CONTEXT

On March 27, 2024, the Indiana Department of Education (IDOE) presented the Department of Education's (IDOE) plan to redesign the state's high school diploma structure to the State Board of Education (SBOE). The motion to initiate rulemaking was approved by a unanimous vote which set forth the process to propose new high school graduation requirements. IDOE has been collecting feedback since rulemaking was approved on March 27, 2024 to inform the first draft rule which was published to the registrar on June 26, 2024. Once published, IDOE opened the first official round of public comment from June 27 to July 30, 2024, which was used to inform its first revision of the rule. The summary of feedback from the first round of public comment is available here. IDOE published a second draft of the proposed graduation requirements to the registrar on October 9, 2024 and opened a second round of public comment from October 9 to November 8, 2024. Feedback from this round will inform its second and final revision, to be presented to SBOE in December 2024.

The goal of these proposed graduation requirements is to address gaps in the current system and ensure that all students graduate with essential knowledge and skills relevant to today's economy. Indiana's current diploma structure has not seen significant updates since the 1980s, despite the rapid changes in the job market and the skills required for postsecondary success. Data highlights that while 76% of Hoosier high school graduates intend to pursue higher education, only 53% actually do. Moreover, 99% of jobs created since the Great Recession have gone to individuals with education beyond high school. Indiana ranks first nationwide in terms of students completing at least one college course in high school, yet many students are unaware of how close they are to earning a credential.

The graduation requirements are a component of a broader initiative to Reimagine High School in Indiana to:

- **Enable more flexibility and personalization** for students.
- **Ensure students have the qualifications** upon graduation to continue pursuing their educational and career goals.
- **Foster additional career readiness opportunities** for students through the growth of the state's work-based learning ecosystem.
- **Help students explore their career goals,** and take ownership of the college and career pathway that will let them pursue it.

PURPOSE

The purpose of this report is to synthesize and present what the Indiana Department of Education (IDOE) and the State Board of Education (SBOE) have heard through public commentary regarding the current draft rule 7.2 High School Graduation Requirements. This report focuses on public commentary received between October 9, 2024 to November 8 2024. IDOE has summarized the feedback received to capture the diverse perspectives and feedback from various stakeholders, including parents and family members, educators, students, community members, business and industry leaders, advocacy groups, philanthropy organizations, and policy experts.

By consolidating the insights and opinions gathered during the public comment period, this report seeks to inform the final draft rule and implementation process. The ultimate goal is to ensure that the redesigned diploma system aligns with the needs and aspirations of Indiana's students, preparing them for successful futures while reflecting the priorities and values of the broader community.

This report serves as a critical document for decision-makers within the IDOE and the SBOE, providing a foundation for refining the proposal and making informed policy decisions. Through this synthesis, we aim to foster transparency, accountability, and collaboration in the ongoing efforts to enhance Indiana's educational framework.

TABLE OF CONTENTS

EXECUTIVE SUMMARY

Respondent Overview:

IDOE received a total of 1,323 responses between October 9, 2024 through November 8, 2024, from a wide range of stakeholders across the state. Respondents were able to self-select up to three stakeholder groups they belong to, with most respondents indicating they are Educators, Parents or Family, and/or Community Members.

Feedback Overview:

While a comprehensive summary of the feedback received can be found in the **Feedback Overview** section of this report, most feedback received focused on four key themes:

Theme	Description	Stakeholder Feedback
Fostering a well-rounded education	Hoosiers have suggested the inclusion of additional course requirements that further support a well-rounded education. Hoosiers also appreciate the flexible diploma options but are concerned about how easy it will be for students to change pathways later in high school.	Stakeholders emphasize that certain requirements should be kept (i.e. fine arts, world language, etc.)
		Stakeholders appreciate the flexibility in diploma options and ways to satisfy requirements.
		Stakeholders request that new diploma structure allow students to change pathways in high school
Providing resources for successful implementation	Hoosiers are concerned about the lack of preparation time, requesting more funding and staff, clearer guidelines, and a detailed plan for effective implementation.	Stakeholders request additional funding and staff
		Stakeholders request more time to prepare
		Stakeholders request clearer guidelines
Ensuring access to meet work-based learning requirements	Hoosiers expressed concerns about balancing work-based learning with other commitments, transportation barriers, limited opportunities in rural areas, and employers' ability to ensure safety and oversight.	Stakeholders highlight that transportation is a significant barrier
		Stakeholders are concerned that students may not be able to balance work-based learning requirements with other requirements
		Stakeholders are concerned about limited work-based learning opportunities to support all students
		Stakeholders are concerned that employers may not be equipped to ensure student safety and track requirements
Preparing students for college	Hoosiers expressed that the base diploma should ensure college readiness, addressing gaps in preparation for standardized tests like the SAT, particularly in math and English courses.	Stakeholders emphasize that base diploma requirements should meet college admissions requirements
		Stakeholders are concerned that base diploma requirements leave students unprepared for standardized tests

RESPONDENT OVERVIEW

Stakeholder Groups:

IDOE received a total of 1,323 responses between October 9, 2024, through November 8, 2024, from a wide range of stakeholders across the state (see Figure 1).

"Stakeholder Group" was an optional field in the Jotform. Respondents were able to self-select up to three stakeholder groups to which they belong, with most respondents indicating they are educators, parents or family, and/or community members. See **Feedback by Stakeholder** to view the primary questions and concerns by stakeholder groups.

Total Number of Responses

Category	Responses
Total Unique	1323
Educator	838
Parent/Family	725
Community Member	536
Higher Ed	150
Student	98
Business/Industry	72
Advocacy group	31
Philanthropy	18
Policy Expert	15
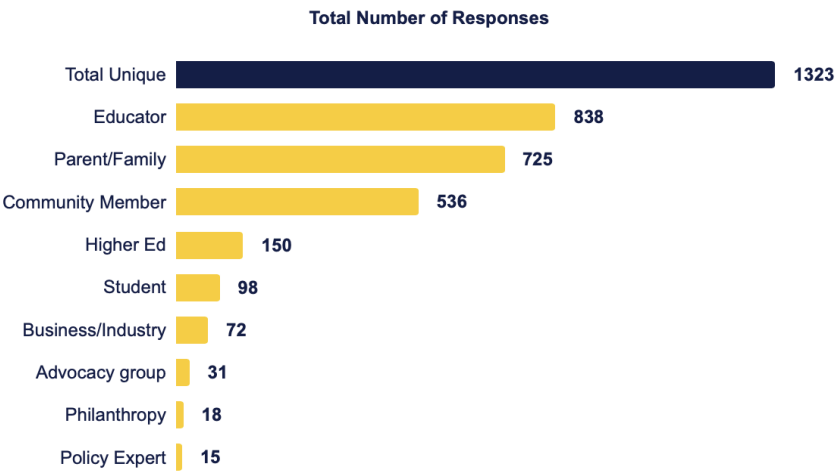
Figure 1: Numbers of Responses by Stakeholder Category*

*The sum of stakeholder totals exceeds unique responses because respondents could select up to three groups.

School Corporation Engagement:

IDOE received feedback from 811 respondents who identified as a member of a school or school corporation community. "School Corporation" was an optional field in the Jotform. See **Appendix A** for the full list of school corporations indicated in public comment.

Figure 2 depicts the geographic spread of the feedback received from school corporations across the state. The color intensity on the map corresponds to the number of responses, with darker blue shades representing higher response counts and gray indicating zero responses from that school corporation. The highest concentrations of feedback received from public school corporations were from Danville Community School Corporation (41), Lake Central School Corporation (34), and Monroe County Community School Corporation (28). 68 responses received were associated with non-public schools (Source: **IDOE School Directory 2024**).

IDOE received 224 responses from rural school corporations, 223 from suburban, and 109 responses from urban school corporations (Source: **IDOE School Directory 2024**). The remaining responses were either listed as "Towns", "Not Applicable", or were not specified in the **IDOE School Directory 2024**. See **Feedback by Locale** for key feedback and resources requested by rural, suburban, and urban school corporations.

# of Responses
Least   Most
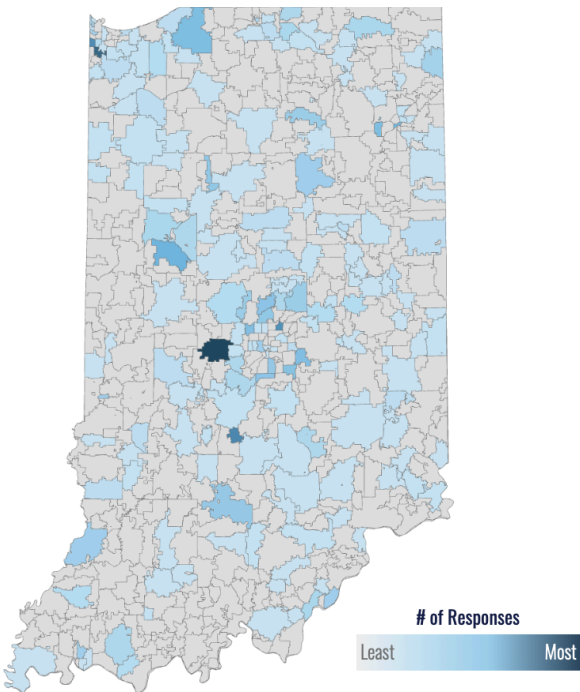
Figure 2: Number of Responses by School Corporation

FEEDBACK OVERVIEW

Feedback received via Jotform and SBOE meetings from October 9, 2024, to November 8, 2024, has been analyzed by IDOE and organized into four key themes.

1. **FOSTERING A WELL-ROUNDED EDUCATION:** Hoosiers have suggested the inclusion of additional course requirements that further support a well-rounded education. Hoosiers also appreciate the flexible diploma options and ways to satisfy requirements but are concerned about how easy it will be for students to change pathways later in high school.

2. **PROVIDING RESOURCES FOR SUCCESSFUL IMPLEMENTATION:** Hoosiers are concerned about the lack of preparation time, requesting more funding and staff, clearer guidelines, and a detailed plan for effective implementation.

3. **ENSURING ACCESS TO MEET WORK-BASED LEARNING REQUIREMENTS:** Hoosiers expressed concerns about balancing work-based learning with other commitments, transportation barriers, limited opportunities in rural areas, and employers' ability to ensure safety and oversight.

4. **PREPARING STUDENTS FOR COLLEGE**: Hoosiers expressed that the base diploma should ensure college readiness, addressing gaps in preparation for standardized tests like the SAT, particularly in math and English courses.

Theme	# of Mentions	Stakeholder Feedback	# of Mentions
Fostering a well-rounded education	806	Stakeholders emphasize that certain requirements should be kept	606
		Stakeholders appreciate the flexibility in diploma options	188
		Stakeholders request that new diploma structure allow students to change pathways in high school	164
Providing resources for successful implementation	454	Stakeholders request additional funding and staff	281
		Stakeholders request more time to prepare	178
		Stakeholders request clearer guidelines	101
Ensuring access to meet work-based learning requirements	256	Stakeholders highlight that transportation is a significant barrier	129
		Stakeholders are concerned that students may not be able to balance work-based learning requirements with other requirements	113
		Stakeholders are concerned about limited work-based learning opportunities to support all students	102
		Stakeholders are concerned that employers may not be equipped to ensure student safety and track requirements	70
Preparing students for college	220	Stakeholders emphasize that base diploma requirements should meet college admissions requirements	198
		Stakeholders are concerned that base diploma requirements leave students unprepared for standardized tests	28

The top three comments mentioned by stakeholders overall, as indicated in the table above, were:

- Certain requirements should be kept to ensure a well-rounded education, especially Fine Arts and World Languages
- Stakeholders request additional funding and staff to support implementation
- Base diploma requirements should meet college admissions requirement

FEEDBACK BY STAKEHOLDER TYPE

Respondents were able to self-select one or more stakeholder groups to which they belong, with most respondents indicating they are educators, parents or family, and/or community members. Figure 4 below highlights the primary questions and concerns of each stakeholder group.
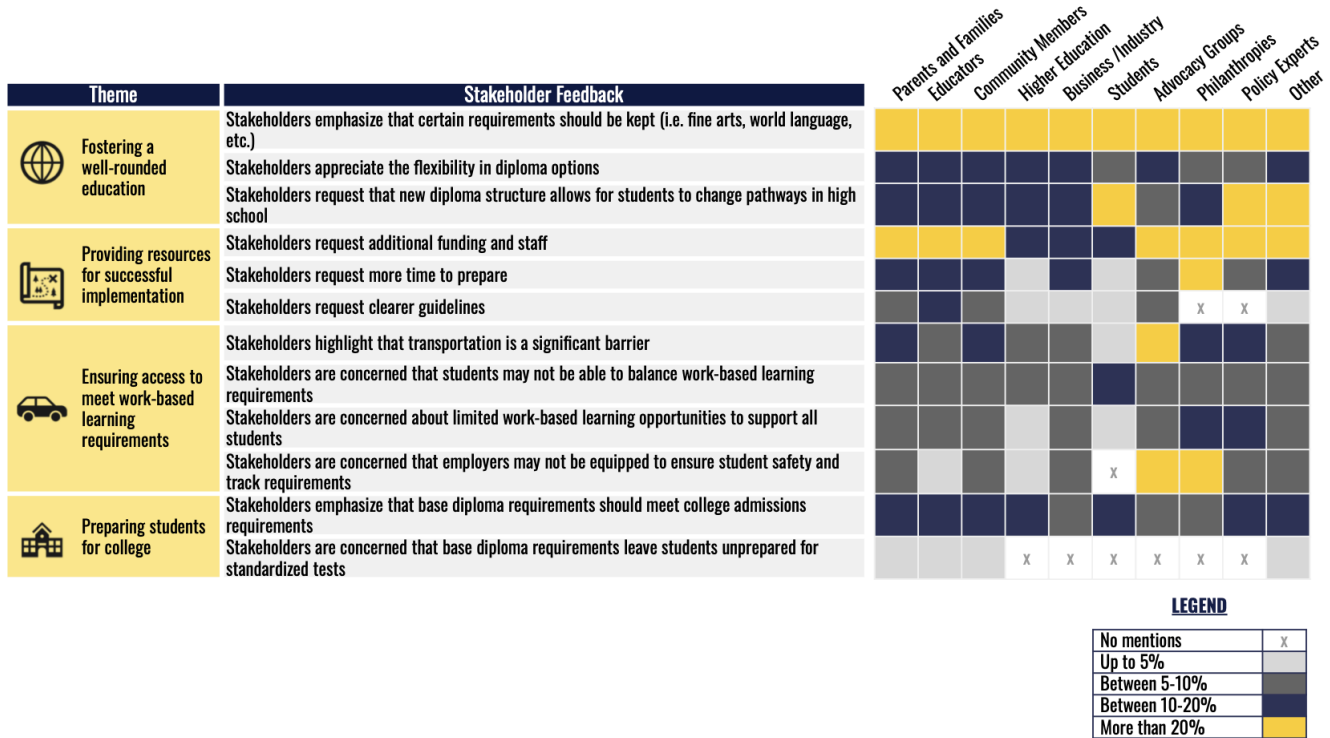
*Figure 4: Percentage of individuals within each stakeholder group*

Insights Across Stakeholders

- All stakeholders emphasized the importance of retaining certain diploma requirements.
- Students and policy experts prioritized requests for a flexible diploma structure allowing pathway changes in high school.
- Parents, educators, community members, advocacy groups, philanthropies, and policy experts frequently expressed concerns about the need for additional funding and staffing to implement changes effectively.
- Advocacy groups highlighted transportation as a significant barrier to meeting work-based learning (WBL) requirements.
- Advocacy groups and philanthropies raised concerns about employers' ability to ensure student safety, oversight, and tracking of requirements.

Feedback and Resources from Non-Educator Stakeholder Groups

Overall, feedback provided by non-educator stakeholder groups reflects the feedback provided by respondents who identify as educators. Below is a deep-dive into respondents who identified ONLY as student and student + community member, parent/family and parent/family + community member, or business /industry and business/industry + community member.

Student: 56 respondents self-identified as a student only or a student + community member. 39 respondents (70%) were from Danville Community School Corporation.

Feedback Summary	Resources Requested
- Students highlight doubts about whether and/or how the proposed changes will prepare them for personal and professional success. - Some students mention that the proposed changes will better prepare them for careers and/or make it easier to graduate. However, there are concerns that this comes at the expense of a high-quality education. - Students appreciate the addition of personal finance but request that certain course requirements remain such as foreign language, fine arts, world history, physical education, and band. - Students are concerned about the amount of credits they are expected to take and worry about attainability of the honors diploma. - Students are concerned about their ability to change paths throughout high school and the expectation to select their path in 8th grade.	Students provided limited feedback on specific resources they would like to see, but the key themes include: - Funding to hire counselors to help students navigate the new diploma changes - Clear guidance on diploma requirements - Increased number of teachers to support course requirements (Personal Finance) and training for teachers

Parent/Family: 201 respondents self-identified as a parent/family only or a parent/family + community member.

Feedback Summary	Resources Requested
Feedback provided by parents and families reflected key concerns from overall stakeholders: - Certain requirements should be kept to ensure a well-rounded education, especially Fine Arts and World Languages (#1 concern) - Parents and families are concerned about the quick timeline for finalizing and implementing new requirements (#2 concern) - Base diploma requirements should meet college admissions requirement (#3 concern)	- Funding to support public school corporations in implementing the diploma changes - Clear guidance on diploma requirements, via multiple communication methods (websites, training, graduation path simulators, etc.)

Business/Industry: 11 respondents self-identified as business/industry only or business/industry + community member.

Feedback Summary	Resources Requested
- Most comments (~72%) expressed concern that the new diploma requirements will not better prepare students for personal and professional success due to concerns about: - Reduced course requirements (especially foreign language, fine arts, English, and U.S. History) - Students making decisions about their pathways too early.	- Job posting platform for students and employers to facilitate connections and provide opportunities. - Training and adequate funding at the local level to help employers build out internships/apprenticeships and to build capacity to meet the demand - Funding to support public school corporations in implementing the diploma changes

IDOE received feedback from 811 respondents who identified as a member of a school or school corporation community. Of those 811 respondents, 224 responses were from rural school corporations, 223 from suburban, and 109 responses from urban school corporations. The remaining responses were either listed as "Towns", "Not Applicable", or were not specified in the IDOE School Directory 2024. Figure 5 below highlights the primary questions and concerns of each school corporation locale.
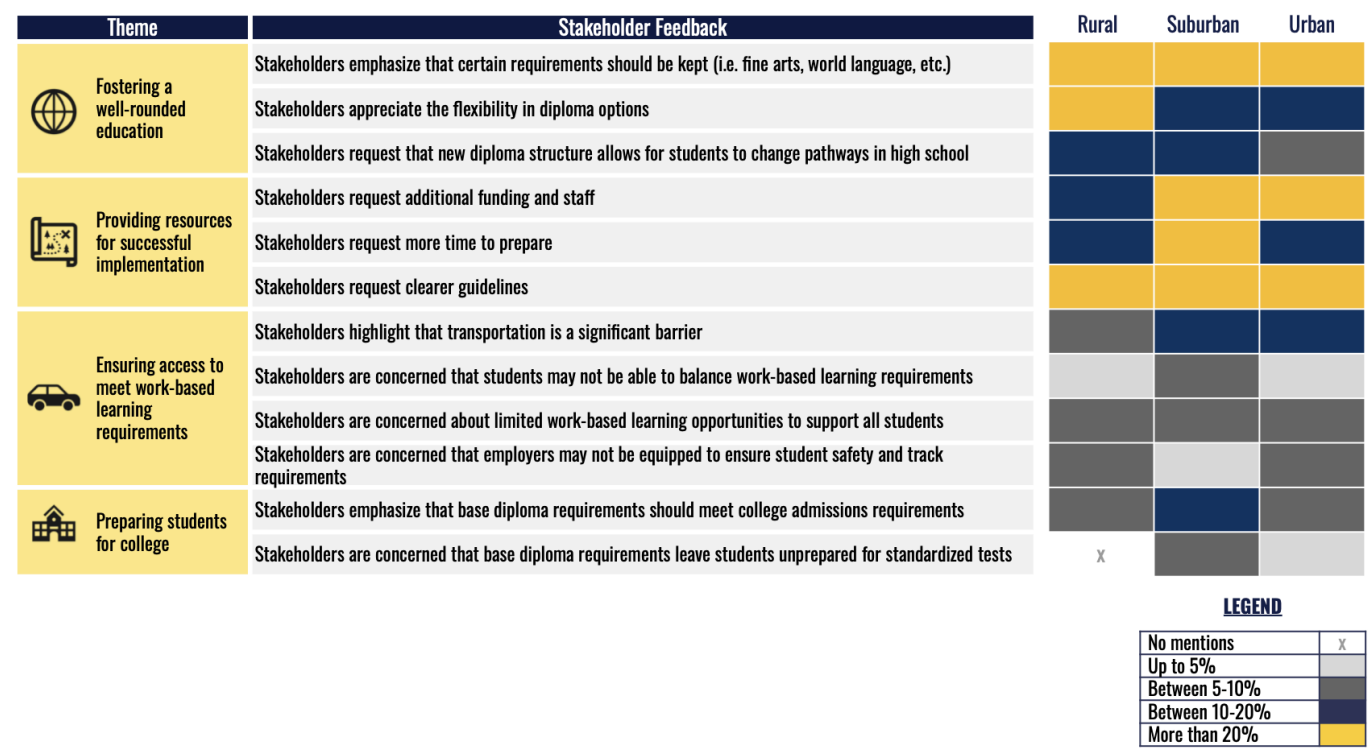
Theme	Stakeholder Feedback	Rural	Suburban	Urban
Fostering a well-rounded education	Stakeholders emphasize that certain requirements should be kept (i.e. fine arts, world language, etc.)	More than 20%	More than 20%	More than 20%
	Stakeholders appreciate the flexibility in diploma options	More than 20%	Between 10-20%	Between 10-20%
	Stakeholders request that new diploma structure allows for students to change pathways in high school	Between 10-20%	Between 10-20%	Between 5-10%
Providing resources for successful implementation	Stakeholders request additional funding and staff	Between 10-20%	More than 20%	More than 20%
	Stakeholders request more time to prepare	Between 10-20%	More than 20%	Between 10-20%
	Stakeholders request clearer guidelines	More than 20%	More than 20%	More than 20%
Ensuring access to meet work-based learning requirements	Stakeholders highlight that transportation is a significant barrier	Between 5-10%	Between 10-20%	Between 10-20%
	Stakeholders are concerned that students may not be able to balance work-based learning requirements	Up to 5%	Between 5-10%	Up to 5%
	Stakeholders are concerned about limited work-based learning opportunities to support all students	Between 5-10%	Between 5-10%	Between 5-10%
	Stakeholders are concerned that employers may not be equipped to ensure student safety and track requirements	Between 5-10%	Up to 5%	Between 5-10%
Preparing students for college	Stakeholders emphasize that base diploma requirements should meet college admissions requirements	Between 5-10%	Between 10-20%	Between 5-10%
	Stakeholders are concerned that base diploma requirements leave students unprepared for standardized tests	X	Between 5-10%	Up to 5%

LEGEND

No mentions	X
Up to 5%	
Between 5-10%	
Between 10-20%	
More than 20%	

Figure 5: Percentage of respondents within each Locale

Insights Across Locales

While specific percentages vary, school corporations across locales share overlapping priorities, concerns, and resources requested.
- A significant portion of rural (40%), suburban (30%), and urban (47%) school corporations emphasize retaining critical course requirements (e.g., arts, languages) as a top concern.
- Flexibility in diploma structures and ways to meet graduation requirements is appreciated, with rural schools showing slightly stronger support (23%) compared to suburban (15%) and urban (13%) school corporations.
- Funding and staffing remain a priority across all regions, with urban schools demonstrating the highest concern (28%), followed by suburban (21%) and rural (19%) schools corporations.

Resources Requested by School Corporations

The table below outlines key resources requested by rural, suburban, and urban school corporations. Overall, school corporations across locales requested funding, time, guidelines and tracking support, and support for parents, families, and students. Rural and Suburban schools corporations specifically emphasize the need for standardized tracking forms or software to track credits and pathways. Work-based learning support needs vary across rural, suburban, and urban school corporations. However, all school corporations across locales requested a state-vetted, certified catalog of employers to facilitate effective implementation of WBL programs.

Category	Resources Requested	Rural	Suburban	Urban
Funding	Funding for additional staff	✓	✓	✓
	Funding for resources and training required to implement diploma changes	✓	✓	✓
Time	Additional time to finalize and implement new diploma changes	✓	✓	✓
Guidelines and Tracking Support	Clear, detailed, and actionable guidelines on course requirements and eligibility (e.g., communications-focused courses, computer science credits, world perspectives courses, STEM-focused credits, and PE requirements)	✓	✓	✓
	Standardized tracking forms and/or software system to track credits and pathways	✓	✓	
	Standardized documents for work-based learning, including work plans, hour tracking, and minimum skill requirements.	✓		
	A Graduation Plan integrated into an existing platform, allowing counselors and students to track progress seamlessly, even if the student transfers schools.	✓		
	Transfer guide for incoming, out-of-state students	✓		
	Tracking data to research impact of diploma changes over time		✓	
Training and Educator Support	Training sessions online workshops for teachers and administrators to understand new diploma requirements and how to teach the updated curriculum	✓	✓	✓
	Paid teacher training / professional development for Personal Finance, Computer Science, and Introduction to Public Service courses		✓	
	Enhanced school counseling programs, including more counselors for academics, WBL, and mental health			✓
Support for Parents, Families, and Students	Guidance on career-pathway options for students, including a check-list of requirements for each honors seal	✓	✓	✓
	Comprehensive communication and outreach strategies for families and students, including in-person and online sessions and clear and visually engaging printed materials, websites, videos, and accessible counseling services	✓	✓	✓
Work-Based Learning	A state-vetted, certified catalog of employers offering student internships, with accessible information on work-based learning opportunities and transportation options for students and families.	✓	✓	✓
	Support in establishing partnerships with employers and WBL opportunities	✓		✓
	Transportation to WBL placements	✓	✓	
	Support students in navigating work-based learning experiences, including finding, scheduling, and attending opportunities, while addressing concerns such as access to transportation, financial limitations, and familial responsibilities to ensure all students can meet the requirements for honors seals.			✓
	Safety plan for students working in WBL community placements	✓		
	State partnerships with existing successful career-readiness programs and vocational schools		✓	

DETAILED FEEDBACK BY THEME

THEME 1: FOSTERING A WELL-ROUNDED EDUCATION

Hoosiers appreciate the flexible diploma options and ways to satisfy requirements but suggest adding required base diploma courses to further support a well-rounded education and allow for pathway changes later in high school.

Stakeholders emphasize:

- **Certain requirements should be kept** such as fine arts, math, world languages, history, and economics to ensure students receive a well-rounded education with high education standards.
- **Flexibility in diploma options is appreciated.** There is a positive reception to the amount of flexibility this plan provides for students.
- **Allow student pathway changes.** Stakeholders request that the new diploma structure allow students to change pathways in high school as their interests evolve.

Stakeholders Emphasize... **Certain requirements should be kept**	# of mentions: 606
Feedback Summary	Hoosiers emphasize the need for a well-rounded education by strengthening credit requirements to better prepare students to contribute more fully to society and the economy. This was a top concern for all stakeholders. The most commonly cited course requirements stakeholders wish to retain are: • Fine Arts (285 mentions) • World Languages (209 mentions) • History, Civics, and Social Studies (104 mentions) • Economics (82 mentions)
Stakeholder Recommendations	**Stakeholders provided specific recommendations such as:** • Implement a 2-year fine arts requirement for the Enrollment Honors Seal (177 mentions, including 119* from the National Association of Music Merchants (NAMM), Indianapolis Symphony Orchestra (ISO), Indiana Music Educators Association (IMEA), Indiana Arts Education Network (IAEN), and Choice-Art Educators (CAE). • Separate World Perspectives into requirements for World History (2 credits) and World Language (70 mentions, including 15* from the Indiana Foreign Language Teachers Association (IFLTA) • Teach Personal finance as a component of Economics *Copy-paste recommendations were not counted in the overall theme and subtheme counts.

Stakeholders Emphasize... **Flexibility is appreciated**	# of mentions: 188
Feedback Summary	Hoosiers expressed positive reception to the flexibility in diploma options, which provides opportunities for students who struggle academically.
Stakeholder Recommendations	None.

Stakeholders Emphasize… **Allow student pathway changes**	**# of mentions: 164**
Feedback Summary	Hoosiers emphasize the need to ensure options remain available for students who may later choose to pursue college, as their goals and abilities can change throughout high school. Specifically, Hoosiers are concerned about students having to select their pathway as early as 8th grade. This was a top concern for students and policy experts.
Stakeholder Recommendations	Stakeholders provided specific recommendations such as: • Allow flexibility for students to change their pathways throughout high-school • Model course sequences demonstrating students changing paths / pursuing seals in upper grades

THEME 2: PROVIDING RESOURCES FOR SUCCESSFUL IMPLEMENTATION

Hoosiers are concerned about the lack of preparation time, requesting more staff, clearer guidelines, and a detailed plan for effective implementation.

Stakeholders emphasize:

- **Additional funding and staff are needed** to effectively implement new requirements as the current system risks overwhelming counselors and confusing students and families.
- **More preparation time is needed**. Hoosiers express concerns about the short timeline for finalizing the diploma requirements, including 8th graders making class selections before the plan is set, and the lack of time for proper development and preparation.
- **Clear guidelines and a thorough plan are needed** to effectively understand diploma requirements, and manage tracking of pathways and credit requirements.

Stakeholders Emphasize… **Additional Funding and staff needed**	**# of mentions: 281**
Feedback Summary	Stakeholders emphasize that schools need additional funding and resources to support increased staffing efforts as the current system risks overwhelming school counselors. Hoosiers emphasize the resource challenges schools will face, particularly with counselor capacity and the need for additional funding. This was a top concern from parents/families, educators, community members, advocacy groups, philanthropies, and policy experts.

Stakeholder Recommendations	Stakeholders provided specific recommendations such as:
	• Increase resources/funding for school counselors and educators, career coaching, better teacher pay, and credit tracking infrastructure
	• Provide detailed funding plan for schools to support implementation, including cost estimates for implementation and increased funding to cover:
	   ○ Staffing requirements, especially school counselors, computer science teachers, and WBL coordinators
	   ○ Technology to support implementation (i.e. computer science)
	   ○ Programmatic costs, including WBL support (employer needs, transportation costs, etc.) and costs of AP/IB exams and ICC costs
	• Provide a technology system that allows schools, parents, students to easily see and understand where they are in meeting graduation requirements
	• Update teacher certification requirements and intentional recruitment efforts in high-need areas (i.e. computer science, personal finance, dual credit), including allowing local employers to teach courses

Stakeholders Emphasize… **More preparation time is needed**	**# of mentions: 178**

Feedback Summary	Hoosiers express concerns regarding the tight timeline to finalize and implement the plan. Many believe that schools are not adequately prepared to meet the new demands, particularly since the proposal is expected to affect current 8th graders, leaving insufficient time for adjustments before beginning the high school course selection process. This was a top concern from philanthropies.
Stakeholder Recommendations	Stakeholders provided specific recommendations such as: ● Extend the implementation timeline by one to two years, effective for the graduation class of 2030 or 2031

Stakeholders Emphasize… **Clear guidelines and a thorough plan are needed**	**# of mentions: 101**

Feedback Summary	Schools need clearer guidelines and a comprehensive plan to manage pathway tracking and credit requirements, as the current system risks causing confusion for students and families. Additional clarity is needed in the following areas: ● Definitions for new course categories (computer science, communications, etc.), including course lists and descriptions ● How to track and monitor student progress at scale, given the lack of counselor capacity ● How to communicate diploma requirements and pathway options to parents, families, and students
Stakeholder Recommendations	Stakeholders provided specific recommendations such as: ● Under the Enrollment Honors Seal requirements, update AP requirement to: Earn four (4) AP credits and take the corresponding AP exam. Additionally, AP and IB requirements should be the same ● Provide detailed plans for special education students, with IEPs/ILPs, or who are English Language Learners ● Provide guidance on tracking and verifying information that allows for student transfers across districts (i.e. mentorships, community service hours, skill certifications) ● Provide best practices, resources (i.e. example schedules, 4-year plans, FAQS, and checklists) for tracking student progression toward seals ● Provide family-facing resources to explain new diploma expectations, including written materials and videos, a parent guide, etc. ● Provide detailed guidance for rural school corporations on meeting requirements ● Outline Computer Science standards and coursework expectations

THEME 3: ENSURING ACCESS TO MEET WORK-BASED LEARNING REQUIREMENTS

Hoosiers expressed concerns about balancing work-based learning with other commitments, transportation barriers, limited opportunities in rural areas, and employers' ability to ensure safety and oversight.

<u>Stakeholders emphasize:</u>
● Transportation is a significant barrier for students in fulfilling work-based learning requirements.
● Students may not be able to balance 100 hours of work-based learning along with other requirements such as academic requirements, and/or participation in extracurricular activities.
● There are limited, meaningful work-based learning opportunities to support all students, especially in rural communities.
● Employers may not be equipped to ensure student safety, provide proper oversight, and address potential tracking challenges.

Stakeholders Emphasize... Transportation is a significant barrier	**# of mentions: 129**
Feedback Summary	Transportation is a significant barrier for students in fulfilling work-based learning requirements, especially in smaller communities where commuting challenges and costs may limit access to career placements. This was a top concern from advocacy groups.
Stakeholder Recommendations	Stakeholders provided specific recommendations such as: • Provide funding for transportation to/from work-based learning placements. • Offer free driver's education to help students obtain their licenses • Allow on-campus experiences, CTE labs, virtual experiences, AP capstone classes, and/or summer hours to meet WBL requirements (36 mentions, including 24* mentions from Indiana Associate of Career & Technical Education Districts (IACTED) • Model transportation examples and/or funding supports *Copy-paste recommendations were not counted in the overall theme and subtheme counts.

Stakeholders Emphasize... Students may not be able to balance WBL requirements	**# of mentions: 113**
Feedback Summary	Stakeholders raised concerns that the 100-hour work-based learning requirement, particularly for the Enrollment Honors Plus seal, is overly burdensome and may prevent students from focusing on academics and extracurriculars, which are essential for college preparation. They argue that students involved in advanced coursework, athletics, or leadership activities already demonstrate valuable workplace skills, and adding this requirement imposes unnecessary stress.
Stakeholder Recommendations	Stakeholders provided specific recommendations such as: • Allow extracurriculars or service-based learning to count toward work-based learning hours • Work-based learning hours should be reduced or excluded from the Enrollment Honors Plus Seal • Model course sequences demonstrating students participating in WBL and /or model experiences that complement student participation in Enrollment Honors Plus Seal

Stakeholders Emphasize... There are limited work-based learning opportunities for students	**# of mentions: 102**
Feedback Summary	There are concerns that there may not be enough meaningful work-based learning opportunities to support all students, particularly in rural areas. Stakeholders question whether businesses have the capacity to accommodate the number of students needing placements, especially given the liability of employing minors. This shortage may hinder students' ability to meet work-based learning requirements.
Stakeholder Recommendations	Stakeholders provided specific recommendations such as: • Provide a state or regional "internship bank' of employers offering student internship, promoting businesses that offer work-based learning opportunities for students • Incentivize employers to hire students, including by providing resources to support / encourage employers in areas where there are common concerns (hiring under 18, liability concerns) • Support students (outside of school staff) in navigating work-based learning experiences, including finding, scheduling, and attending opportunities • Allow on-campus experiences, CTE labs, virtual experiences, AP capstone classes, and/or summer hours to meet WBL requirements (36 mentions, including 24* mentions from Indiana Associate of Career & Technical Education Districts (IACTED)

Stakeholders Emphasize... **Employers may not be equipped**	**# of mentions: 70**
Feedback Summary	Hoosiers emphasize the need for fully vetted partner businesses with proper training and background checks for student safety, along with resources to manage work-based learning requirements without overburdening teachers, counselors, or schools. This was a top concern for advocacy groups and philanthropy.
Stakeholder Recommendations	**Stakeholders provided specific recommendations such as:** • Ensure up-to-date background checks for employers • Provide training to employers to ensure student safety • Guidance and resources to track WBL hours and quality of experiences

THEME 4: PREPARING STUDENTS FOR COLLEGE

Hoosiers expressed that the base diploma should ensure college readiness, addressing gaps in preparation for standardized tests like the SAT, particularly in math and English courses.

Stakeholders emphasize:
- **Base diploma requirements should meet college admissions requirements** so that all students have the option to apply to college later in life without needing additional schooling.
- **Base diploma requirements leave students unprepared for standardized tests** like the SAT due to insufficient course requirements in subjects like math and English.

Stakeholders Emphasize... **Base diploma requirements should meet basic college admissions requirements**	**# of mentions: 198**
Feedback Summary	The base diploma should meet basic college admissions requirements so that all students have the option to apply to college later in life without needing additional schooling.
Stakeholder Recommendations	**Stakeholders provided specific recommendations such as:** • Ensure the base diploma meets admissions requirements for Indiana colleges

Stakeholders Emphasize... **Proposed requirements leave students unprepared for standardized tests**	**# of mentions: 28**
Feedback Summary	Students may be unprepared for standardized tests like the SAT because the current diploma requirements do not mandate all the courses covered on the exam, such as Algebra II, geometry, and English.
Stakeholder Recommendations	**Stakeholders provided specific recommendations such as:** • Require Algebra II and higher-level English classes to prepare students for the SAT • Offer an SAT-skills English course

NEXT STEPS

Public feedback has been crucial to The Indiana Department of Education's (IDOE) redesign of Indiana's high school diploma system. The IDOE has actively sought input from a broad range of stakeholders, including parents and families, educators, community members, higher education representatives, students, business and industry leaders, advocacy groups, philanthropy organizations, and policy experts, to ensure the proposed changes meet the needs of students and align with community expectations. This comprehensive engagement ensures that the perspectives of all relevant parties are considered.

This report has been prepared based on the feedback received during IDOE's second public comment period, specifically feedback received from October 9, 2024, to November 8, 2024.

This culminated in a public hearing held on November 8. Following the public comment period, the IDOE will meticulously review the feedback received and address any concerns or suggestions. IDOE plans to present a final draft of the new diploma requirements in the December 11, 2024, SBOE meeting, where the updated proposal and the collected feedback will be presented for further discussion and transparency.

Finally, the goal is to adopt the new rule by the end of 2024. This adoption will mark the formal implementation of the redesigned high school diploma structure, paving the way for a more flexible, relevant, and effective educational framework for Indiana's students. The IDOE is committed to a thorough and inclusive process to ensure the success and sustainability of the new diploma system.

APPENDIX

Appendix A. Detailed Information on Stakeholder Respondents to Public Comment

Table A.1: Number of respondents by school corporation (Source: IDOE School Directory 2024)

School Corporation	Public or Non-Public	Locale	Respondents
0035 South Adams Schools	Public	Town	1
0125 MSD Southwest Allen County Schls	Public	Suburban	15
0225 Northwest Allen County Schools	Public	Rural	9
0235 Fort Wayne Community Schools	Public	Not Applicable	16
0255 East Allen County Schools	Public	Rural	1
0365 Bartholomew Con School Corp	Public	City	5
0515 Blackford County Schools	Public	Rural	2
0630 Zionsville Community Schools	Public	Suburban	9
0665 Lebanon Community School Corp	Public	Rural	4
0670 Brown County School Corporation	Public	Rural	1
0755 Delphi Community School Corp	Public	Rural	1
0875 Logansport Community Sch Corp	Public	Town	1
0945 Silver Creek School Corporation	Public	Not Applicable	1
1010 Greater Clark County Schools	Public	Suburban	8
1125 Clay Community Schools	Public	Rural	3
1150 Clinton Central School Corporation	Public	Rural	1
1160 Clinton Prairie School Corporation	Public	Rural	1
1180 Rossville Con School District	Public	Rural	1
1600 South Dearborn Community Sch Corp	Public	Rural	2
1620 Lawrenceburg Community School Corp	Public	Town	1
1655 Decatur County Community Schools	Public	Rural	1
1730 Greensburg Community Schools	Public	Town	1
1805 DeKalb Co Eastern Com Sch Dist	Public	Town	7
1820 Garrett-Keyser-Butler Com Sch Corp	Public	Town	1
1835 DeKalb Co Ctl United Sch Dist	Public	Town	1
1885 Wes-Del Community Schools	Public	Rural	1
1895 Liberty-Perry Community Sch Corp	Public	Rural	1
1900 Cowan Community School Corp	Public	Rural	1

1910 Yorktown Community Schools	Public	Suburban	1
1970 Muncie Community Schools	Public	City	3
2040 Northeast Dubois Co Sch Corp	Public	Rural	1
2110 Southwest Dubois Co Sch Corp	Public	Rural	2
2120 Greater Jasper Consolidated Schs	Public	Rural	1
2155 Fairfield Community Schools	Public	Rural	2
2270 Concord Community Schools	Public	Suburban	6
2275 Middlebury Community Schools	Public	Suburban	1
2285 Wa-Nee Community Schools	Public	Rural	1
2305 Elkhart Community Schools	Public	Suburban	5
2315 Goshen Community Schools	Public	City	1
2395 Fayette County School Corporation	Public	Rural	1
2400 New Albany-Floyd Co Con Sch	Public	Suburban	6
2475 Franklin County Community Sch Corp	Public	Rural	3
2645 Rochester Community School Corp	Public	Town	1
2735 North Gibson School Corporation	Public	Rural	4
2855 Mississinewa Community School Corp	Public	Town	3
2865 Marion Community Schools	Public	Town	1
2950 Linton-Stockton School Corporation	Public	Town	2
2960 MSD Shakamak Schools	Public	Rural	1
3005 Hamilton Southeastern Schools	Public	Not Applicable	9
3025 Hamilton Heights School Corp	Public	Suburban	1
3030 Westfield-Washington Schools	Public	Not Applicable	12
3060 Carmel Clay Schools	Public	City	11
3070 Noblesville Schools	Public	Suburban	11
3115 New Palestine Community Schools	Public	Not Applicable	14
3135 Mt Vernon Community School Corp	Public	Rural	2
3145 Eastern Hancock Co Com Sch Corp	Public	Rural	2
3180 North Harrison Com School Corp	Public	Rural	1
3190 South Harrison Com Schools	Public	Town	1
3305 Brownsburg Community School Corp	Public	Suburban	2
3315 Avon Community School Corp	Public	Rural	2
3325 Danville Community School Corp	Public	Suburban	41
3330 Plainfield Community School Corp	Public	Suburban	5
3435 Shenandoah School Corporation	Public	Not Specified	4

3445 New Castle Community School Corp	Public	Not Applicable	1
3455 C A Beard Memorial School Corp	Public	Rural	2
3460 Taylor Community School Corp	Public	Rural	1
3470 Northwestern School Corp	Public	Rural	3
3490 Western School Corporation	Public	Rural	1
3500 Kokomo School Corporation	Public	Not Applicable	1
3675 Seymour Community Schools	Public	Rural	1
3695 Brownstown Cnt Com Sch Corp	Public	Town	1
3785 Kankakee Valley School Corp	Public	Rural	3
3815 Rensselaer Central School Corp	Public	Town	2
3945 Jay School Corporation	Public	Rural	3
3995 Madison Consolidated Schools	Public	Rural	1
4000 Southwestern-Jefferson Co Con	Public	Rural	1
4015 Jennings County School Corporation	Public	Town	1
4145 Clark-Pleasant Community Sch Corp	Public	Rural	2
4205 Center Grove Community School Corp	Public	Suburban	12
4225 Franklin Community School Corp	Public	Suburban	2
4245 Greenwood Community Sch Corp	Public	Suburban	2
4335 Vincennes Community School Corp	Public	Not Specified	8
4415 Warsaw Community Schools	Public	Rural	9
4525 Westview School Corporation	Public	Rural	1
4535 Lakeland School Corporation	Public	Town	6
4580 Hanover Community School Corp	Public	Not Applicable	2
4600 Merrillville Community School Corp	Public	Suburban	2
4615 Lake Central School Corporation	Public	Suburban	34
4660 Crown Point Community School Corp	Public	Suburban	3
4690 Gary Community School Corp	Public	City	3
4700 Griffith Public Schools	Public	Suburban	1
4710 School City of Hammond	Public	Suburban	7
4720 School Town of Highland	Public	Suburban	4
4730 School City of Hobart	Public	Rural	2
4740 School Town of Munster	Public	Suburban	27
4760 School City of Whiting	Public	Suburban	1
4860 MSD of New Durham Township	Public	Town	2
4925 Michigan City Area Schools	Public	Rural	3

4940 South Central Com School Corp	Public	Rural	1
4945 La Porte Community School Corp	Public	Rural	15
5075 North Lawrence Com Schools	Public	Not Applicable	10
5255 South Madison Com Sch Corp	Public	Rural	4
5275 Anderson Community School Corp	Public	City	2
5280 Elwood Community School Corp	Public	Town	2
5310 Franklin Township Com Sch Corp	Public	City	13
5330 MSD Lawrence Township	Public	Suburban	2
5340 Perry Township Schools	Public	Not Applicable	10
5350 MSD Pike Township	Public	City	14
5360 MSD Warren Township	Public	City	3
5370 MSD Washington Township	Public	City	26
5375 MSD Wayne Township	Public	City	2
5385 Indianapolis Public Schools	Public	Not Applicable	8
5400 School Town of Speedway	Public	Suburban	2
5525 Loogootee Community Sch Corp	Public	Rural	1
5625 Oak Hill United School Corp	Public	Rural	1
5705 Richland-Bean Blossom C S C	Public	Rural	2
5740 Monroe County Community Sch Corp	Public	Rural	28
5855 Crawfordsville Community Schools	Public	Not Specified	1
5900 Monroe-Gregg School District	Public	Rural	1
5925 MSD Martinsville Schools	Public	Rural	2
5930 Mooresville Con School Corp	Public	Suburban	5
5945 North Newton School Corp	Public	Rural	2
5995 South Newton School Corp	Public	Rural	2
6055 Central Noble Com School Corp	Public	Rural	1
6065 West Noble School Corporation	Public	Rural	1
6080 Rising Sun-Ohio Co Com	Public	Rural	2
6145 Orleans Community Schools	Public	Rural	1
6195 Spencer-Owen Community Schools	Public	Rural	1
6460 MSD Boone Township	Public	Rural	1
6470 Duneland School Corporation	Public	Rural	4
6520 Porter Township School Corp	Public	Rural	1
6530 Union Township School Corp	Public	Rural	2
6550 Portage Township Schools	Public	Suburban	1

6560 Valparaiso Community Schools	Public	Suburban	5
6590 MSD Mount Vernon	Public	Town	1
6630 West Central School Corp	Public	Rural	1
6700 Area 30 Career Center Edu Inter	Public	Town	3
6750 Cloverdale Community Schools	Public	Rural	1
6755 Greencastle Community School Corp	Public	Town	1
6795 Union School Corporation	Public	Rural	1
6820 Monroe Central School Corp	Public	Rural	3
6865 South Ripley Com Sch Corp	Public	Rural	1
6895 Batesville Community School Corp	Public	Rural	1
6910 Milan Community Schools	Public	Rural	1
6915 Southeastern Career Center	Public	Rural	12
6995 Rush County Schools	Public	Rural	1
7034 Old National Trail Special Services	Other	Not Specified	1
7175 Penn-Harris-Madison School Corp	Public	City	2
7200 School City of Mishawaka	Public	Not Specified	3
7205 South Bend Community School Corp	Public	Not Applicable	5
7255 Scott County School District 2	Public	Rural	2
7285 Shelby Eastern Schools	Public	Rural	1
7445 South Spencer County Sch Corp	Public	Rural	4
7525 Knox Community School Corp	Public	Town	1
7610 Hamilton Community Schools	Public	Not Specified	1
7645 Northeast School Corp	Public	Rural	1
7715 Southwest School Corporation	Public	Rural	3
7855 Lafayette School Corporation	Public	City	5
7865 Tippecanoe School Corp	Public	Not Specified	18
7875 West Lafayette Com School Corp	Public	City	6
7935 Tri-Central Community Schools	Public	Rural	1
7945 Tipton Community School Corp	Public	Town	3
7995 Evansville Vanderburgh School Corp	Public	Not Applicable	8
8020 South Vermillion Com Sch Corp	Public	Town	1
8025 Wabash River CTE Center	Other	Not Specified	1
8030 Vigo County School Corp	Public	City	8
8045 Manchester Community Schools	Public	Rural	1
8050 MSD Wabash County Schools	Public	Rural	8

8060 Wabash City Schools	Public	Not Applicable	1
8130 Warrick County School Corp	Public	Not Specified	5
8215 East Washington School Corp	Public	Rural	1
8220 West Washington School Corp	Public	Rural	2
8305 Nettle Creek School Corporation	Public	Rural	1
8360 Centerville-Abington Com Schs	Public	Town	1
8375 Northeastern Wayne Schools	Public	Rural	1
8385 Richmond Community Schools	Public	Town	2
8515 North White School Corp	Public	Rural	1
8525 Frontier School Corporation	Public	Rural	2
8535 Tri-County School Corporation	Public	Rural	2
8565 Twin Lakes School Corp	Public	Rural	11
8625 Smith-Green Community Schools	Public	Rural	1
9200 Archdiocese of Indianapolis	Non-Public	Not Specified	1
9215 Diocese of Evansville	Non-Public	Not Specified	1
9220 Diocese of Fort Wayne - South Bend	Non-Public	Not Specified	5
9385 Christel House DORS	Public	City	1
9460 Thea Bowman Leadership Academy	Public	City	1
9505 Indiana Agriculture and Technology	Public	Not Applicable	1
9510 Northern IN Education Center	Other	Not Specified	1
9670 Indianapolis Metropolitan High Sch	Public	City	2
9705 Hammond Academy of Science & Tech	Public	Suburban	1
9905 Indiana Connections Academy	Public	City	1
9985 Seven Oaks Classical School	Public	Suburban	1
A040 St Peter Immanuel Lutheran School	Non-Public	Not Specified	1
A120 Bishop Dwenger High School	Non-Public	Not Specified	2
A125 Bishop Luers High School	Non-Public	Not Specified	2
A127 The CTM Academy	Non-Public	Not Specified	1
A145 Saint Charles Borromeo School	Non-Public	Not Specified	1
A170 Blackhawk Christian Mdl/High Sch	Non-Public	Not Specified	1
A195 Concordia Lutheran High School	Non-Public	Not Specified	2
A365 St John-Emmanuel Lutheran School	Non-Public	Not Specified	1
A425 St Bartholomew School	Non-Public	Not Specified	1
A746 Heritage Hall Christian School	Non-Public	Not Specified	1
B136 The King's Academy	Non-Public	Not Specified	1

B190 Indiana Academy	Non-Public	Not Specified	1
B241 University High School of Indiana	Non-Public	Not Specified	1
B249 Guerin Catholic High School	Non-Public	Not Specified	5
B275 Saint John Lutheran School	Non-Public	Not Specified	1
B469 DeMotte Christian High School	Non-Public	Not Specified	1
B595 Lakeland Christian Academy	Non-Public	Not Specified	1
B970 Bishop Noll Institute	Non-Public	Not Specified	1
C020 Highland Christian School	Non-Public	Not Specified	1
C025 Our Lady Of Grace School	Non-Public	Not Specified	1
C125 Marquette Catholic High School	Non-Public	Not Specified	1
C275 Heritage Christian School	Non-Public	Not Specified	2
C325 Suburban Christian School	Non-Public	Not Specified	1
C360 Brebeuf Jesuit Preparatory School	Non-Public	Not Specified	2
C527 Covenant Christian High School	Non-Public	Not Specified	1
C623 Providence Cristo Rey High School	Non-Public	Not Specified	2
C670 St Therese Little Flower School	Non-Public	Not Specified	1
C699 TP Schools	Non-Public	Not Specified	1
C700 Cathedral High School	Non-Public	Not Specified	2
C710 Scecina Memorial High School	Non-Public	Not Specified	1
C927 Lighthouse Christian Academy	Non-Public	Not Specified	1
D135 Oldenburg Academy	Non-Public	Not Specified	1
D165 Marian High School	Non-Public	Not Specified	5
D196 Bais Yaakov High School of Indiana	Non-Public	Not Specified	1
D225 Saint Joseph High School	Non-Public	Not Specified	3
D272 Good Shepherd Montessori School	Non-Public	Not Specified	1
D415 Central Catholic Jr-Sr High School	Non-Public	Not Specified	1
D452 Faith Christian School	Non-Public	Not Specified	1
D535 Reitz Memorial High School	Non-Public	Not Specified	1
D565 Holy Rosary School	Non-Public	Not Specified	1
D842 Seton Catholic High School	Non-Public	Not Specified	1

Appendix B. Feedback Synthesis Process Overview

Feedback was gathered from the public through an online [jotform](#) posted on the [Indiana Department of Education (IDOE) website](#) on October 9, 2024. This second round of public comment concluded with a public hearing on November 8, 2024 as summarized in this report.

Once the feedback was collected, it underwent a thorough analysis which entailed:

- **Identifying Trends and Frequently Mentioned Topics** to understand the general sentiment and priority areas for stakeholders.
- **Manually Reviewing Comments** to identify specific questions, concerns, and suggested changes to the rule most commonly raised by respondents.
- **Identifying stakeholder recommendations** to address frequently mentioned concerns.
- **Reviewing data by locale (rural, city, town, suburban) and stakeholder type (including a deep-dive analysis on feedback provided by select non-educator groups: students, business/industry, and parents/families)** to ensure Hoosiers are equally represented.

This systematic approach ensured that all feedback was carefully considered and that the final recommendations reflected the collective input of the community. The findings from this analysis were crucial in refining the proposed high school diploma redesign, ensuring it met the needs and expectations of Indiana's stakeholders.

Appendix C. Sample Quotes

Sample quotes received from October 9, 2024 to November 8, 2024, organized by the four themes identified in the **Feedback Overview**. Additional quotes, including stakeholder recommendations, can be found **here**.

Theme 1: Fostering a well-rounded education

Sub-Theme	Sample Quotes
Stakeholders Emphasize… **Certain requirements should be kept**	"Reinstate economics as a required class. Economic illiteracy is at an all-time high, and removing economics as a diploma requirement is very concerning…personal finance is important - and I agree every student needs to take it - but it can be taught alongside traditional economics, not in place of it." Respondent: Educator, Parent/Family Date Received: October 9, 2024
	"To strengthen the plan, incorporating a minimum 2-credit Fine Arts requirement in the Honors Enrollment Seal would ensure equitable access to arts education across all achievement levels. This adjustment would maintain a high standard for students aiming for advanced diplomas, reinforcing the skills and competencies they need for well-rounded development and success." Respondent: Educator, Community member Date Received: November 8, 2024
Stakeholders Emphasize… **Flexibility is appreciated**	"The proposed flexibility and options for achieving a desirable high school diploma are encouraging. These are especially appealing to a small group of students who currently struggle to meet all of the necessary requirements in the classroom, and with the new diploma options, will have options in the workplace to achieve success." Respondent: Educator Date Received: October 10, 2024
	"The proposed diploma requirements are designed to better prepare students for personal and professional success by offering greater flexibility in their junior and senior years. This flexibility allows students to focus on coursework and experiences that align closely with their individual career goals, giving them valuable, hands-on learning opportunities in real-world settings." Respondent: Educator Date Received: November 7, 2024
Stakeholders Emphasize… **Allow student pathway changes**	"The proposed changes could potentially narrow the educational opportunities available to students. By focusing too heavily on specific career pathways, we risk limiting students' exposure to a broad and diverse curriculum that is essential for developing well-rounded individuals. While the flexibility and personalized pathways are beneficial, there is a risk that some students might not take the necessary rigorous courses needed for college preparation." Respondent: Parent/Family Date Received: November 7, 2024
	"You can't take away options. You need to add options for students wanting and able to go into college. They should not be restricted for decisions. They made as freshman. A lot can change in those four years of high school plus kids are unsure or struggle in the high school atmosphere thrive in college." Respondent: Parent/Family, Student Date Received: October 15, 2024

Theme 2: Providing resources to school corporations

Sub-Theme	Sample Quotes
Stakeholders Emphasize… **Additional Funding and staff needed**	*"The proposal requires districts to create new programs, hire additional staff and sustain the costs of these expanded options. Without proper funding, the quality and availability of the new offerings may be compromised, creating inequities across districts."* Respondent: Educator, Parent / Family Date Received: October 18, 2024
	"There needs to be sufficient funds to pay for student transportation to their work placements, the increased number of counselors must be in place before this is implemented, and there needs to be a guarantee that students will be fairly compensated for their time. Without such funding, the requirements will fail." Respondent: Parent/Family, Student Date Received: October 15, 2024
Stakeholders Emphasize… **More preparation time is needed**	*"My biggest concern is implementing these changes already for our current eighth grade students. Most high schools start the course request process in January so finalizing this proposal in December does not give us adequate time to effectively implement."* Respondent: Educator, Parent/Family Date Received: October 10, 2024
	"Since the diplomas will be finalized it sounds like in December, it would be wonderful for the districts to have time to acclimate to the new diploma requirements and to implement these changes for current 7th graders. This would allow districts to have time to familiarize ourselves with the changes, educate families and students about requirements, and plan for staffing changes as needed." Respondent: Educator, Parent/Family Date Received: October 23, 2024
Stakeholders Emphasize… **Clear guidelines and a thorough plan are needed**	*""In short, districts must have actionable guidelines to work within when scheduling to provide required coursework. What departments will particular curricula fall under? What are the guidelines for the new computer science requirements? Who is eligible to teach such courses? What is the curriculum? How do we shift changing PE requirements? What are the expectations to changes in the different departments when entire required courses are simply gone? What do all of these changes look like for the thousands of students in just one building in one high school in an entire state?"* Respondent: Educator, Parent / Family, Community Member Date Received: October 17, 2024
	"We need details about what counts as a communications-focused course and what counts as a computer science credit, what is a world perspectives course, what counts as a STEM-focused credit AND we need these details on January 2 because we have to start scheduling 8th grade students when we return from winter break…unless you BLESS us with moving this implementation process back a year." Respondent: Educator Date Received: November 7, 2024

Theme 3: Ensuring access to meet work-based learning requirements

Sub-Theme	Sample Quotes
Stakeholders Emphasize… **Transportation is**	*"Smaller communities may struggle with accommodating the needs of the career placement for the high school student. And drive time for a student to their career experience needs to be weighed as far as the valuable time. Also, transportation cost for families might be an issue."* Respondent: Educator, Parent/Family

a significant barrier	Date Received: October 10, 2024
	"The state also should be paying for the credentialing tests/requirements as well as providing extra funding for schools/students for transportation to/from these work sites. Free drivers education for students would also be a wonderful resource so that students can receive their drivers license asap. Bus drivers are impossible to find and with more and more students not getting their drivers licenses, this will pose a big barrier." Respondent: Educator, Parent/Family, Community Member Date Received: October 9, 2024
Stakeholders Emphasize... Students may not be able to balance WBL requirements	*"The requirement for the Enrollment+ diploma to have 100 hours of work-based learning is asinine. Many students going for that diploma are taking full loads of academic classes - often advanced classes - and are involved in extracurricular activities. They do not have time during the school day - nor do they have room in their schedules - to be taking 2-3 hours during the day to work a job."* Respondent: Educator, Parent/Family Date Received: October 9, 2024
	"Additionally, for the 100 hours of work-based learning for Honors Plus seal will be difficult and unattainable for many students who are also completing HS, the IB Diploma requirements and extra-curriculars. If this requirement of 100 hrs could be shifted to include service that would help ease this burden on students." Respondent: Educator, Parent / Family Date Received: October 31, 2024
Stakeholders Emphasize... There are limited work-based learning opportunities for students	*"In addition, many Indiana communities will likely struggle to find enough area employers to provide work-based learning opportunities to all who need or desire it. Granting some flexibility to this definition will enable school corporations to fill the gap by providing work and service-based learning opportunities themselves, especially if some reasonable quality parameters are established."* Respondent: Educator, Parent/Family, Higher Education Date Received: October 17, 2024
	"It will be very difficult, especially for smaller communities, to find opportunities for students to intern and get job experience. Many companies consider teenagers a liability and their insurance may not allow students under the age of 18 to be in the work environment. There are also limited possibilities in a small, rural community to find employment and intern opportunities." Respondent: Educator, Parent/Family Date Received: October 12, 2024
Stakeholders Emphasize... Employers may not be equipped	*"How will state of Indiana ensure that the employers are safe for students to work with? ...Who is going to complete the background checks on all of these employers now that 100 hours of work-based learning is a REQUIREMENT for a diploma in the state of Indiana? Who is going to ensure that these background checks are up-to-date with employee turnover, etc? And how will you do it WITHOUT putting more responsibilities on the teachers, counselors, and administrators and WITHOUT taking more money away from public schools?"* Respondent: Educator, Parent/Family, Community Member Date Received: October 16, 2024
	"There are far too many unknowns. The costs are unquantifiable. The timeline involves current 8th grade students, but there is no roadmap, just concepts....It does not address workplace safety or security, or background checks for employers. Also not addressed is availability of jobs in rural areas. Will students be paid? Will they have sick days? Benefits? There are no guidelines. What if they have no transportation to a job? No other state includes a work requirement for a diploma. And who stands to gain from this, other than employers?" Respondent: Parent/Family, Community Member, Government Date Received: November 8, 2024

Theme 4: Preparing students for college

Sub-Theme	Sample Quotes
Stakeholders Emphasize… **Base diploma requirements should meet basic college admissions requirements**	*"At least make the basic requirements ones that would be admissible for all colleges. Some kids may enter the employment track and change their minds. It would be a shame to have them have to do extra schooling just so they could earn the qualifications to do just that."* Respondent: Parent/Family, Community Member, Business/Industry Date Received: October 14, 2024
	"I would like to address a pressing concern regarding our students' academic choices and the long-term implications of these decisions. It has become increasingly clear that many students gravitate toward the easiest paths, often choosing courses with less rigor… This mindset can be detrimental, particularly when it comes to their preparation for college and future careers." Respondent: Educator, Parent/Family, Community Member Date Received: October 25, 2024
Stakeholders Emphasize… **Proposed requirements leave students unprepared for standardized tests**	*"While I applaud the idea of diversifying course offerings and moving away from a one size fits all approach, making this change at year 10 seems premature… offering an SAT-skills English course offering as an approved elective to our English courses could be an improvement and would serve some students better than an a traditional English."* Respondent: Educator, Parent/Family, Community Member Date Received: October 17, 2024
	"There is a disconnect between the diploma requirements and the SAT test we are requiring every junior to take. To qualify to take the SAT, at a minimum students should take algebra and geometry. Why are we setting up students for failure by not requiring geometry?" Respondent: Community Member Date Received: October 17, 2024