Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Graduation Pathways
Frequently Asked Questions (FAQ)

This FAQ contains information regarding the Indiana Department of Education's (IDOE's) requirements pertaining to Graduation Pathways.

Number	Question	Answer
1	**What are the new course codes for Bucket 2 of Graduation Pathways?**	The course codes for project-based learning (PBL), service-based learning (SBL), and work-based learning (WBL) can be found in the latest Course Titles & Descriptions document.
2	**When documenting the bucket 2 experiences with the new course codes, do we denote those with a grade of "P" upon completion?**	Yes, since this is a zero credit course and not used towards the required credits needed for the diploma, a P can be used to note completion.
3	**Are schools required to use the IDOE course codes in the 2022-2023 school year for project-, work-, and service-based learning if we already have a system that tracks that for us?**	The use of these course codes is not required for the 2022-2023 school year, but they are available to support schools that would like to begin using them to track requirements. Utilizing IDOE course codes will be a requirement beginning in the 2023-2024 school year to designate completion of the graduation pathways employability skills experiences.

This early usage has been added to track Bucket 2 on your transcript. |
| 4 | **Will schools be required to use the new employability course codes in the future?** | Beginning with the 2023-2024 school year, schools will be required to use the course codes to designate completion of the graduation pathways employability skills experiences. |
| 5 | **Is there updated pathway guidance using Next Level Programs of Study (NLPS) course titles vs the Perkins IV/V course titles?** | Currently, there is not a new list of NLPS courses that qualify for Bucket 2.

As a rule, schools should follow the guidelines and design principles for the PBL, SBL, and WBL experiences outlined in the Graduation Pathways Guidance. A school determines locally if a course fulfills the employability skills experience by verifying that it meets the design principles for PBL, SBL, or WBL and culminates with a student work product. At the school and district level, these experiences are validated by a school staff member and the school must keep the student's work product on file in the case of an audit. |
| 6 | **What artifacts should be used to verify Bucket 2 artifacts?** | A school validates that a student has demonstrated employability skills through a PBL, SBL, or WBL experience by evaluating the student's product and tracking the completion of the experience on the student's transcript or through the school's student information system (SIS).

Schools may evaluate and validate a student's experience through a rubric. |

		Examples of rubric criteria can be found [here](#). An independently completed rubric will rate and give feedback on the student's product and/or experience.
7	**Can you share an example of a work-based learning training plan?**	Sample training plans can be found in the [Work-Based Learning Manual](#).
8	**Which NLPS pathways are approved for virtual delivery?**	There are fifteen NLPS pathways currently approved for virtual delivery. The Office of CTE released this memo outlining the [Online and Virtual Course Policy](#).
9	**For Perkins V, can virtual courses count towards concentrator status?**	Yes. Find more information regarding the Office of CTE's Online and Virtual Course Policy [here](#).
10	**How long must schools track Perkins 4 (and eventually P5) for students who are grandfathered into using those pathways?**	As referenced in [this document](#), Perkins V courses will eventually phase out of the approved course titles and at that point, students will need to pursue NLPS pathways if they have not yet completed their CTE Concentrator sequence.
11	**Can students use a "super score" for SAT and ACT requirements, pulling scores from multiple administrations?**	Yes. Schools and districts can superscore students' scores on either the SAT or ACT. Superscoring allows for consideration of students' scores across all the dates a student took the SAT or ACT, rather than confining the students' scores to one particular date. Due to differing psychometrics, scores from the SAT and ACT, however, cannot be combined to meet the Postsecondary-Ready Competencies (PRC) requirement.
12	**If the student meets the benchmarks on their school-day SAT, but they do better on a Saturday SAT exam, must we still report the school-day scores on the transcript?**	As outlined in [this document](#), including additional SAT scores on the transcript if a student wishes to include them, whether they met the benchmark or not, can be a decision made locally, however, a student's junior year school-day SAT results **must** be on the transcript since it is the most recent statewide assessment for high schoolers. Schools may opt to include the actual numerical score which is preferred or just the results (e.g. Pass, Did Not Pass, etc.) for the state-wide assessment results. Resource:
13	**Does a full year course (like College Algebra MATH102) count for one Dual Credit course or two?**	If one college course is stretched to be year-long, this would count as one course. If the full year course is inclusive of two college courses then that would count as two courses (example: HIST101 in semester 1 and HIST102 in semester 2).
14	**Does a student have to earn the transcripted college credits to meet Graduation Pathways requirements?**	Although it is best practice, current policy states that the students do not have to earn the transcripted dual credit. They do however, have to meet [specific requirements](#) for the dual credit courses to count for graduation pathways: Students must:

		• Earn a "C" average across their three courses. • Meet the prerequisite requirements for the high school (Indiana State Approved Course Titles and Descriptions) and college courses (per Memorandum of Understanding [MOU]). • Meet the entrance requirements for the college course (e.g., Accuplacer, GPA, etc.). High schools must: • Have an executed MOU with the postsecondary provider.
15	**Does the "B" average on the Core 40 with Academic Honors measured on a weighted or unweighted scale?**	This is a decision made locally.
16	**Can the six dual credits in a specific CTE pathway allow a student to earn the Technical Honors Diploma (THD) (if they also meet GPA and grade/credit requirements) and also meet the requirement for "any one of the options (A-F) for Core 40 for Academic Honors Diploma (AHD)?"**	If a student intends to use the dual credit option within the Academic Honors A-F choices, an additional 6 dual credits would be needed as the same credits cannot be used to meet both requirements.
17	**Can Cohort 2022 students still use Perkins IV Concentrator courses to graduate as fifth year students?**	Yes, Cohort 2022 students can still use Perkins IV as this is the requirement of their cohort.
18	**Can the Concentrator B course be taken before the Concentrator A course?**	If a CTE course is listed as a prerequisite in the Course Titles & Descriptions, it must either be taken prior or concurrently.
19	**If we have a student transfer and they were working towards a CTE pathway we do not offer, can they take pathway courses concurrently?**	As outlined in this document, students can take pathway courses concurrently.

20	If a student only earns 1 credit in the principles course and then goes on to earn 2 credits in both Concentrator A and Concentrator B, are they a concentrator?	No, if the principles course is a two semester course then a student must earn both semesters in order to be considered a concentrator.
21	If a student completes the concentrator (principles, Concentrator A and Concentrator B) with a C average, and continues with the capstone in the same program and does not get the C average, does this mean they don't get their pathway?	Students using NLPS courses to earn CTE concentrator status must receive a C average (as determined by your local grading scale) or higher in **all** concentrator sequence courses (Principles, Concentrator A, and Concentrator B) for the purposes of Graduation Pathways. **The capstone course may be used if it would benefit a student's GPA, supporting the C average requirement for concentrator status.** A school may choose to include the cumulative grade average earned in this capstone to meet the C average requirement. By using the capstone, the C average would be based on grades earned in all the following courses: Principles, Concentrator A, Concentrator B, and the cumulative capstone grade.
22	Where can I find the Graduation Pathway eligible industry-recognized certifications?	The annual list of Graduation Pathways eligible certifications can be found on both the IDOE Graduation Pathways website and the Department of Workforce Development website.
23	Can you confirm that students who earn the provisionary CAMT cert through IAA's CAMT classes would meet the graduation requirements?	The provisionary Certificate for Apartment Maintenance (CAMT) certification does not count for Graduation Pathways. The CAMT on the Graduation Pathways list requires 12 months of experience for this certification.
24	What is the process for adopting an approved Locally Created Pathway?	Schools that choose to adopt an approved Locally Created Pathway (LCP) must follow the criteria set forth in the approved application. Details for adopting specific LCP's can be found here: Adopting a LCP Guidance If a school or district would like to adopt an LCP for their use, they must complete the Notification Form (Adopting a LCP Notification Form) on our website. Additionally, if a school or district wishes to create a new LCP that is not aligned with anything already approved, the application window opens at the beginning of March and closes at the end of April.

25	**Our school has adopted the Civic Arts pathway and we were hoping to add an Orchestra component to it. How would we begin this process?**	In order to make changes to your adoption of the Civic Arts LCP, such as adding an Orchestra component, you would need to resubmit the LCP Adoption Form. On this form, you would indicate that you would like to add an orchestra strand or pathway and include a link to the proposed sequence of courses and experiences for a student completing it. This will be reviewed by a member of the IDOE Graduation Pathways team and either approved or if questions arise, a call will be scheduled to discuss.
26	**Will a single Principles of Business or Intro to Business semester qualify them for completion of the Civics Arts pathway?**	For the Civic Arts LCP, the course as defined in the Course Titles and Descriptions is the requirement. For example, if a course only requires one semester in the course titles and descriptions (such as Intro to Business or Intro to 2D Art), then one semester would meet the requirement for the Civic Arts LCP. If a course has the requirement of two semesters in the course title and description (such as Principles of Business or AP Art History), then two semesters would be the requirement.
27	**If a student is getting a Pathway waiver due to three failed attempts to one of the options in Box 3- do they have to be all attempts at something different?**	A student must attempt to achieve at least three separate Postsecondary-Readiness Competencies in order to be eligible for a waiver of Postsecondary-Ready Competency. For example: Taking each of the following assessments but not earning the required score: SAT, ACT, and ASVAB. They would not be eligible if they attempted the same Postsecondary-Readiness Competency two times (CTE Concentrator) and another once (SAT).
28	**Can a student graduate early using a waiver of Postsecondary-Ready Competency?**	As determined by the Indiana State Board of Education (SBOE), students are not allowed to utilize a Graduation Pathways waiver to graduate early. If using the waiver of Postsecondary-Readiness Competency, students must complete their senior year. However, students are able to graduate early utilizing Graduation Pathways if they successfully complete each of the requirements of Graduation Pathways.
30	**Do the three attempts required in the Postsecondary-Ready Competency waiver have to be unique or can a student try a test twice and both attempts count towards the three attempts?**	A student must attempt to achieve at least three separate Postsecondary-Readiness Competencies in order to be eligible for a waiver of Postsecondary-Ready Competency. For example: Taking each of the following assessments but not earning the required score: SAT, ACT, and ASVAB. They would not be eligible if they attempted the same postsecondary readiness competency two times (CTE Concentrator) and another once (SAT).

31	Does the Graduation Pathway Waiver require 95% attendance? Is there a link to a Pathway Waiver checklist document?	Yes, the waiver requires 95% attendance. Full requirements of the waiver can be found on page 3 of this document. A sample waiver form that can be used as a template for school can be found on the IDOE website.
32	When a student graduates with a waiver of Postsecondary-Ready Competency, how does it impact the student and school?	Students that do not meet an option within Postsecondary-Ready Competencies, but qualify for a waiver would be reported as graduating with whatever diploma type they earn **with** a waiver. This is reported in the school's graduation rate report, but should not impact a student as the waiver is an option for meeting their Indiana graduation requirements. Schools with the percentage of graduation waivers exceeding 10% each year for three consecutive years are required to establish a school wide remediation plan, per Section 4 of IC 20-32-9.
33	If a student completes a principles course, but fails other classes and cannot fit the rest of the concentrator courses in before graduation, does this count as an attempt towards a waiver?	Since the definition of attempt is not defined in Indiana code or SBOE rule, it would be a local decision for the school principal who ultimately approves the waiver to determine if a specific scenario meets the definition of: "*Each attempt must be done in good faith and as a true potential demonstration of achievement.*" This language must guide any decision about whether a specific circumstance would count as an attempt for a student. Following discussions with the Office of CTE, the shared interpretation of an attempt for a CTE concentrator below may be used as guidance: **A few examples of legitimate reasons why the student was not able to return or complete the CTE program of study might include:** -The student transferred in and the new school does not offer the program of study. -The student developed a medical or physical condition that prevented them from continuing. -The courses could not meet the student's modifications or accommodations according to their IEP. **Additional examples of things that might indicate a lack of a good faith effort include:** -The student was not able/allowed to return due to lack of participation, poor attendance, poor grades/performance without a cause.
34	I have a fifth year senior this year (Cohort 2022) that is working on completion of his general diploma. They have NOT passed the	There are a few options to consider: First, the student may graduate by satisfying all of the graduation pathways requirements.

	ISTEP/ILEARN, what options would be available for graduation?	Second, the student could be eligible for a Postsecondary-Ready Competency (Box 3) waiver if they have attempted three separate options for Box 3 and they meet all other waiver criteria. *The student must still meet the course requirements for their diploma and have completed an Employability Skills experience (Box 2) for this option. Third, if a Cohort 2022 or prior student has not passed the ISTEP+ exam, they may participate in the SAT school day with the ability to use that result as a Graduation Qualifying Exam (GQE) attempt. ● Students who receive At Proficiency or above have met the GQE requirement. ● Students who do not receive At Proficiency or above may use the attempt towards the GQE waiver. More information about this option can be found on the IDOE High School Assessment page.
35	**Are financial literacy courses required for graduation in Indiana?**	Currently, there is not a requirement of a specific financial literacy course and curriculum as a diploma requirement.
36	**Can you send me the language about a certified teacher overseeing a PLATO, APEX, or other online course in order to grant a credit?**	An individual must have one of the licensing areas on his/her valid license in order to be properly assigned to the course. Information regarding the assignment codes for all courses can be found on the IDOE website.

For additional information, please email DOEGradpathways@doe.in.gov.

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