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
Definitions		
1	**What is required under Graduation Pathways?**	Students must satisfy at least one option from each of the three boxes in order to graduate. The three boxes are: 1. *High School Diploma:* Students must complete the course & credit requirements for the HS diploma, 2. *Learn & Demonstrate Employability Skills:* Students must complete a Project-Based, Service-Based, or Work-Based Learning Experience; 3. *Postsecondary-Ready Competency:* Students must complete at least one approved option. More information about Graduation Pathways requirements can be found here.
2	**Do students in an alternative education setting have to complete the Graduation Pathways?**	Yes. Graduation requirements for students enrolled in alternative education settings are the same as those for students enrolled in a traditional school.
Requirement 1: Diploma Requirements		
3	**Are financial literacy courses required for graduation in Indiana?**	Beginning with the 2028 graduation cohort, students will be required to complete a financial literacy course as required by IC 20-30-5-19. Additional details can be found in this memo.
4	**Must a certified teacher oversee a PLATO, APEX, or other online courses 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.
Requirement 2: Learn & Demonstrate Employability Skills		
5	**What are the new course codes for requirement 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.
6	**Are schools required to use the new employability course codes (PBL, SBL,**	Schools are required to use the course codes to designate completion of the Graduation Pathways employability skills experiences. Updated definitions for the four levels of work-based learning can be found

	& WBL)?	here.
7	**When documenting the requirement 2 experiences with the new course codes, do we denote those with a grade of "Pass" upon completion?**	Yes, since this is a zero credit course and not used towards the required credits needed for the diploma, a "Pass" can be used to note completion.
8	**If a student completes PBL, SBL, or WBL through a course how would this be listed on their transcript?**	A student completing their employability skills experience in this manner would be enrolled in the course and be enrolled in the corresponding PBL/SBL/WBL 0 credit course code. Example: A student completes the Cadet Teaching course earning a grade and credit(s) and they would also receive a "Pass" in WBL Level 2 after the school staff validates their employability skills experience **Additional Examples:** Some additional student scenarios are below: ● A student is taking the Cooperative Education course (6162). The student would be enrolled both in 6162 and in course 0543 (WBL Lvl 1). ● A student is taking a PLTW IED course (4802) where they complete project-based learning. The student would be enrolled both in 4802 and in course 0547 (PBL).
9	**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 requirement 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.
10	**What artifacts should be used to verify requirement 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.

11	Are there examples of a work-based learning training plan?	Sample training plans can be found in the Work-Based Learning Manual.
Requirement 3: Postsecondary Readiness Competency		
Honors Diplomas		
12	Does the "B" average on the Core 40 with Academic Honors measured on a weighted or unweighted scale?	This is a decision made locally.
13	Can the six dual credits in a specific Career and Technical Education (CTE) pathway allow a student to earn the Technical Honors Diploma (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?"	If a student intends to use the dual credit option within the Academic Honors A-F choices, an additional six dual credits would be needed as the same credits cannot be used to meet both requirements.
SAT/ACT		
14	Can students use a "super score" for SAT and ACT requirements, pulling scores from multiple administrations?	Yes. Schools and districts can use students' superscores 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.
15	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?	IC 20-33-2-13(a) requires schools to include students' latest statewide assessment program test results within their official high school transcript, which should include their highest SAT score in each content area. They are not required to include the score from the student's SAT School Day statewide assessment if the student has a higher SAT score on file.
ASVAB		

16	What is the requirement for ASVAB beginning July 1, 2023?	The current legislative requirement in House Enrolled Act (HEA) 1635 states:
		(i) If the state board establishes an Armed Services Vocational Aptitude Battery as a graduation pathway, the state board shall require a student who elects the pathway to submit documentation, on a form prescribed by the department, that demonstrates the student's intent to enlist in the military as a condition of meeting the pathway requirements.
		Pursuant to Indiana Code (IC) 20-32-4-1.5, the Indiana State Board of Education (SBOE) established the use of the ASVAB to meet graduation pathway requirements. Beginning with the 2025 graduation cohort, HEA 1635 requires students electing to use the ASVAB as a means for meeting graduation pathway requirements to also fill out the Military Enlistment Intent Form.
17	Can accommodations be used for the ASVAB after July 1, 2023?	An ASVAB exam taken with approved accommodations in the school setting can be used for Graduation Pathways purposes. A student taking the exam after July 1, 2023 must still follow the guidance regarding the requirements for the use of ASVAB to fulfill Graduation Pathways requirements outlined in this memo.
18	How can I learn more information about the ASVAB Career Exploration Program?	Please contact Dr. Nathaniel Grandberry for more information: ASVAB-CEP Program Manager Indianapolis MEPS nathaniel.grandberry.civ@army.mil
	CTE Concentrator	
19	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.
20	Which NLPS pathways are approved for virtual delivery?	There are twenty NLPS pathways currently approved for virtual delivery. The Office of CTE released this memo outlining the Online and Virtual Course Policy.
21	How long must schools track Perkins IV (and eventually Perkins V) 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.
22	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.

23	**If a student transfer was 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.
24	**If a student only earns one credit in the principles course and then goes on to earn two 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.
25	**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 local grading scales) 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. |

AP/IB/Dual Credit/Cambridge International/CLEP		
26	**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).
27	**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.
Industry-Recognized Certifications		
28	**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.
Locally Created Pathways		
29	**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 annually at the beginning of March and closes at the end of April.
30	**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 the adoption of the Civic Arts LCP, such as adding an orchestra component, an LCP Adoption Form must be submitted. On this form, 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 IDOE's Graduation Pathways team and either approved or if questions arise, a call will be scheduled to discuss.
31	**Will a single Principles of Business or Intro to Business semester qualify students 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.
Waiver of Postsecondary Readiness Competency		
32	**Do the three attempts required in the Postsecondary-Ready Competency waiver have**	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.

	to be unique or can a student try a test twice and both attempts count towards the three attempts?	They would not be eligible if they attempted the same Postsecondary-Readiness Competency two times (CTE Concentrator) and another once (SAT).
33	**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.
34	**Does the Graduation Pathway Waiver require 95% attendance?**	Yes, the waiver requires 95% attendance. Full requirements of the waiver can be found on this document. A sample waiver form that can be used as a template for school can be found here.
35	**When a student graduates with a waiver for Postsecondary-Ready Competency, how does it impact the student?**	Students who 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.
36	**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.
Fiscal		
37	**Are AP or Cambridge International Exam fees paid for by the state?**	IDOE continues to support Indiana students through AP and Cambridge International exam funding. The state's biennial budget provides funding to cover the exam fees for AP and Cambridge International exams taken by Indiana students in grades nine through 12 who are enrolled in an accredited public or non-public school. A maximum of three exams per student, per year may be funded. Additional information can be found in this memo.

Contact IDOE's Office of Student Pathways for more information.

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