

The Future of the Indiana Diploma: Second Draft of Diploma Rule

August 14, 2024



TODAY'S AGENDA

**Remembering
our WHY**

**Hoosiers Engaged
in the Process**

**Stakeholder Feedback Drives
Significant Updates to Second Draft**

**Rulemaking Timeline
& Next Steps**

WHY DO WE NEED TO **RETHINK HIGH SCHOOL?**



Fewer Indiana students are **enrolling** in higher education, and even fewer are *graduating*.



Students are graduating without the skills needed to secure rewarding **career opportunities**.



Students who dream of **enlisting** are finding out they are disqualified when it's *too late*.



Student apathy is high, leading to high rates of **chronic absenteeism** in grades 9-12.

WHY DO WE NEED TO **RETHINK HIGH SCHOOL?**

Fewer Indiana students are **enrolling** in higher education, and even fewer are *graduating*.

76%

of Hoosier high school graduates say they intend to go on to some form of higher learning...

53%

actually do...and of these students...

24%

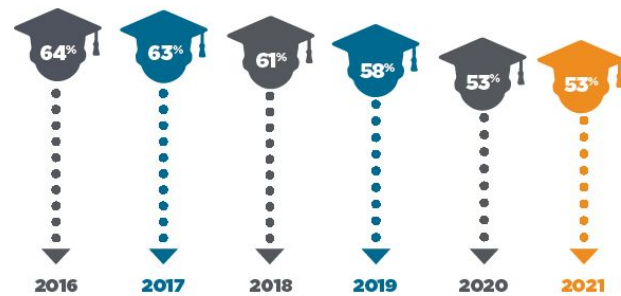
who enroll in a 2-year college or university graduate on-time.

51%

who enroll in a 4-year college or university graduate on-time.

HIGH SCHOOLERS GOING STRAIGHT TO COLLEGE

Four hundred fewer Indiana high school graduates from the class of 2021 enrolled in some form of education and training beyond high school compared to the class of 2020.



WHY DO WE NEED TO **RETHINK HIGH SCHOOL?** CONTINUED

Students are graduating without the skills needed to secure rewarding **career opportunities**.

Indiana ranks
#1 nationwide
in terms of
students
*completing at
least one college
course in high
school.*

- **58% of Indiana jobs** require skills training *beyond high school*, but not a four-year degree.
 - **Just 47% of students** *have access* to the skills training necessary to fill these in-demand careers.

Our OPPORTUNITY ahead....

- **64% of Indiana students** earn college credit, graduating high school with an average of **13.5 credits**. A short-term credential can be earned with **15-18 credits**.
- **5% of these students** earn a credential before graduation, *opening doors of future opportunity*. *Thousands more* are just a **few credits away**...and many aren't even aware.
- Top 6 durable skills according to Indiana companies: **communication, metacognition, leadership, critical thinking, collaboration, and character**.

WHY DO WE NEED TO **RETHINK HIGH SCHOOL?** CONTINUED

Students who dream of **enlisting** are finding out they are disqualified when it's *too late*.

- 2022 was the **worst recruiting year** in the history of the military's all-volunteer force.
- Enlistments into the military from the state of Indiana **declined by 41%** from 2018 to 2022.
- Indiana National Guard enlistments over the same period **declined 38%**. The rate of decline is **worse in Indiana** than in other states.

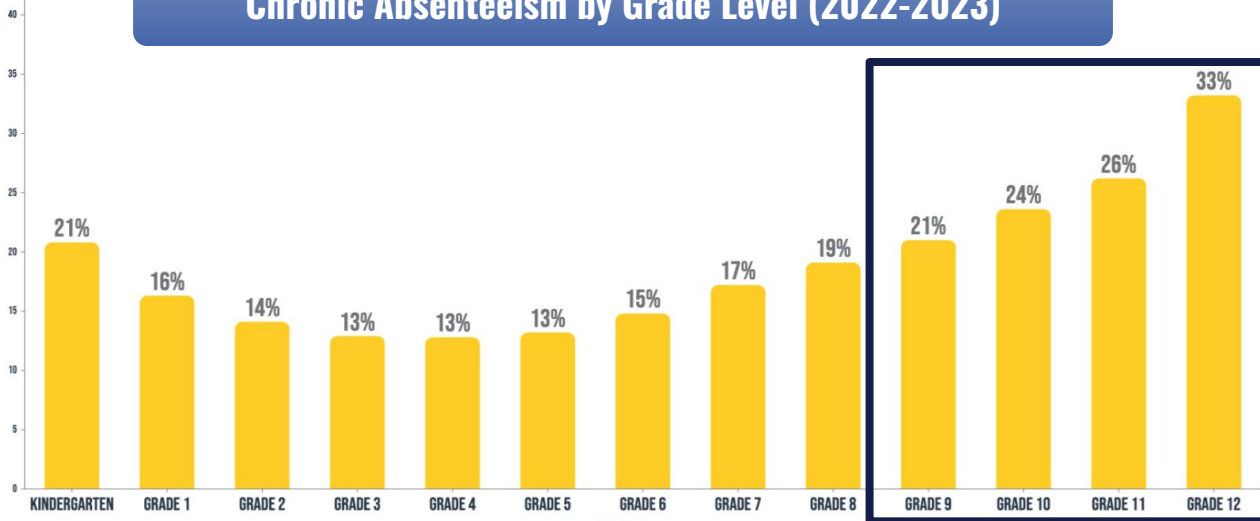


~77% of student are **disqualified** because they do not meet the **aptitude, medical, fitness, or character standards** necessary for service.

WHY DO WE NEED TO RETHINK HIGH SCHOOL? CONTINUED

Student apathy is high, leading to high rates of **chronic absenteeism** in grades 9-12.

Chronic Absenteeism by Grade Level (2022-2023)



THE HIGH SCHOOL EXPERIENCE OF THE *FUTURE*

OUR SHARED GOAL: The high school experience prepares every student for success, helping them to maximize their educational attainment, regardless of their unique goals and aspirations for the future.



Enrollment



Employment



Enlistment & Service



Hoosiers Engaged in the Process

DIPLOMA REDESIGN **PROGRESS** TO DATE

March 27

Indiana leaders present proposal to redesign high school diplomas, begin four months of public comment.

June 5

New readiness seals presented in response to stakeholder feedback.

July 30

First public comment period closes.



May-June

Listening Tour across Indiana.

June 26

First draft of diploma rule published in the Indiana Register.

August 14

Indiana leaders present second draft of diploma rule.

HOOSIERS **ENGAGED** IN THE PROCESS

To inform our efforts to rethink high school in Indiana, we continue to conduct **extensive stakeholder outreach** and **engagement** to seek feedback. Below are just a few examples:

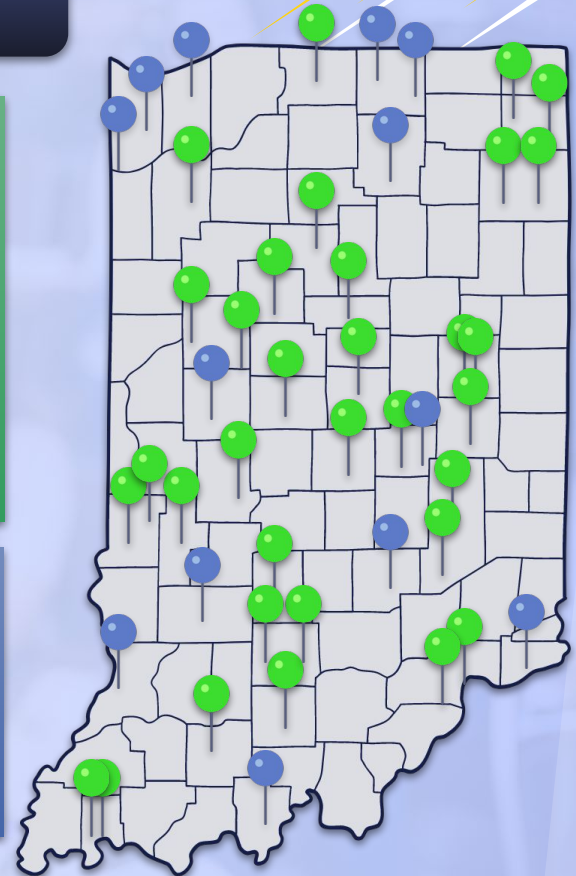
- Public and non-public schools
- Educators and professors
- Community organizations
- Other state agencies
- Colleges and universities
- NCAA
- Philanthropy
- Students
- Parents
- Advocacy groups
- Business and industry
- Indiana General Assembly
- Policy experts
- National education thought-leaders
- Education service centers
- Implementation partners

REGIONAL & COMMUNITY CONVERSATIONS TO DATE

Each of these visits included multiple meetings and conversations with:

- K-12 schools (students, educators, parents),
- Higher education institutions,
- Chambers of commerce, and
- Other stakeholders.

The listening tour across Indiana will continue in August and September. Additional stakeholder conversations are also happening daily to ensure that what we build together is as valuable as possible for students.

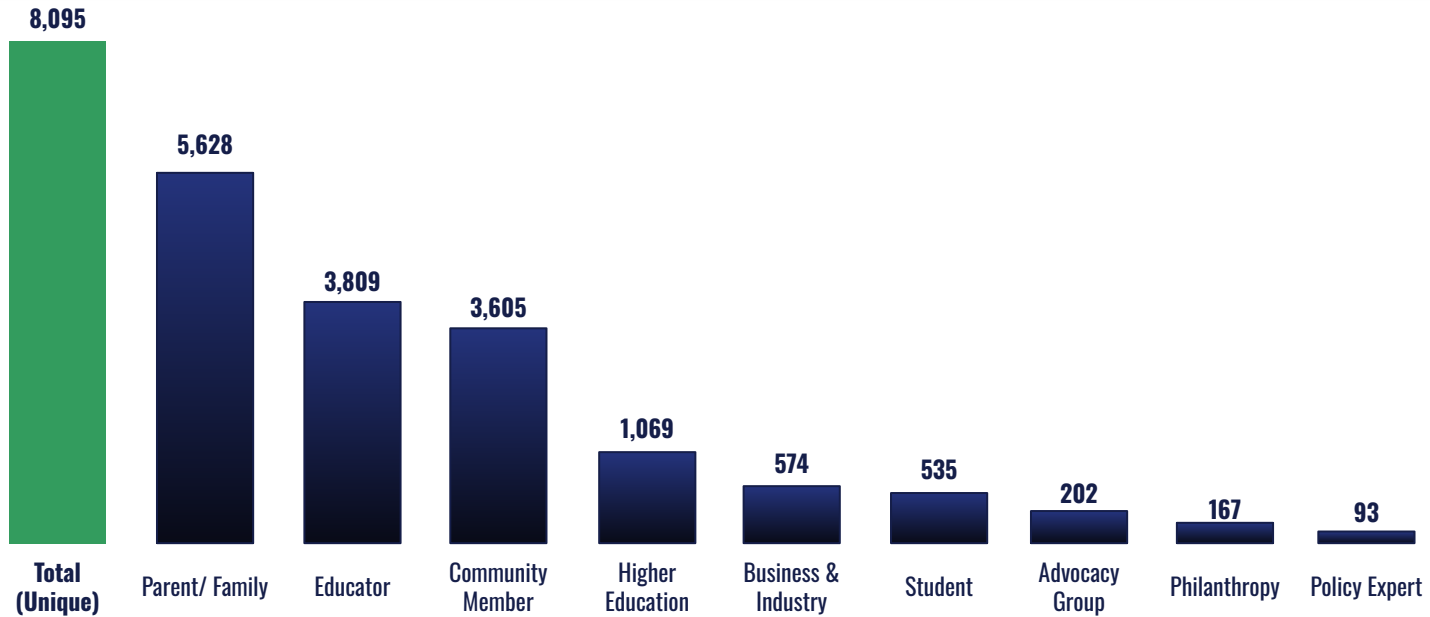


WHO IS SHARING FEEDBACK

Note: Respondents can select *multiple* stakeholder groups.

Diploma Feedback Responses by Stakeholder Group (Self-Reported)

March 27- July 30



KEY THEMES IN STAKEHOLDER FEEDBACK

Respondents appreciated the ***purposeful flexibility***, and emphasized the following key priorities to consider as the draft rule continues to be refined:

- 1 Balancing the need for **flexibility and student choice**, while ensuring a **well-rounded education** for all students
- 2 Ensuring diploma requirements are *rigorous* and *attainable* and **prepare every student for success** regardless of their post-high school plans
- 3 Elevating the importance of **experiential learning opportunities**, while increasing access and ensuring safety for all students (e.g. work-based learning or mentorship experience)
- 4 Providing **sufficient resources** to support successful implementation

KEY THEMES IN STAKEHOLDER FEEDBACK CONTINUED

Common Feedback and Questions

Ensuring a well-rounded education for all students

Certain course requirements should be kept.

Requirements should ensure flexibility to change paths.

Preparing students for success at colleges and universities

Will students be competitive in college admissions?

Stakeholders value clear guidance on meeting admissions requirements.

Increasing access to experiential learning and ensuring safety

Students face barriers to accessing work-based learning opportunities.

Will students be able to balance WBL requirements with other time commitments?

Students in some communities have greater access to WBL than others.

How will employers ensure student safety and provide proper oversight?

Providing sufficient resources to support successful implementation

School corporations require sufficient time, funding, staffing, and other resources to ensure successful implementation.

More clarity is needed around minimum requirements to support schools in navigating changes.

Stakeholder Feedback Drives Significant Updates to Second Draft

REMEMBERING OUR **DESIGN PRIORITIES**

Maximize *flexibility* for students to *personalize* their journey while maintaining rigor

Increase *simplicity* for students, parents, and schools

Increase access to work-based learning and credentials of value



SECOND DRAFT OF THE DIPLOMA RULE: OVERVIEW

The new proposal has been *streamlined and simplified* to include **one base diploma** with minimum and flexible requirements for every student, as well as the opportunity for students to earn **readiness seals** aligned with their unique path.

*Note: The federally-required **alternate diploma** for students in special education with a significant cognitive disability is still available.*



INDIANA DEPARTMENT OF EDUCATION		CURRENT & FUTURE INDIANA DIPLOMA: COMPARISON	
		CURRENT INDIANA CORE40	FUTURE NEW INDIANA DIPLOMA
ENGLISH	8 CREDITS		8 CREDITS <ul style="list-style-type: none"> 2 credits: English 9 1 credit: Communications-focused course 5 additional English credits
MATH	6 CREDITS <ul style="list-style-type: none"> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II 	7 CREDITS <ul style="list-style-type: none"> 2 credits: Algebra I 1 credit: Personal Finance 4 additional math credits 	
SCIENCE, TECHNOLOGY, AND ENGINEERING	6 CREDITS <ul style="list-style-type: none"> 2 credits: Biology I 2 credits: Chemistry I, Physics I, or Integrated Physics 2 credits: Any Core 40 science course 	7 CREDITS <ul style="list-style-type: none"> 2 credits: Biology I 1 credit: Computer Science 2 additional science credits 2 STEM-focused credits 	
SOCIAL STUDIES	6 CREDITS <ul style="list-style-type: none"> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World 	5 CREDITS <ul style="list-style-type: none"> 2 credits: U.S. History 1 credit: U.S. Government 2 credits: World Perspectives (Flexible options, including advanced world language or world-focused social studies courses) 	
PE/HEALTH	3 CREDITS <ul style="list-style-type: none"> 2 credits: Physical Education 1 credit: Health & Wellness 	2 CREDITS <ul style="list-style-type: none"> 1 credit: Physical Education 1 credit: Health & Wellness 	
DIRECTED ELECTIVES	5 CREDITS <ul style="list-style-type: none"> Any combination of World Languages, Fine Arts, and/or Career & Technical Education 	N/A	
PERSONALIZED ELECTIVES	6 CREDITS	12 CREDITS <ul style="list-style-type: none"> Students are encouraged to utilize the new readiness seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as CTE, Performing/Fine Arts, and World Languages. 	
COLLEGE & CAREERS	N/A	1 CREDIT	
TOTAL	40 CREDITS	42 CREDITS	

Hoosier high school students have the opportunity to earn approximately 60 credits.

Note: The federally-required alternate diploma for students in special education with a significant cognitive disability is still available.

SECOND DRAFT OF THE DIPLOMA RULE: OVERVIEW CONTINUED

The new diploma structure includes:

1. **One base diploma with minimum and flexible requirements for every student**
 - Increased **flexibility** and **course options** for earning credits in core content areas
 - ***Personalized*** electives
2. **The opportunity for students to earn readiness seals aligned with their unique path**
 - Designed to help students focus their personalized credits into a pathway that more **seamlessly connects** them to what's next
 - Provide *students* and *parents* with a **blueprint for success** in whatever path a student might choose



CURRENT & FUTURE INDIANA DIPLOMA: COMPARISON

The new diploma structure includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are encouraged to seize this flexibility by personalizing their high school experience. The new seals, highlighted on the next page, provide additional intentionality to maximize readiness. Students who do not earn a seal must still complete components 2 and 3 of Graduation Pathways.

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Note: The federally-required alternate diploma for students in special education with a significant cognitive disability is still available.



BLUEPRINT FOR SUCCESS: READINESS-SEALS

Although seals are optional, students are encouraged to utilize the blueprints below to focus their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathways requirements will be satisfied through completion of any seal.



ENROLLMENT

- Complete at least 4 World Language and 6 Social Studies credits
- Complete at least 8 Math credits
 - Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study
- Complete at least 6 Science credits
 - Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study
- Earn a C or higher in all courses and earn a cumulative B average
- Complete one of the following:
 - 4 credits in AP courses and pass corresponding AP exams
 - 6 college credits
 - 4 credits in IB courses and take corresponding exams
 - Score a 1250 on the SAT or a 26 on the ACT



EMPLOYMENT

- Earn a market-driven credential of value* aligned to a specific occupation or 3 courses in a Career and Technology Education (CTE) pathway
- Complete 100 hours of work-based learning
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
- Meet attendance goal



ENLISTMENT & SERVICE

- Complete one of the following:
 - Introduction to Public Service course or approved locally-created equivalent
 - Emphasis on developing an awareness of the physical standards and character required for service
 - One year of JROTC
- Achieve a score of 31 on the ASVAB and complete all three components of the Career Exploration Program
- Meet attendance goal
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
 - Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals



Earn the Honors Enrollment Seal, plus:

- Earn a credential of value* that may include, for example:
 - Associate degree:
 - Technical Certificate:
 - Indiana College Core:
 - AP Scholar with Distinction:
 - Cambridge ACE Diploma: or
 - IB Diploma
- Complete at least 100 hours of work-based learning
- Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic

Earn the Honors Employment Seal, plus:

- Earn a market-driven credential of value* that may include, for example:
 - Associate degree:
 - Technical Certificate:
 - Indiana College Core: or
 - Advanced industry certificate
- Complete additional, focused work-based learning (total of 650 hours in one or more experiences) that may include, for example:
 - Pre-Apprenticeship
 - Modern Youth Apprenticeship
- Demonstrate skill development in Communication, Collaboration, Work Ethic, and any additional skills determined locally

Earn the Honors Enlistment Seal, plus:

- Achieve a score of 50 or higher on the ASVAB
- Demonstrate excellence in leadership through one of the following:
 - Completion of at least 100 hours of public service:
 - Holding a leadership role in a co/extracurricular activity:
 - Completion of two seasons in a team-based physical sport or activity

*Note: the credential of value levels are currently being determined by business and industry.

LETTERS OF SUPPORT FROM OUR PARTNERS



Rulemaking Timeline & Next Steps

RULEMAKING TIMELINE & NEXT STEPS

Timing	Action Item
LSA publishes the rule on the Indiana Register	Second round of public comment begins.
Before December 31, 2024	Work-based learning guidance and comprehensive credentials of value list released.
	SBOE adopts final rule.
2025-2026 School Year	Schools can opt in to award the new Indiana diploma.
2028-2029 School Year	New diploma is effective for all graduating seniors.



THANK YOU!