

# UNLOCKING POTENTIAL

A State Policy Roadmap for Equity & Quality in  
College in High School Programs



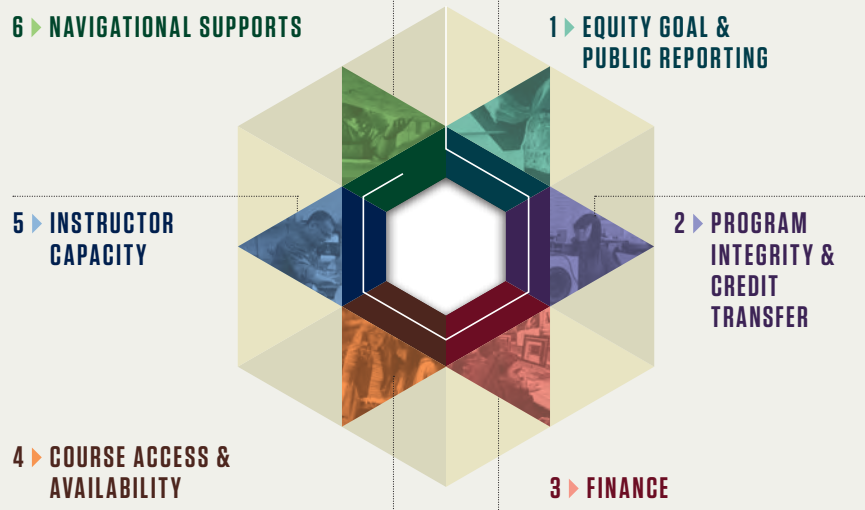
## PROFILES IN PROGRESS

# Indiana

Every state has more work to do in order to advance policy that supports equitable access to high-quality college in high school programs such as dual enrollment, concurrent enrollment, and early college high school. However, several states are standing at the forefront of progress in intentionally crafting policies to support college in high school programs that center on equity and quality, and Indiana stands out for their decade of intentional statewide work to advance these programs.

Indiana's efforts are highlighted frequently in the College in High School Alliance and the Level Up Coalition's 2019 publication, Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs. This landmark resource provides a six-part framework for policymakers to assess and build upon their current policies for these programs, with multiple policy recommendations and examples from select states.

This profile is designed to demonstrate how states can think holistically across the six framework categories of Unlocking Potential and use the experiences of Indiana as a guide for their work. Though Indiana still has work to do to ensure equitable participation in college in high school programs, particularly among low income students, there are instructive examples that can be derived from the state's experiences.



## ▶ COLLEGE IN HIGH SCHOOL PROGRAMS IN INDIANA

Indiana has several variations of college in high school model operating in the state. These include:

- ***Dual Credit*** — In addition to serving as an umbrella term for college in high school programs in the state in general, in practice “dual credit” is most commonly understood to mean the student is taught in a high school classroom by a regular high school faculty member who is approved to teach the college course by the institution of higher education participating in the partnership. Nationally, this model of college in high school program is more commonly called “concurrent enrollment.” In addition, the term “dual enrollment” in Indiana is most commonly used to describe programs in which the student is taking the course on the college campus or online with a college instructor.
- ***Early College High School*** — An academic program consisting of a series of dual credit courses which allow high school students to earn both an Indiana high school diploma and up to two years of academic credit that has been approved by the Commission for Higher Education. These intensive, accelerated programs have a particular focus on serving first generation and other underrepresented student groups.

The following sections will provide an overview of Indiana’s progress along the six framework categories of Unlocking Potential.

## ▶ EQUITY GOAL & PUBLIC REPORTING



***From Unlocking Potential:*** States set an equitable, statewide public goal for increasing the participation and success of traditionally underserved student groups in college in high school programs, with clear, disaggregated public reporting and accountability for progress toward the goal.

### Equity Goal

Though Indiana lacks an official equity goal for dual credit participation and success, a [2019 report](#) on early college credit from the Indiana Commission on Higher Education discusses how, “[i]n 2013 the Indiana Commission for Higher Education passed a resolution to close the state’s achievement gap for low-income and minority students by 2025. According to recent data, dual credit participation and exposure to college coursework in high school play a crucial role in closing these gaps. Dual credit offers low-income students the opportunity to earn college credit in high school at no cost. Since 2012, dual credit earning rates have increased by double digits for students of all racial, ethnic and socioeconomic backgrounds.”

### Public Reporting

[Indiana’s Statewide College Readiness report](#) includes information on the college success of students who participated in dual credit, including information on college enrollment after high school graduation, how many dual credit students required remediation, and average freshman GPA.

In addition, in 2016, 2017, and 2019 the Indiana Commission for Higher Education released reports specifically on dual credit. [The 2019 report](#) provided demographic information for students participating in dual credit, including by race and income status.

## PROGRAM INTEGRITY & CREDIT TRANSFER



**From Unlocking Potential:** States support and promote high-quality college in high school programs through effective oversight and cross-sector collaboration between the K-12 and postsecondary sectors, as well as ensuring credit articulation.

### Credit Transfer

Indiana subsidizes dual credit courses, which are identified as “priority liberal arts” (English, Math, Science, History, and World Languages) and approved and selected career and technical education courses. These courses are largely included in Indiana’s statewide core transfer library of courses which, by state law, must transfer to other public institutions in the state.

### Ensuring Equivalency with College Courses

To ensure that Indiana’s dual credit courses taught at high schools by a high school faculty members are equivalent to those same courses taught on college campuses by postsecondary faculty, programs that use high school faculty members must receive accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or be approved by the Indiana Commission for Higher Education.

### Cultivating Cross-System Collaboration

Indiana periodically convenes a Dual Credit Advisory Council to provide input on specific issues relevant to college in high school programs in the state. It is comprised of representatives from secondary and postsecondary education, policymakers, and other stakeholders. The latest iteration of the council, in 2019, was charged with making recommendations for closing gaps in teacher credentialing for dual credit.

## FINANCE



**From Unlocking Potential:** States design funding mechanisms that remove financial barriers for low-income and moderate-income students to participate and excel in college level work in high school.

For more information on state financing mechanisms for dual enrollment, see [Funding for Equity: Designing State Dual Enrollment Funding Models to Close Equity Gaps](#).

### Remove Barriers

By statute, tuition is capped at \$25 per credit hour for Indiana dual credit courses in high priority dual credit courses (e.g. English, Math, Science, History, and World Languages) and approved and selected career and technical education courses. Students who qualify for the Free or Reduced Lunch program are not charged for courses by any Indiana public institution. Ivy Tech Community College, Indiana’s community college system, waives the \$25 per credit hour tuition rate for all high school students regardless of whether they participate in the Free or Reduced Lunch program. Indiana’s Early College High Schools also largely waive costs for students.

## Balancing Incentives Between K-12 and Higher Education

In Indiana, both the K-12 and postsecondary partners in a college in high school program receive state funding, ensuring both partners are equally invested in the success of the partnership. Students who participate in dual credit are considered enrolled students in their local school district, and so the district receives funding on the student's behalf as part of the state funding formula. Depending upon funding levels approved in the state's biennium budget, public colleges and universities receive up to \$50 per approved technical and high priority liberal arts dual credit in state funding.

### COURSE ACCESS & AVAILABILITY



**From Unlocking Potential:** States ensure that students are able to access college in high school courses, regardless of geography, with pathways that maximize opportunities for students to earn multiple college credits, and facilitate students exploring academic and career areas of interest while ensuring that those courses count toward high school graduation requirements.

## Making Courses Available to All Students

Indiana high schools are required by state law to offer at least two dual credit course opportunities to students.

## Student Eligibility

The Center For Excellence in Leadership of Learning (CELL) at the University of Indianapolis works in partnership with the Commission for Higher Education, which designated CELL to offer an endorsement process for schools and career centers wishing to become Early Colleges. To date, 35 schools across the state have received this recognition, and are focused on providing dual credit opportunities to low income and underrepresented students to foster their success in a supported academic environment. Since 2010, over 100 additional high schools and career centers have been trained in the Early College model.

## Pathways to Areas of Student Interest

In addition to liberal arts opportunities, students have many opportunities to engage in career and technical education dual credit courses, which are treated the same for the purposes of state funding. Thus, these courses allow students to both explore majors and careers while making actual progress towards postsecondary objectives while in high school.

### INSTRUCTOR CAPACITY



**From Unlocking Potential:** States develop strategies to recruit, support, and diversify the pool of instructors with the qualifications to teach college in high school while encouraging collaboration between K-12 and postsecondary partners as college in high school programs are scaled.

### Expanding the Pool of Qualified Instructors

Indiana has been using four percent of its Title II Part A funds received under the Every Student Succeeds Act to support high school teachers in Indiana with getting the credentials necessary to teach dual credit courses. In addition, the Indiana Department of Education and Commission for Higher Education partly fund the Advance College Project's Dual Credit Pipeline Project at Indiana University to provide teachers with the graduate coursework necessary to be compliant with the Higher Learning Commission's requirements for high school teachers who also serve as college instructors. A similar program, STEM Teach, is offered by a partnership between the Center of Excellence in Leadership of Learning and the Independent Colleges of Indiana.

### NAVIGATIONAL SUPPORTS



***From Unlocking Potential:*** States prioritize the student navigational supports and advising needed to ensure student success in college in high school courses, particularly for those students historically underserved by these programs.

### Providing Student Supports

Indiana high schools work closely with the dual credit coordination team at their partner higher education institutions to ensure clarity on dual credit enrollment. Students interested in participating in dual credit in Indiana must have a pre-enrollment meeting with a school counselor to ensure that students understand their class choices, any prerequisites, requirements, and any financial obligations from participating in a dual credit course. In addition, for schools pursuing the Early College model, one of CELL's eight Early College Core Principles is Student Supports.