



Adopting Locally Created Pathways

Locally created pathways (LCPs) are locally-determined competencies and/or assessments beyond the current [Indiana Postsecondary Readiness Competencies](#) that demonstrate a student has the necessary knowledge and skills to be successful after high school.

There are three criteria an LCP must meet for approval are:

- **Criterion 1- Collaboration:** LCPs must be developed in collaboration (or partnership) with business and industry professionals, postsecondary education and training providers, and/or community organizations. Additional partners may include other schools/districts, career and technical education (CTE) centers, and other local partners (e.g., workforce investment boards, Chamber of Commerce, economic development boards).
 - When possible, LCPs should align to regional economic needs and high-wage and/or high-demand data.
- **Criterion 2- Competency:** LCPs must provide students with recognized postsecondary knowledge and skills (e.g., credits, credentials) that prepare students for meaningful postsecondary education/training and/or employment opportunities.
- **Criterion 3- Continuous Improvement:** LCPs must be evaluated and continuously improved based upon the evaluation at the state and local level. If approved, the school will serve as a model and point of contact for other districts interested in adopting or creating a similar pathway.

Schools/districts must complete [this form](#) prior to adopting an LCP. This form will serve as notification to the Indiana Department of Education's (IDOE's) Office of Student Pathways and Opportunities of your intent to adopt an approved LCP.

Please note that the LCP that your school/district is submitting for approval must be identical to the approved LCP from the Indiana State Board of Education (SBOE). If a submitted LCP differs substantively, the school/district must submit the proposed LCP for approval.

Schools and districts that are requesting changes to an approved LCP must include the updated course and content information and any changes to community partners or resources (i.e., Job Ready Indy badges replaced with local curriculum) in your application. All LCP applications must be approved by IDOE prior to using this LCP with students. Schools/districts who authored the LCP will present annual reports of the LCP's effectiveness to SBOE.

State-approved Next Level Program of Study CTE Pathways can also be used to fulfill the Postsecondary Readiness Competency requirement; more information is available [here](#).

LCP Overviews

Civic Arts

Please follow the steps below when implementing this pathway.

Step 1: Establish local partnerships.

Potential partners include:

- Institutions of higher education (specifically schools of music, arts, theatre)
- Dance academies or studios
- Theatre companies
- Orchestras
- Chambers of commerce (specifically a public arts commission)
- Arts councils
- Museums

Step 2: Enroll students in the following courses:

Students in this pathway must take all of the ‘Required Courses’ and at least one of the ‘Advanced Coursework.’ Electives are optional and may help supplement the required coursework.

Course Details			
Course	Prerequisites	Advanced Coursework	Other Electives
Band	<ul style="list-style-type: none"> ● Beginning Concert Band (4160) ● Intermediate Concert Band (4168) ● Intro to Business (4518) or Education Professions I (5408) or Principles of Business Management (4562) or Principles of Teaching (7161) 	<ul style="list-style-type: none"> ● Advanced Concert Band (4170) ● AP Music Theory (4210) ● Advanced Fine Arts, college credit (i.e., <i>Music Appreciation</i>) (4260) ● IB Music Higher Level (4212) ● Cambridge International AS and A Level Music (8166/8164) 	<ul style="list-style-type: none"> ● Instrumental Ensemble (4162) ● Jazz Ensemble (4164) ● Piano & Electric Keyboard (4204) ● Applied Music (4200) ● Electronic Music (4202) ● Music History and Appreciation (4206) ● Music Theory and Composition (4208)
Art	<ul style="list-style-type: none"> ● Intro to 2D Art (4000) ● Intro to 3D Art (4002) ● Intro to Business (4518) or Education Professions I (5408) 	<ul style="list-style-type: none"> ● Advanced 2D Art (4004) ● Advanced 3D Art (4006) ● AP 2D Art & Design (4050) ● AP 3D Art & Design 	<ul style="list-style-type: none"> ● Advanced Art History (4020) ● Art History (4024) ● Ceramics (4040) ● Jewelry (4042)

Course Details			
Course	Prerequisites	Advanced Coursework	Other Electives
	<ul style="list-style-type: none"> or Principles of Business Management (4562) or Principles of Teaching (7161) 	(4052) <ul style="list-style-type: none"> • AP Drawing (4048) • AP Art History (4025) • IB Visual Arts Higher Level (4090) • Cambridge International AS and A Art and Design (8230/8228) 	<ul style="list-style-type: none"> • Sculpture 1 (4044) • Fiber Arts (4046) • Drawing (4060) • Photography (4062) • Painting (4064) • Printmaking (4066) • Digital Design (4082)
Theatre	<ul style="list-style-type: none"> • Theater Arts (4242) • Theater Production (4248) • Intro to Business – (4518) or Education Professions I (5408) or Principles of Business Management(4562) or Principles of Teaching (7161) 	<ul style="list-style-type: none"> • Adv. Theater Arts (4240) • Adv. Technical Theater (4252) • Advanced Acting (4250) • Theater Arts Special Topics (4254) • Advanced Fine Arts, college credit (i.e., <i>Intro to Acting, Theatre Appreciation</i>) (4260) 	<ul style="list-style-type: none"> • Adv Speech/Comm (1078) • Creative Writing (1092) • Musical Theater (0518) • Theatre Arts History (4246) • AP Music Theory (4210) • Technical Theatre (4244) • Theatre Arts (4242) • Theatre Production (4248)
Choral	<ul style="list-style-type: none"> • Beginning Chorus (4182) • Intermediate Chorus (4186) • Intro to Business (4518) or Education Professions I (5408) or Principles of Business Management (4562) or Principles of Teaching (7161) 	<ul style="list-style-type: none"> • Advanced Chorus (4188) • AP Music Theory (4210) • Advanced Fine Arts, college credit (i.e. <i>Music Appreciation</i>) (4260) • IB Music Higher Level (4212) • Cambridge International AS and A Level Music (8166/8164) 	<ul style="list-style-type: none"> • Speech (1076) • Adv Speech/Comm (1078) • Creative Writing (1092) • Musical Theater (0518) • Choral Chamber Ensemble (4180) • Piano & Electric Keyboard (4204) • Music History and Appreciation (4206) • Music Theory and Composition (4208)

If a school or district wishes to change the course sequence, the [LCP application](#) must be submitted to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences in the arts through your partnerships.

These experiences include:

- Interdisciplinary (three or more contents) project with a career interest focus;
- Internship;
- Authentic industry experience; and
- Completion of documented research within the project or Capstone.

Step 4: The student's outcome is an electronic portfolio (i.e., ePortfolio) (or traditional portfolio). Portfolios should feature work samples from courses, internships, and other related experiences and house the following artifacts:

- Project-based learning artifacts from grades nine, 10, 11, and 12
- Two artifacts of student produced work per year in the pathway career class
- Resume
- Individual class portfolios - AP, Dual Credit, or other
- Success from all high school grades
- Internships
- Authentic industry experiences
- Apprenticeships
- Certificates, certifications, etc.
- Concentrations - a portfolio of 12 pieces of work based on a central theme that the student has decided to explore. The pieces must work together in theme and should show growth of the exploration as well as a mastery of the mediums used.
- Other artifacts deemed important by individual academies/pathways

Please ensure that every student has a completed portfolio per the LCP requirement. If a school or district wishes to change the outcome, please contact IDOE's [Office of Student Pathways and Opportunities](#). If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system (e.g., Naviance).

Recreation Vehicle (RV) Construction LCP

Please follow the steps below when implementing this pathway.

Step 1: Establish a partnership with Thor Industries (or another RV manufacturer/company).

Step 2: Enroll students in the following courses:

- Preparing for Colleges and Careers (5394)

- Introduction to Construction (4792)
- Building and Facilities Management I (5592)
- Construction Trades: Electrical I (4830)
- INDT 113 Basic Electricity Or APPE 101 Electrical Blueprints
- APPE 111 Electrical Theory, Components, and Applications

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences. Sector-specific experiences include:

- Internship
- Cooperative
- On-the-job training
- School-based enterprise
- Extended labs or field experiences

Step 4: The student's outcome is the THOR certification. Upon successful completion of this pathway, students will receive a THOR Industries RV Construction recognition specifically certifying that each skill has been mastered at the level of THOR entry-level employees. The skills that will be taught are on pages 4-7 of the [application](#). The skills are measured through performance assessments.

If a school or district wishes to change the outcome, please contact IDOE's Office of Student Pathways and Opportunities. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system.

Aviation Sheet Metal LCP

Please follow the steps below when implementing this pathway.

Step 1: Establish a partnership with AAR (Allen Aircraft Radio) Corp (Global Aerospace Company) and Vincennes University Aviation Training Center (or local partners).

Step 2: Enroll students in the following courses:

- Intro to Manufacturing
- Intro to Transportation
- Project Lead The Way (PLTW) Aerospace Engineering or Non-PLTW Aerospace Engineering

- Aviation Sheet Metal I
- Aviation Sheet Metal II

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences. Sector-specific experiences include:

- Internship
- Cooperative
- On-the-job training
- Extended labs or field experiences

Step 4: The student's outcome is the AAR-recognized Sheet Metal Certification.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system.

Supply-Chain Management Logistics LCP

Please follow the steps below when implementing this pathway.

Step 1: Establish a partnership with Ameriqua (or local partners).

Step 2: Enroll students in the following courses:

The program includes embedded standards aligned to advanced CTE courses. Students must demonstrate mastery of the approved Supply Chain Management and Logistics competencies and standards aligned with PRIDES (Persistence, Responsibility, Initiative, Dependability, Ethics, and Self-Management) identified in the [linked materials](#).

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences:

The program offers students a rigorous, paid 18-36-week work-based learning experience leading to meaningful postsecondary employment opportunities and 401K matching

- Students required to participate in performance evaluations based on an objective rubric.
- Students are required to complete an average of 20 hours of paid work-based learning per week for the duration of their participation in the program.

Step 4: The student's outcome is:

- The program requires students to opt-in the program, providing student choice in the process of selecting the program.
- The program includes embedded career ladders for upward mobility. Students who successfully complete the program have a clear and tangible path to multiple careers based on students' individual interests.
- The program includes in-person academic instruction.
- The program offers tuition assistance to students who participate in the program. This benefit provides students a financial incentive to pursue meaningful post-secondary education and training.
- The program is designed to ensure students develop portable and regionally recognized employability skills via a collective partnership with the region's top employers.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system.

Evolution Towards Employability LCP

Please follow the steps below when implementing this pathway.

- **Only 5% of each cohort may be selected to utilize this LCP.**
- Students will be identified as candidates for this LCP based on their desire to be workforce ready post-high school.
- Counselors will meet with students one-on-one for their career counseling/course selection session in the spring of grade nine.
- An oversight committee will identify potentially interested students who align with this LCP based on assessments taken in grades eight and nine.

Step 1: Establish a partnership with local employers who will commit to preferential interviews and hiring for students completing this pathway.

Step 2: Enroll students in the following courses:

- Preparing for College and Careers (5394)
- Adult Roles (5330)
- Personal Finance (4540)
- Speech (1076)
- Career Exploration Internship (0530) or Cooperative Education (6162)

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences

- Each student must complete a one-to-one mentorship/internship work-based learning experience

Step 4: The student's outcome is:

- The completion of an intensive one-on-one mentorship/internship experience;
- Job Ready Indy Badging (or similar employability microcredentials);
- Short-term trainings/certifications aligned to the internship experience; and
- Regular mentor/guidance sessions with Ivy Tech (or other college partner) connection coaches.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system.

JROTC (Junior Reserve Officers Training Corps) Civic Leadership LCP

Please follow the steps below when implementing this pathway.

Step 1: Establish partnerships with local colleges/university dual credit departments, university ROTC programs, military partners, and school & district stakeholders that make up a JROTC Consortium Advisory.

Step 2: Enroll students in the following courses:

- JROTC I, II, III, & IV
- Dual Credit courses leading to an Indiana College Core credential

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences

- Complete a service learning or community service project each year

Step 4: The student's outcomes are:

- Complete a service learning or community service project each year;
- Rank higher each year in their ranking process;
- Maintain a B average in JROTC;
- Complete a professional resume;

- Attend a leadership summer conference or institute prior to entering grades 11 or 12;
- Enroll in multiple college courses;
- Participate in military visits and experience career options;
- Complete a digital portfolio of service/community projects and experiences in the JROTC program; and
- Participate in JROTC Leadership and Academic Bowl or a similar experience.

Please ensure that every student has a completed portfolio per the LCP application. If a school or district wishes to change the outcome, please contact IDOE's Office of Student Pathways and Opportunities. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system.

Catapult LCP

Please follow the steps below when implementing this pathway.

This LCP is for adult learners only. Catapult training has been proven to work for adult learners and is a great shorter-term alternative to manufacturing training already recognized by the state. Students must complete a career inventory prior to enrolling in this LCP to ensure that they have an interest in the advanced manufacturing field.

Step 1: Establish a partnership with Ivy Tech, Conexus Indiana, and local employers who will commit to guaranteed interviews and higher rate of pay for students completing this pathway.

Step 2: Enroll students in the following courses:

- Catapult certification with embedded dual credits:
 - IVYT Student Success (1 credit)
 - INDT106 Intro to Workplace & Safety (3 credits)
 - ADMF201 Lean Manufacturing (3 credits)

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences:

- **Students will have the opportunity to complete:**
 - An optional paid work experience during the Catapult training for at least 80 hours, and

- The work experience will be optional because many adult students currently work or have competing priorities preventing them from doing both simultaneously.

Step 4: The student's outcome is completion of the Catapult certification embedded with seven Ivy Tech credits. Additionally, students will have the opportunity to earn additional certifications in OSHA-10 and forklift certification.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system

Connecting English Learners to Successful Employment LCP

Please follow the steps below when implementing this pathway.

This LCP is for high school students with a WIDA composite score of 1.0-2.0 only. In addition to this WIDA score requirement, the student must also have enrolled in a school in the U.S. for the first time in grade seven or higher and desire to be workforce ready upon high school graduation.

Step 1: Establish a partnership with local employers who will commit to preferential interviews and hiring for students completing this pathway.

Step 2: Enroll students in the following courses:

- English as a New Language (annually) (1012)
- Business Math (4512)
- Personal Financial Responsibility (4540)
- Speech (1076)
- Preparing for College & Careers (5394)
- Career Exploration Internship (0530) or Cooperative Education (6162) (Level 1 WBL)

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences

- Each student must complete a one-on-one mentorship/internship work-based learning experience.

Step 4: The student's outcome is:

- The completion of an intensive one-on-one mentorship/internship experience;
- Job Ready Indy Badging (or similar employability micro credentials);

- Vector Solutions Safe Schools Short-term trainings;
- Capstone presentation to a panel of teachers, parents, and community members with a focus on listening, reading, writing, and speaking; and
- Measurable growth in English language proficiency, literacy, and communication skills with an increase in their overall WIDA composite score of one or more levels.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system.

Underground Utility Location Services LCP

Please follow the steps below when implementing this pathway.

Step 1: Establish a partnership with United States Infrastructure Corporation (USIC) or other underground utility location company.

Step 2: Submit a [CTE nonstandard course waiver](#) for Architecture and Construction: Special Topics (5654) to offer the Underground Utility Location curriculum below.

- Principles of Underground Utility Location (5654)
- Fundamentals of Underground Utility Locating (5654)
- Advanced Underground Utility Locating (5654)
- Recommended Prerequisite: Introduction to Construction (4792)

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences:

- **Students will have the opportunity to complete:**
 - 70+ hours of field experience with direct instructor supervision.

Step 4: The student's outcome is the completion of four Indiana Department of Workforce Development (DWD) approved core credentials required for employment in the underground utility location industry, and OSHA 10 certification.

- Abnormal Operating Conditions
- Characteristics and Hazards of Natural Gas
- Prevention of Accidental Ignition
- Locating Pipelines

Upon completion of this pathway, students will have an employment offer from USIC (or similar company) and postsecondary credit from Indiana Tech for continuing education through employment.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system.

Global Communication LCP

Please follow the steps below when implementing this pathway.

The target populations for this LCP are:

- English learners and students who are new to our country have limited time to complete graduation pathways.
- Students who have shown proficiency, aptitude, and interest in exploring other cultures, and will benefit academically and socially while in high school and even more so when they enter the global workforce afterward.
- Students interested in studying world language, linguistics, translation, communication, or other relevant fields will develop and build their world language skills and cultural competencies.

Step 1: Establish local partnerships.

- **Develop K-12 dual language/language immersion programs to support students beginning in kindergarten through high school graduation**
- Institutions of higher education (specifically world language, international studies, or study abroad departments)
- Employer partners
- Internship/service learning partners

Step 2: Enroll students in the following courses:

- Eight semesters of English/Language Arts
- Two semesters of World Language I
- Two semesters of World Language II
- Two semesters of World Language III (AP, dual credit, or IB World Language)

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval

Step 3: Include the employability skills experiences:

- **Students will have the opportunity to complete a capstone experience from the following list:**
 - High school student world language mentorship of K-8 students;
 - World language portfolio;
 - Service-based learning in a relevant field;
 - Employment in a relevant field; and
 - [Translation as a Career \(L801\)](#).

Step 4: The student's outcome is the completion of Capstone credentials.

The **Certificate of Multilingual Proficiency**, plus at least one additional credential from the Capstone credential list:

- AP World Language Exam Score of 3.0 or higher;
- IB World Language Exam Score of 4.0 or higher; and/or
- Earn six college credits in World Language via dual credit/dual enrollment or college placement exam.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system.

Career + LCP

Please follow the steps below when implementing this pathway. **There are two pathways within this LCP.**

Career + Pathway 1

- Year 1 (2023-2024) School Year (SY): No more than 20% of the Cohort may utilize Pathway 1
- Year 2 (2024-2025) SY: No more than 15% of the Cohort may utilize Pathway 1
- Year 3 (2025-2026) SY: No more than 10% of the Cohort may utilize Pathway 1
- Year 4 (2026-2027) SY: No more than 5% of the Cohort may utilize Pathway 1
- Year 5 (2027-2028) SY: Pathway 1 No Longer Available

Step 1: Establish a partnership with local employers who will commit to participating in the Career + program and providing preferential interviews and hiring for students completing this pathway. **Establish a partnership** with Skyepack to offer Career + Microcredentials.

Step 2: Enroll students in the following courses:

- Students must complete the Career + Next Level Microcredential while enrolled in Preparing for College and Careers (5934)
- Students must complete the Career + Workplace Communication Microcredential while enrolled in **one** of the following courses: English 11 (1006), Psychology (1532), Sociology (1534), Interpersonal Relationships (5364), Jobs for America’s Graduates (0509), Relationships and Emotions (7177), or career relevant NLPS Principles course
- Students must complete the Career + Workplace Leadership Microcredential while enrolled in **one** of the following courses: English 12 (1008), Career Information and Exploration (0522), Jobs for America’s Graduates (0509), or career relevant NLPS Principles course

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval

Step 3: Include the employability skills experiences:

- **Students must complete all of the following:**
 - A minimum of 3 Career + Chats;
 - A minimum of 3 Career +Tours;
 - Career + Rotation Experience;
 - Participation in Go for Growth, work-based learning optional;
 - 12+ hour micro-apprenticeship or skills bootcamp;
 - Participation in HireMe and interview with a minimum of three employers;
 - Completion of a four-year career-connected high school plan that includes required coursework and experiences; and
 - Completion of a two-year post-high school plan that includes career objectives aligned to postsecondary experiences or training designed to accelerate wage growth and career advancement opportunities.

Step 4: The student’s outcome is completion of the 145 hour Career + program, including:

- Three college credits transferable to any applied associates degree program;
- Employer-awarded badges; and
- A job offer or proof of enrollment in postsecondary training or degree seeking program.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students’ postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district’s data dashboard or similar tracking system.

Career + Pathway 2

Pathway 2 has no cohort cap.

Step 1: Establish a partnership with local employers who will commit to participating in the Career + program and providing preferential interviews and hiring for students completing this pathway. **Establish a partnership with** Skyepack to offer Career + Microcredentials.

Step 2: Enroll students in the following courses:

- Students must complete the Career + Next Level Microcredential while enrolled in Preparing for College and Careers (5934)
- Students must complete the Career + Workplace Communication Microcredential while enrolled in one of the following courses: English 11 (1006), Psychology (1532), Sociology (1534), Interpersonal Relationships (5364), Jobs for America’s Graduates (0509), Relationships and Emotions (7177), or career relevant NLPS Principles course
- Students must complete the Career + Workplace Leadership Microcredential while enrolled in one of the following courses: English 12 (1008), Career Information and Exploration (0522), Jobs for America’s Graduates (0509), or career relevant NLPS Principles course

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval

Step 3: Include the employability skills experiences:

- **Students must complete all of the following:**
 - A minimum of three Career + Chats;
 - A minimum of three Career + Tours;
 - Career + Rotation Experience;
 - Participation in Go for Growth;
 - 75+ hour internship, modern youth apprenticeship, or registered apprenticeship;
 - Participation in HireMe and interview with a minimum of three employers;
 - Completion of a four-year career-connected high school plan that includes required coursework and experiences; and
 - Completion of a two-year post-high school plan that includes career objectives aligned to postsecondary experiences or training designed to accelerate wage growth and career advancement opportunities.

Step 4: The student’s outcome is completion of the **208** hour Career + program, including:

- Three college credits transferable to any applied associates degree program;
- Employer-awarded badges; and
- A job offer or proof of enrollment in postsecondary training or degree seeking program.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome

is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Student performance and specific outcomes should be reported on the district's data dashboard or similar tracking system.

NEW: Jobs for America's Graduates (JAG) Pathway

This pathway is new as of November 12, 2024. Please follow the steps below when implementing this pathway.

Step 1: Establish a partnership with the Indiana DWD to offer the JAG program and local business and postsecondary education partners.

Step 2: Step 2: Enroll students in the following courses:

- Jobs for America's Graduates (JAG): 4 credits
- Career Exploration & Information: 1 credit
- Personal Financial Responsibility: 1 credit
- One NLPS Principles course: 2 credits

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences:

- **Students will have the opportunity to complete:**
 - A Level 2 WBL experience
 - JAG curriculum inclusive of:
 - Employability Skills Training
 - Career Exploration & Planning
 - Work-Based Learning Opportunities
 - Financial Literacy & Job Readiness Training
 - Transition Support

Step 4: The student's outcome is:

Upon completion of this pathway, students will have:

- JAG certification
- National Career Association membership
- One full year of postsecondary support after high school graduation by a JAG specialist for enrollment, employment or enlistment leading to service.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome

is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans. Through the analysis of various metrics, including graduation rates, post-secondary obtainment, enlistment data, and employment, the school assesses the effectiveness of its programs in supporting student success.

NEW: Foundations of Construction Pathway

This pathway is new as of November 12, 2024. Please follow the steps below when implementing this pathway.

This LCP is for adult learners. NCCER (National Center for Construction Education & Research) training has been proven to work for adult learners and is a great shorter-term alternative to construction training already recognized by the state. Students must complete a career inventory prior to enrolling in this LCP to ensure that they have an interest in the construction field.

Step 1: Establish a partnership with Associated Builders and Contractors of Indiana and Kentucky (or similar apprenticeship program), local employers to provide networking opportunities and formal interviews, and a local postsecondary education institution to offer cross-walk credits towards a degree-program.

Step 2: Step 2: Enroll students in the following courses:

- Six-week (175-hour) adult learner course implementing NCCER Core and Career Safe OSHA-10 Construction curriculums leading to postsecondary cross-walk credits
- EVERFI Personal Finance curriculum

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences:

- **Students will have the opportunity to complete:**
 - 100 hours of work-based learning throughout the six-week program;
 - Networking opportunities with local employers;
 - Formal interview with local employers; and
 - Cross-walk dual credits with Indiana Tech.

Step 4: The student's outcome is:

- Completion of the NCCER Core;
- Completion of Career Safe OSHA-10 Construction;

- Completion of at least 100 hours of work-based learning in construction; and
- Guaranteed interviews with employer partners and an additional \$1-\$2 per hour if hired by an employer partner.

Upon completion of this pathway, students will be eligible to enter employment at an Associated Builders and Contractors of Indiana and Kentucky-affiliated construction company to continue into an apprenticeship program and earn an associate's degree from Vincennes University.

If a school or district wishes to change the outcome, please contact IDOE. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans.

Evaluations will inform future decision-making for this LCP. Following each session, students will complete an end-of-course survey regarding their experience and what adjustments could be made to improve the course. Employers who have hired students will be surveyed asking about the foundational skills of the students and what technical or essential skills should be added or improved in the course. Survey results will be shared with all collaborators of this LCP and reviewed during quarterly advisory committee meetings. Improvements will be made based on feedback from students, employers, and advisory committee members. Each collaborator will also provide feedback on course improvements during these meetings.

NEW: Sterile Processing Surgical Technician Careers Pathway

This pathway is new as of November 12, 2024. Please follow the steps below when implementing this pathway.

This LCP is for adult learners.

Step 1: Establish a partnership with the Ophthalmic Technician Training Institute (OTTI) and Indiana University (IU) Health to implement this LCP.

Step 2: Step 2: Enroll students in the following courses:

- OTTI course preparing students for the Provisional Certified Registered Central Service Technician (CRCST) exam.

If a school or district wishes to change the course sequence, the [LCP form](#) must be completed in order to notify IDOE. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences:

- **Students will have the opportunity to complete:**

- Placement at IU Health for a 400-hour paid internship with consideration for full time employment upon passing the provisional CRCST exam

Step 4: The student's outcome is:

- Completion of the Provisional Certified Registered Central Service Technician (CRCST)
- Placement at IU Health for a 400-hour paid internship with consideration for full time employment upon passing the provisional CRCST exam

If a school or district wishes to change the outcome, please contact IDOE's Office of Student Pathways and Opportunities. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans.

After the course (before the internship) and then after the internships, IU Health, OTTI, and the school will meet to complete a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, formalize improvements, and determine if additional data points should be included going forward.

Open Doors Pathway (New 11/12/24)

Please follow the steps below when implementing this pathway.

This LCP is being recommended for **students who have struggled with substance use disorders and are attending an accredited recovery high school.**

- School counselors will meet with students one-on-one for their career counseling/course selection session upon enrollment.
- The Hope Academy oversight committee will identify potentially interested students who align with this LCP based on career inventories and assessments taken upon enrollment with continuous support and interventions.

Step 1: Establish a partnership with the Indiana Division of Mental Health & Addiction, Ivy Tech Community College (or other college partners), along with Work One/Employ Indy (or local workforce board).

Step 2: Step 2: Enroll students in the following courses:

- Preparing for College & Careers: 1 credit (5394)
- Personal Financial Responsibility: 1 credit (4540)
- Ivy Tech IVYT introduction course (0522)
- Recovery & Wellness (0590)
 - 4 credits if enrolled in a recovery high school during their first five semesters of

- high school
- 2 credits if enrolled in a recovery high school during their last three semesters of high school

If a school or district wishes to change the course sequence, the [LCP Adoption form](#) must be completed in order to notify IDOE's Office of Student Pathways and Opportunities. The school/district must submit the new course sequences for approval.

Step 3: Include the employability skills experiences:

- **Students will have the opportunity to complete:**
 - Youth Mental Health First Aid Certification (Y-MHFA)
 - Work One skill-based requirements
 - Exploration of career opportunities with Hope Academy stakeholders, who would serve as mentors through a more targeted Senior Capstone Project, focusing on careers as well as incorporating service learning
 - 15 hours of participation in the Hope Academy Guiding Paths to Success
 - 15 hours of engagement in local recovery community activities

Step 4: The student's outcome is:

Upon completion of this pathway, students will:

- Complete a one-to-one mentorship/internship work-based learning experience with a community agency, school-based enterprise, or business partner.
 - Must be combined with the senior Capstone project with a focus on recovery and postsecondary success.
- Have regular mentor/guidance sessions with Ivy Tech (or other college partner) connection coaches and enrolled in Next Level Jobs Programming, leading to a high-wage, high-demand career field.
- Complete Y-MHF
- Complete Work One skill-based requirements
 - Workshops offered to develop and complete resumes, develop skills to enable appropriate job search opportunities, develop employability skills, develop job application and interview skills.

If a school or district wishes to change the outcome, please contact IDOE's Office of Student Pathways and Opportunities. If the change in outcome is substantive, an application for a new LCP must be submitted for review and approval.

Step 5: Districts ensure continuous improvement of this pathway by tracking students' postsecondary endeavors and the persistence of their postsecondary plans.

Data received from surveys and partners will be continuously reviewed and discussed in the

academic committee, which meets every other month and is a subcommittee of the school board. Recommendations from this committee, along with input from other collaborators will inform any future modification to the LCP. Two-year post-graduation intervention and support from school in partnership with their mentoring program for additional support and guidance.