



INDIANA STATE BOARD OF EDUCATION

Graduation Pathways Panel Draft Recommendations (Drafted 10/10/2017)

The goal for this Panel is to establish graduation pathway recommendations 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. Based on HEA 1003, these pathways are required graduation capstones, replacing the current system of graduation qualifying examinations. Over the course of these first six meetings, we had open convenings with the following groups – teachers, counselors, CTE directors, principals, administrators, superintendents, advocates, national specialists, non-profits, businesses, institutions of higher education, parents, and students – to inform these recommendations.

The 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 for 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 Indiana Career Explorer pilot serves as a model for ways for middle school students to learn about different career types, as well as engages parents in the exploration.

Based on the Panel's discussion on October 10, the pathway features include the following:

- Inclusion of employability skills as a core competency;
- ECAs plus additional indicator;
- Honors diploma plus additional indicator;
- Industry-recognized credentials;
- CTE Pathway Concentrator (with 6 credits in one field of interest);
- ASVAB (score TBD) plus enlistment;
- AP (at least a score of 3 on exam)/IB (at least a score of 4 on exam);
- Dual credit + remediation free SAT/ACT; or
- SAT/ACT plus GPA.

Every student, as part of their graduation pathway, must demonstrate a foundation in employability skills (e.g., communication, interpersonal skills, resiliency, persistence, work ethics, etc.). In order to obtain these skills, students must complete at least one of the following:

1. Participate in at least 20 hours of service learning or civic engagement experiences,
2. Obtain leadership skills through school extracurricular activities,



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3. Apply classroom learning through an internship, apprenticeship, or other work-based experience,
4. Obtain a work ethic certificate, or
5. Work at an after-school job.

Based on the features the Panel outlined during today's conversation, we created the framework as students' graduation pathway. In order to graduate, students must satisfy all Indiana high school diploma requirements and **at least three** of the following pathway proficiency options:

| Proficiency Options | General/Standard Proficiency | Honors/Distinction Proficiency |
|---|--|--|
| Applied Learning | Work-, Project- or Service-Based Learning experience validated by: 1) Student Work Product; 2) School Evaluation; and 3) Employer/Third-Party Evaluation | |
| Aligned Assessments Alg. 1/Eng. 10 ECAs + Pathways Exam | 22 ACT; 1010 SAT; or 35 ASVAB | 26 ACT; 1250 SAT; or 75 ASVAB |
| Career Credentials | 6 CTE credits concentrator | 6 CTE credits completer or industry-recognized credential |
| College Credits | 6 transcribed credits | 9 transcribed credits (including at least 3 AP/IB credits) |
| Cumulative GPA | 2.5 GPA or higher | 3.0 GPA or higher |

NOTE: Graduation waivers may be granted to students who demonstrate proficiency through alternative means, including 1) acceptance into postsecondary education or occupational training program 2) enlistment in military service or 3) securing gainful employment.