



INDIANA STATE BOARD OF EDUCATION

GRADUATION PATHWAYS PANEL

(Drafted 10/31/2017)

The purpose for this Panel is to establish graduation pathway recommendations for the State Board of Education that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of postsecondary education, whether that is an industry recognized certificate program, an associate's degree program, or a bachelor's degree program.

These recommendations seek to ensure every Hoosier student graduates from high school with 1) a broad **awareness** of individual career interests and associated career options, 2) a strong **academic** foundation, and 3) **demonstrable employability skills** that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2022 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Pathway Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <i>at least one</i> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; • Service-Based Learning Experience; OR <ul style="list-style-type: none"> • Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <i>at least one</i> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; • ACT: College-ready benchmarks; • SAT: College-ready benchmarks; • ASVAB: Earn a score of 50 or higher; • State- and Industry-recognized Credential; • State- and Industry-recognized Apprenticeship or Co-Op; • Career-Technical Education Concentrator: Must earn a C <u>average</u> or higher in at least 3 courses in a CTE sequence; • Three AP/IB/CLEP/CIE/Dual Credit courses: Must earn a C <u>average</u> or higher in all courses; OR <ul style="list-style-type: none"> • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.



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Recommended Implementation Timeline:

- For current high school students, those graduating in 2019, 2020, or 2021, ISTEP 10/End-of-Course Assessments will continue to be used as the graduation qualifying examination. However, students in these cohorts may elect to complete a Graduation Pathway in lieu of the current graduation qualifying examination.
- Once adopted by the State Board of Education, the Graduation Pathways will become effective for the graduating class of 2022 (freshmen entering high school in 2018-19).

Additional Items for the State Board of Education's Consideration:

- **Future Panel convenings:** The Graduation Pathways Panel recommends that it continues to convene in order to:
 - Develop the framework for the Locally Created Pathways;
 - Create recommendations regarding the manner in which the State Board monitors outcome data and adjusts Pathways options contingent upon that data; and
 - Study potential waiver options for diplomas.
- **Career Exploration:** The Graduation Pathways Panel recognizes the need for more robust career awareness and exploration for students throughout their entire academic lives. Students need greater exposure and understanding of the variety of employment opportunities to foster their postsecondary aspirations. The Panel recommends the inclusion of career awareness and exploration at the middle elementary (grades 3 thru 5) and middle school (grades 6 thru 8) levels. The Graduation Pathways—flexible through graduation—should be preceded by a series of purposeful activities during middle school and high school, including but not limited to: 1) **career exploration courses** (e.g., *Exploring College & Careers, Preparing for College & Careers*) 2) **career interest assessments** (e.g., *Indiana Career Explorer, Naviance, ASVAB Career Program*), and 3) **consultations with school counselors**.
- **End-of-Course Assessments:** The Graduation Pathways Panel recommends that End-of-Course Assessments in Algebra I, English 10, and Biology be used as final examinations for students in those courses.
- **Statewide Diploma:** The Graduation Pathways Panel and State Board of Education will further deliberate on credit and course requirements for the diploma.
- **Career-Technical Education Completer:** The Graduation Pathways Panel recommends that courses and assessments be developed in all CTE fields of interest to ensure that CTE students can transition from being a 'CTE Concentrator' to becoming a 'CTE pathway completer.' The 'CTE pathway completer' should be implemented as a Pathway Option by 2023.



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¹ Learn and Demonstrate Employability Skills:

Employability skills standards may include [Indiana's Employability Skills Benchmarks](#) and other comparable character development benchmarks.

Demonstrations of employability skills are experiences that enable students to apply essential academic, technical, and professional skills and find engagement and relevancy in the academic careers through such means as project-based learning, work-based learning, or service learning experiences.

Demonstrations of employability skills can occur over the course of a student's high school career.

Any demonstration needs to be validated locally by:

- Student work product,
- School Evaluation, **AND**
- Third-Party Evaluation (e.g., employer, volunteer organization, or research supervisor).

² Learn and Demonstrate Employability Skills – Graduation Pathway Options:

Project-based learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Demonstrations include:

- Completion of a course capstone,
- Completion of a research project,
- Completion of the AP Capstone Assessment, **OR**
- Other (with approval by the State Board of Education).

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities.

Demonstrations include:

- Participation in a meaningful volunteer or civic engagement experience,
- Engagement in a school-based activity, such as a leadership position in an extracurricular activity or sport for at least one academic year, **OR**
- Other (with approval by the State Board of Education).



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Work-based learning is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with businesses and industries. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

- Completion of a course capstone,
- Completion of an internship,
- Obtaining the Governor's Work Ethic Certificate,
- Working at an after-school job, **OR**
- Other (with approval by the State Board of Education).

³ Postsecondary-Ready Competencies – Graduation Pathways Options:

College-reading benchmarks will be set in consultation with the Commission of Higher Education.

The State will pay for the administration of either the ACT or SAT assessment; the administration of either assessment must occur during the school day.

Apprenticeships are defined as intensive work-based learning experiences that provide a combination of on-the-job training and formal classroom instruction. They are intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees.

Co-Ops link academic programs with structured work experiences through which participants acquire professional and technical skills. Participants earn academic credit for work carried out over a limited period of time under the supervision of a professional mentor.

State and Industry-Approved Credentials, Apprenticeships, and Co-Ops will be determined by the State Board of Education, in consultation with the Department of Workforce Development.

College Level Exam Program (CLEP): A score of 50 on at least 3 subject area exams can satisfy this pathway. At least one subject area must be a core content.

Cambridge International Examinations: A passing score on at least 3 Cambridge O Level Exams can satisfy this pathway. At least one subject area must be a core content.

At least one AP/IB/CLEP/CIE/Dual Credit course must be in a core content area (e.g., English, math, science, or social studies).

Students must take any corresponding AP or IB exams for their courses.

A score of 3 or higher on an AP exam or a 4 or higher on an IB exam may satisfy the C requirement for one particular course.