education Counsel
- ✉ [Dr. Zakiya Ellis](#), Principal, Education Counsel

KEY TAKEAWAYS & CONSIDERATIONS

- This session focused on the role of affirmative action in higher education and how the Supreme Court's upcoming decision could impact higher education, businesses, and society as a whole.
 - **Potential implications include:**
 - Admissions and Enrollment: Recruitment, Financial Aid, Scholarships
 - Other Student Programs: Student Support and Academic Programs
 - Broader Policy Impacts: anti-DEI efforts across different sectors of the economy
 - ***Calls to action for education leaders and advocates include:***
 - Conduct inventory of race-conscious and DEI policies.

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- Assemble a planning/response team.
- Stakeholder preparation/engagement.
- Communications planning for internal and external stakeholders.
- Focus on barrier identification/removal, race-neutral strategies, and climate; and
- Consider race subject matter-aware, identity-neutral criteria.

RESOURCES

- [Ensuring the Future of Higher Education Equity Amid Supreme Court Action](#) | Drs. Smith and Ellis' presentation from the meeting.
- [NACAC Supreme Court and Race-Conscious Admission Readiness Page](#) | This page offers news coverage, reactions, and possible solutions based on the Supreme Court's ruling.
- [ACE 2023 Annual Meeting Event Transcript on Preparing for the Supreme Court's Race in Admissions Ruling](#)
- [Diversity and the Law \(2021\)](#) | Provides an overview of Diversity and the Law surrounding it, including policy guides for students, faculty, and staff.
- [The Playbook, 2nd Edition \(2019\)](#) | CollegeBoard publication that provides understanding of the role of race neutral strategies in advancing higher education diversity goals.