INDIANA STATE BOARD OF EDUCATION

GRADUATION PATHWAYS PANEL
(Finalized 11/7/2017)

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 quality postsecondary education and training, including an industry recognized certificate program, an associate's degree program, or a bachelor's degree program.

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

Students in the graduating class of 2023 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 Skills**[1] (Students must complete *at least one* of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following: • **Project-Based Learning Experience**; • **Service-Based Learning Experience**; **OR** • **Work-Based Learning Experience.** [2]
3) **Postsecondary-Ready Competencies**[3] (Students must complete *at least one* of the following.)	• **Honors Diploma**: Fulfill all requirements of either the Academic or Technical Honors diploma; • **ACT**: College-ready benchmarks; • **SAT**: College-ready benchmarks; • **ASVAB**: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; • **State- and Industry-recognized Credential or Certification;** • **State-, Federal-, or Industry-recognized Apprenticeship**; • **Career-Technical Education Concentrator:** Must earn a C average or higher in at least 6 high school credits in a career sequence; • **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:** Must earn a C average or higher in at least three courses; **OR** • **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, 2021, or 2022, ISTEP 10/End-of-Course Assessments will continue to be used as the graduation qualifying examination.
  - Schools should work towards allowing students in these cohorts to opt-in to a Graduation Pathway in lieu of the graduation qualifying examinations.
- Once adopted by the State Board of Education, the Graduation Pathways will become effective for the graduating class of 2023 (eighth graders in 2018-19).
- **This recommendation becomes effective for all students beginning of 2019-20.**

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;
    - Potential examples include: Co-Ops, ePortfolios, or other options validated by either employers and/or institutions of higher education.
  - Create recommendations regarding the manner in which the State Board monitors pathway outcome data and adjusts Pathways options contingent upon that data;
  - Study potential waiver options for diplomas;
  - Consider ways for the 'CTE Concentrator' pathway to become a 'CTE Completer' pathway; and
  - Consider ways for schools to begin to implement these graduation pathways with the graduating class of 2019.
- **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**.
- **Nationally-recognized College Entrance Exam:** The Graduation Pathways Panel recommends that the State adopt a nationally-recognized college entrance exam to be used for school accountability no later than 2021-22.
- **Statewide Diploma:** The Graduation Pathways Panel and State Board of Education will further deliberate on credit and course requirements for the diploma at a future date.
- **Phasing in AP/IB/CI exam scores:** The Graduation Pathways Panel will consider ways to incorporate AP, IB, or CI exam scores as a final pathway.

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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 their 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 **AND**
- School validation.

[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 Cambridge International Global Perspectives and Research,
- 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 co-curricular or extracurricular activity or sport for at least one academic year, **OR**
- Other (with approval by the State Board of Education).

Work-based learning is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. 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,
- Employment outside of the school day, **OR**
- Other (with approval by the State Board of Education).

[3] **Postsecondary-Ready Competencies – Graduation Pathways Options:**

National college-ready benchmarks are set by the College Board and ACT, in consultation with the Commission of Higher Education. The minimum scores on these tests cannot be set lower than the national college-ready benchmarks.

For 2017, the college-ready benchmarks are:

- SAT: 480 in English and 530 in Math.
- ACT: 18 in English, 22 in Reading, 22 in Math, and 23 in Science.

These scores are fluid and are subject to change.

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, Certifications, 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 (CI) Examinations: A score of G or higher on at least 3 Cambridge IGCSE Level Exams can satisfy this pathway. At least one subject area must be a core content.

At least one AP/IB/Dual Credit/CI course or CLEP exam must be in a core content area (e.g., English, math, science, or social studies) and/or be part of a defined curricular sequence.

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

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

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