

Indiana State Board of Education Work Session

September 13, 2023



@EducateIN

TODAY'S **AGENDA**

- **Welcome** and Review of Agenda
- An Update on the **Work to Date**
- **Rethinking High School: A National Perspective**
 - *Patricia Levesque, CEO, ExcelinEd*
- **Competencies** vs. the Carnegie Unit
 - *Dr. Tim Knowles, President, Carnegie Foundation for the Advancement of Teaching*
- Board Discussion: **Leveling Up the High School Experience**
- Closing and **Next Steps**

TODAY'S OBJECTIVES

- Build support and momentum for the reimagined high school experience and graduation pathway
- Place Indiana's efforts in the context of leading national initiatives to create a more learner focused system
- Affirm the needs from the SBOE going forward in support of the new vision
- Leverage our meeting as a kick-off for broader stakeholder engagement

Rethinking High School: Our WHY



@EducateIN

LEARNER-CENTERED, **FUTURE-FOCUSED**

*Thankfully, the silos within the American education system are starting to break down. Some high schools are now teaching college curriculums...
If America is lucky, the manufacturing moonshot may catalyse more of these much-needed changes in education.*

Forbes

Towards A Creative Future: Rethinking Schools For The 21st Century

Reinventing High School with a Focus on Industry-driven Design Projects and It's Influence on Students as they Enter College

High School Transformation is Necessary and Possible

How High School Should Change for an Era of AI and Robots

Rethinking High School: Upending Traditional Subject Structure in Indiana

Opinion US economy

America's chip moonshot should take aim at its education system

To build a domestic industry, the US must reform how it teaches its workforce

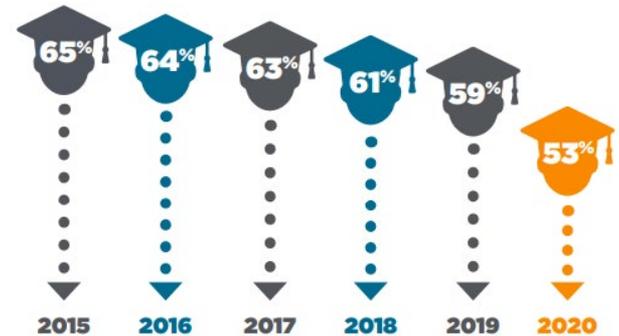
But in this era of rapid technological change marked by artificial intelligence and robots moving into more aspects of work and social life, *maybe the way teaching is done in high school needs a reboot.*

CURRENT DATA: ENROLLMENT

- **76%** of Hoosier high school graduates said they intend to go on to some form of higher learning.
- **Only 53%** actually do.
- **40%** of students who receive the Core 40 diploma and **9%** who receive the General diploma enroll in college, compared to **86%** who receive an Academic Honors diploma.
- Overall, **48.3%** of Hoosiers between the ages of 25 and 65 have a postsecondary credential or high-value industry certification beyond high school.

HIGH SCHOOLERS GOING STRAIGHT TO COLLEGE

Pandemic Worsened Indiana's College-Going Decline



CURRENT DATA: **EMPLOYMENT**

- **99% of new jobs** created since the Great Recession (2008/2009) go to Americans with *some form of education beyond high school*.
- Over the course of a lifetime, Hoosiers with *some form of education beyond high school* are likely to earn **\$1 million more** than those with only a high school diploma.
- Today, **64% of high school students** earn college credit, placing them *one step closer* to **completing a credential** beyond a high school diploma.
- Almost **5% of these students** earn a college or career credential before graduation, *opening doors of future opportunity*.

RECENT LEGISLATION

House Enrolled Act 1001: *State budget (2023)*

- Allows increased tuition support for all schools with the focus on providing the *highest quality education* for students (**\$1.47 billion increase** over the biennium).

House Enrolled Act 1002: *Education and workforce development (2023)*

- Requires SBOE, in consultation with the IDOE, to develop new diploma requirements that represent a more learner-centered, future-focused K-12 system.

Work to Date

SHARED VISION FOR **THE FUTURE OF HIGH SCHOOL**

- Indiana's K-12 system prepares every student with the *knowledge and skills*, as well as the *connections to college and career pathways*, they need for long-term economic security and opportunity.
- Every student has access to *rigorous coursework* that is *individualized and purposeful* for their unique path.
- The lines between pre-K-12, higher education, and the workforce are blurred, allowing every student to find the *right fit for them* and providing *seamless transitions* from one step to the next.



DESIRED GRADUATION OUTCOMES

Diploma Requirements

Make high school diploma requirements **more flexible and relevant** to students, employers, and communities

High-Quality Work-Based Learning

Improving **access to and the number of students completing** high-quality work-based learning opportunities

Credentials of Value

Increasing **access to and the number of students completing** high-value postsecondary credentials *before high school graduation*

TIMELINE

Early Spring Stakeholder Engagement & Landscape Analysis

Late Spring Public Presentation to SBOE

Summer-Fall Review and Refinement of Relevant Courses and Sequences
Definition and Process for Determining Credentials of Value
Definition and Framework for High-Quality Work-Based Learning

Fall Work Progress Update to SBOE

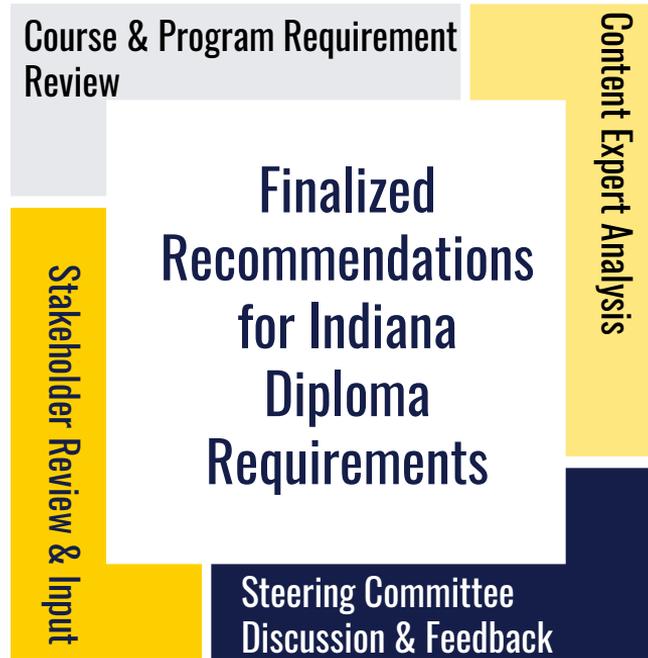
Fall-Winter Proposed Recommendations Presented to SBOE

2024-2025 SY Implementation (Code/Policy/Resources/Data)

As we work through this process, stakeholder engagement will continue to be prioritized at each step.

Refinement of Diploma Requirements

KEY COMPONENTS



KEY COMPONENTS CONTINUED

Course & Program Requirement Review

- Review current requirements and course equivalencies
- Research approaches in other states
- Identify options for increased flexibility and personalization
- Recommend options

Steering Committee Discussion & Feedback

- Examine prioritized recommendations
- Provide feedback to refine recommendations
- Decide on final recommendations

Content Expert Analysis

- Evaluate options and cross reference to appropriate experiences, credentials, and postsecondary options
- Provide feedback to refine recommendations

Stakeholder Review & Input

- Examine targeted recommendations and share benefits, risks, challenges, etc.
- Provide input on targeted recommendations

HOOSIERS **ENGAGED** IN PROCESS

Content experts - Professionals and/or policymakers whose roles and responsibilities align with specific content matter; experts will assist in the review of current requirements and the identification of potential recommendations

Steering committee - Membership reflects a diverse set of stakeholders in the education/workforce spaces; committees will provide feedback/considerations on targeted recommendations

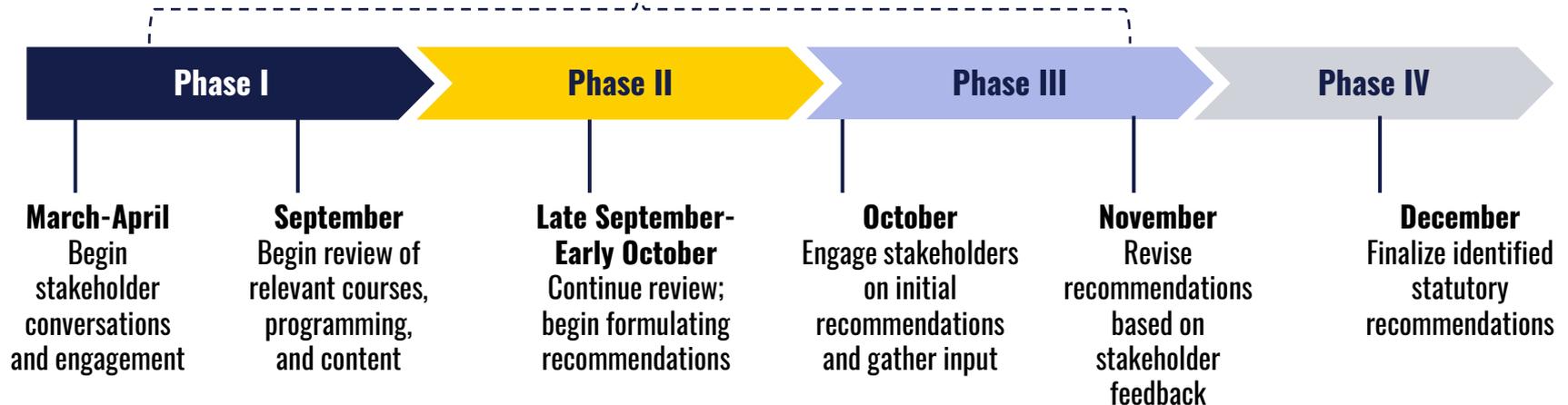
Stakeholders -

- educators
- community organizations
- other state agencies
- colleges and universities
- philanthropy
- parents
- advocacy groups
- business and industry
- the Indiana General Assembly
- policy experts

PROCESS FOR BUILD OUT OF **RECOMMENDATIONS**

September – November

Ongoing content expert review and analysis; development and refinement of recommendations



**Work will continue toward legislative approval and implementation in 2024.*

High Quality Work- Based Learning

WORK-BASED LEARNING: SHARED DEFINITIONS

Through *stakeholder feedback*, we have developed **two shared definitions of work-based learning.**

Work-Based Learning

Represents an instructional strategy designed to help learners connect what they learn in the classroom with what is expected and experienced in the workplace, in partnership with employers and industry professionals.

High-Quality Work-Based Learning

Provides a continuum of diverse work-relevant experiences that allow learners to build on their knowledge and skills, become more complex as learners move through their chosen pathways, and show a measurable impact on learner readiness.

HIGH-QUALITY WORK-BASED LEARNING: **CRITERIA**

- **Student-Workforce Engagement**: All students have access to authentic WBL experiences that are relevant and consistent with their learning pathways.
- **Integrated Learning Experiences**: Students are active participants in holistic WBL experiences that integrate academic, technical, and durable, transferable employability skills.
- **Active Employer Engagement**: Employers view WBL engagements as strategic to their workforce. Experiences are purposeful and interactive.
- **Progressive Continuum of Experiences**: WBL experiences are intentionally progressive and become more complex as students move through their learning pathways, affirming and reinforcing career-based learning and skills.
- **Measurable Program Quality Data**: There is a meaningful analysis of student readiness that extends beyond simply course enrollment data.

PROCESS FOR AFFIRMING SHARED DEFINITION

- **September - October 2023:** Convene a cross-sector steering committee to affirm a shared definition of high-quality work-based learning and begin work on establishing a statewide program framework (*Committee will meet throughout the process*)
- **October - November 2023:** Affirm a statewide program framework for work-based learning and begin identifying program quality indicators and benchmarks and crafting a high-level statewide operational structure
- **November - December 2023:** Gather input on and finalize program framework; identify any possible statutory recommendations
- **2024:** Develop and distribute communications for providers and community stakeholders

Credentials of Value

CREDENTIALS: SHARED DEFINITIONS

Through *stakeholder feedback*, we have developed **two shared definitions of credentials.**

Credential

Verification of a student's qualification or competence, issued by a third party. Can take the form of a postsecondary non-degree certificate or associate degree, an industry certification or badge, a government-issued license, or other formal conferral.

Credential *of Value*

A verified credential that allows students to successfully demonstrate competencies critical to success in postsecondary enrollment, employment, or enlistment in service. Its value is clearly shared by institutions, employers, and learners alike.

CREDENTIAL OF VALUE: **CRITERIA**

- Awarded and verified by an approved third party, such as a higher education institution or a business and industry association
- Representative of a comprehensive set of academic, technical, and employability skills
- Recognized by institutions, employers, and other entities as having transference to enrollment in postsecondary education, quality employment, or enlistment in service
- Aligned with current or emerging high-demand, high-skill, middle-and-higher wage industry sectors or occupations
- Accessible to and attainable by K-12 Indiana students (when applied to K-12)

PROCESS FOR AFFIRMING SHARED DEFINITION

- **September - October 2023:** Convene a cross-sector steering committee to determine metrics and thresholds for key criteria (*Committee will meet throughout the process*)
- **October - November 2023:** Develop recommendations for the application of the definition and criteria and to ensure input from key stakeholders, most notably employers
- **November - December 2023:** Gather input on recommendations and finalize a process for determining credentials of value; identify any possible statutory recommendations
- **January 2024:** Review and update existing lists for early adopters in 2024
- **February - March 2024:** Develop and distribute communications for the field



THANK YOU!