



Graduation Pathways Policy Guidance



INDIANA STATE BOARD OF EDUCATION

Table of Contents

Purpose of Guidance

A. EXECUTIVE SUMMARY

- A-1. High School Diploma
- A-2. **Employability Skills**
- A-3. Postsecondary-ready competencies
- A-4. Locally created pathways
- A-5. Logistical information

B. HIGH SCHOOL DIPLOMA

- B-1. What does a student need to do to graduate from high school?
- B-2. Does a student have to fulfill all of the options listed above?
- B-3. Does the Academic Honors and Technical Honors diplomas satisfy both the diploma and postsecondary-ready competency requirements? If so, why?
- B-4. When do schools need to start implementing Graduation Pathways?
- B-5. What is the status of Algebra 2 and the Core 40 Diploma?
- B-6. Does earning a General Diploma still mean a student is an Indiana graduate?
- B-7. If a student is earning a Certificate of Completion, does that student have to complete the Graduation Pathways?
- B-9. **If a student has disabilities, does that student have to complete the Graduation Pathways requirements?**
- B-10. **If a student is an English Learner or migrant worker, does that student have to complete the Graduation Pathways requirements?**
- B-11. What is the status of the waiver for the diploma?

C. EMPLOYABILITY SKILLS

- C-1. Is there a common set of competencies that students need to demonstrate through this the Employability Skills experience?
- C-2. When can the Employability Skills experience occur?
- C-3. **Who can districts partner with to allow for these experiences?**
- C-4. Does the Employability Skills experience have to align to a student's career interest?
- C-5. What is the time commitment required to satisfy the Employability Skills requirements?
- C-6. What is the student work product for Employability Skills experience?
- C-7. How does a school validate a student's Employability Skills experience?
- C-8. What documentation must a student provide to validate his/her Employability Skills experience?
- C-9. How is a student's Employability Skills experience documented and tracked?
- C-10. How will accommodations be provided for students with disabilities (e.g., IEPs and 504 plans)?
- C-11. Do schools need to provide transportation for students to do these activities?
- C-12. **Can a student use a combination of the three experiences under Employability Skills?**
- C-13. **How can a school or district get an Employability Skills experience not in listed in the guidance document approved by the SBOE?**

a. PROJECT-BASED LEARNING

- a-1. What is Project-based learning (PBL)?
- a-2. What are PBL design principles?



INDIANA STATE BOARD OF EDUCATION

- a-3. What experiences do not qualify as PBL?
- a-4. **What courses count towards the PBL requirement?**
- a-5. Can this be a group project?
- a-6. **Additional resources for PBL.**

b. SERVICE-BASED LEARNING

- b-1. What is Service-based learning (SBL)?
- b-2. What qualifies as a SBL program?
- b-3. What experiences qualify as SBL?
- b-4. What does 'meaningful service' mean?
- b-5. Can this be a group project?
- b-6. **What about volunteering or community service?**
- b-7. **What about school involvement, such as sports and co-curricular and extracurricular activities?**
- b-8. What experiences do not qualify as SBL?
- b-9. **What courses count towards the SBL requirement?**
- b-10. What about the 'at least one academic year' for co-curricular or extracurricular activities or sports in the policy?
- b-11. **Additional resources for SBL.**

c. WORK-BASED LEARNING

- c-1. What is Work-based learning (WBL)?
- c-2. What qualifies as a WBL program?
- c-3. What experiences qualify as WBL?
- c-4. **What courses count towards the WBL requirement?**
- c-5. What about employment outside of school?
- c-6. What type of employment counts towards WBL?
- c-7. How long does a student have to be employed for?
- c-8. If a student is injured during a WBL experience, who has liability?
- c-9. Must employers who participate in a WBL program complete background checks?
- c-10. **Additional resources for WBL.**

D. POSTSECONDARY-READY COMPETENCIES

- D-1. Do students need to complete all the Postsecondary-Ready Competency from the Graduation Pathway policy options to graduate?
- D-2. Does a school need to offer all Postsecondary-Ready Competency options?
- D-3. What are the current college-ready benchmarks for the SAT and the ACT?
- D-4. When do schools need to offer the SAT or ACT?**
- D-5. When do the College Board and ACT change the college-ready benchmarks?
- D-6. Does a student need to earn the combined SAT ERW/Math score or the individual benchmarks for each section?
- D-7. Does a student need to earn all four scores on the ACT?
- D-8. How many times can a student take the SAT or ACT?
- D-9. Can students use 'superscores' on either the SAT or ACT to meet the college-ready benchmarks?
- D-10. Does the SAT or ACT allow for accommodations?
- D-11. What is the Armed Services Vocational Aptitude Battery (ASVAB)?



INDIANA STATE BOARD OF EDUCATION

- D-12. What are the Armed Forces Qualification Test (AFQT) scores on the ASVAB?
- D-13. Does ASVAB allow accommodations?
- D-14. In which grade can the ASVAB be taken?
- D-15. How often and many times can the ASVAB be taken?
- D-16. What are state- and industry-recognized credentials and certifications?
- D-17. Do industry-recognized credentials allow for accommodations?
- D-18. What are state-, federal-, and industry-recognized apprenticeships?
- D-19. Do apprenticeships qualify as both a postsecondary-ready competency and a work-based learning experience?
- D-20. Because apprenticeships can last from one to six years, how will we count those that go past high school graduation?
- D-21. What is a Career-Technical Education (CTE) concentrator?
- D-22. Is the “C Average” requirement under CTE Concentrator a local determination?
- D-23. Is it a “C Average” in each credit or a “C average” across the six credits?
- D-24. Are AP/International Baccalaureate (IB)/Dual Credit requirements fulfilled through course or credit completion?
- D-25. For the AP/IB/Dual Credit option, what is the difference between a course being in a core content area or as part of a defined curricular sequence?
- D-26. Is the “C Average” under AP/IB/Dual Credit a local determination?
- D-27. Is it a “C Average” in each course or a “C average” across the three courses?
- D-28. Must a student take a dual credit course, or does dual enrollment also count?
- D-29. What is the Cambridge International exam?
- D-30. What is the CLEP exam?
- D-31. Can a student mix and match AP, IB, Dual Credit, Cambridge International, and CLEP to fulfill this pathway?
- D-32. Does a student have to take the corresponding AP/Cambridge International/IB exam?
- D-33. What if a student earns a score of 3 or higher on an AP exam, 4 or higher on an IB exam, or E or higher on a CI exam?
- D-34. **Additional resources for postsecondary-ready competencies.**

E. LOCALLY CREATED PATHWAY

- E-1. What are the criteria?
- E-2. What is the approval process?
- E-3. What are the application questions?
- E-4. Where can I find examples of approved LCPs (the LCP Library)?

F. LOGISTICAL INFORMATION

- F-1. How are the Employability Skills experience and Postsecondary-Ready Competency?
- F-2. **How are these data reported to the Indiana Department of Education?**
- F-2. How do schools and district account for transient or mobile students?
- F-3. What about students who move from out-of-state?
- F-4. What documentation is required for audits?
- F-5. Who can provide additional information?

G. APPENDICES

- Appendix 1. Sample PBL Rubrics
- Appendix 2. Sample SBL Rubrics
- Appendix 3. Sample Employment Verification Letter



INDIANA STATE BOARD OF EDUCATION

Sample WBL Rubric

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INDIANA STATE BOARD OF EDUCATION

Purpose of the Guidance

Guidance is written to assist schools and districts in understanding the [Graduation Pathways Policy](#), adopted by the Indiana State Board of Education (SBOE) in December 2017. This document aims at clarifying details, nuances, and issues related to the policy through regulatory guidance. For answers to foundational questions about the Graduation Pathways, please look at the [Graduation Pathways FAQs](#).

Established by the Indiana General Assembly, the SBOE oversees K-12 education policymaking in the State of Indiana. The bipartisan board is composed of eleven members, including the Superintendent of Public Instruction. Current statutes grants the SBOE rulemaking authority over the majority of areas. Public Law 20-1984 added the language setting forth the primary policymaking duties of the SBOE. In 2011, the General Assembly enacted Public Law 172-2011, which added IC 20-19-2-14(4), providing that “the board will coordinate with the commission for higher education (IC 21-18-1) and the department of workforce development (IC 22-4.1-2) to develop entrepreneurship education programs for elementary and secondary education, higher education, and individuals in the work force.” The duties of the SBOE shall include:

- (1) Establish the educational goals of the state, developing standards and objectives for local school corporations;
- (2) Assess the attainment of the established goals;
- (3) Assure compliance with established standards and objectives;
- (4) Coordinate with the commission for higher education (IC 21-18-1) and the department of workforce development (IC 22-4.1-2) to develop entrepreneurship education programs for elementary and secondary education, higher education, and individuals in the work force;
- (5) Make recommendations to the governor and general assembly concerning the educational needs of the state, including financial needs; and
- (6) Provide for reviews to ensure the validity and reliability of the ISTEP program.

IC 20-32-4-1.5 Pathway requirements

Sec. 1.5. (a) This section is effective January 1, 2018.

(b) Except as provided in subsection (f) and sections 4, 4.1, 5, 6, 7, 8, 9, and 10 of this chapter, beginning with the class of students who expect to graduate during the 2022-2023 school year, each student shall:

- (1) demonstrate college or career readiness through a pathway established by the state board, in consultation with the department of workforce development and the commission for higher education;
- (2) meet the Core 40 course and credit requirements adopted by the state board under IC 20-30-10; and
- (3) meet any additional requirements established by the governing body;

to be eligible to graduate.

(c) The state board shall establish graduation pathway requirements under subsection (b)(1) in consultation with the department of workforce development and the commission for higher education. A graduation pathway requirement may include the following options postsecondary readiness competencies approved by the state board:

- (1) International baccalaureate exams.
- (2) Nationally recognized college entrance assessments.
- (3) Advanced placement exams.
- (4) Assessments necessary to receive college credit for dual credit courses



INDIANA STATE BOARD OF EDUCATION

- (5) Industry recognized certificates.
- (6) The Armed Services Vocational Aptitude Battery.
- (7) Any other pathway competency approved by the state board.

(d) If the state board establishes a nationally recognized college entrance exam as a graduation pathway requirement, the nationally recognized college entrance exam must be offered to a student at the school in which the student is enrolled and during the normal school day.

(e) When an apprenticeship is established as a graduation pathway requirement, the state board shall establish as an apprenticeship only an apprenticeship program registered under the federal National Apprenticeship Act (29 U.S.C. 50 et seq.) or another federal apprenticeship program administered by the United States Department of Labor. (f) Notwithstanding subsection (a), a school corporation, charter school, or accredited nonpublic school may voluntarily elect to use graduation pathways described in subsection (b) in lieu of the graduation examination requirements specified in subsection (a) prior to July 1, 2022.

(g) The state board, in consultation with the department of workforce development and the commission for higher education, shall approve college and career pathways relating to career and technical education including sequences of courses leading to student concentrators.

If you have further questions that are not answered here, please email Alicia Kielmovitch at akielmovitch@sboe.in.gov or Matt Voors at mvoors@sboe.in.gov.



INDIANA STATE BOARD OF EDUCATION

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- A-4. Locally created pathways
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INDIANA STATE BOARD OF EDUCATION

B. HIGH SCHOOL DIPLOMA

B-1. What does a student need to do to graduate from high school?

Beginning with the graduating class of 2023, Indiana high schools students must satisfy all three of the following Graduation Requirements:

1. Earn one of the following High School Diploma designation options:
 - General Diploma;
 - Core 40 Diploma;
 - Academic Honors Diploma;
 - Technical Honors Diploma.
2. Learn and Demonstrate one of the following Employability Skills options:
 - Completion of a project-based learning experience;
 - Completion of a service-based learning experience ;
 - Completion of a work-based learning experience.

AND

3. Demonstrate one of the following Postsecondary-Ready Competencies:
 - Honors diploma: Fulfill all requirements of either the Academic or Technical Honors diploma;
 - ACT: Earn the college-ready benchmark scores;
 - SAT: Earn the college-ready benchmarks scores;
 - Armed Services Vocational Aptitude Battery (ASVAB): Earn at least a minimum Armed Forces Qualification Test (AFQT) score to qualify for placement into one of the branches of the US military;
 - State- and Industry-recognized Credential or Certification;
 - State-, Federal-, or Industry-recognized Apprenticeship;
 - Career-Technical Education Concentrator: Earn a C average or higher in at least six (6) high school credits in a career sequence;
 - AP/International Baccalaureate/Dual Credit/Cambridge International courses or College Level Examination Program (CLEP) Exams: Earn a C average or higher in at least three (3) courses;
 - Locally created pathway that earns the approval of the State Board of Education by meeting its framework.

B-2. Does a student have to fulfill all of the options listed above?

No. Students must complete one bullet under each one.



For example:

A student can: 1) earn a general diploma, 2) complete a service-based learning experience, and 3) earn an industry-recognized credential.

B-3. Does the Academic Honors and Technical Honors diplomas satisfy both the diploma and postsecondary-ready competency requirements? If so, why?

Yes, both Honors diplomas satisfy both requirements. This is because both Honors diplomas require a minimum of 47 high school credits and include postsecondary-ready competencies.

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Complete AP courses (4 credits) and corresponding AP exams
 - B. Complete IB courses (4 credits) and corresponding IB exams
 - C. Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
 - D. Score a 26 or higher composite on the ACT
 - E. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)
 - F. Complete a combination of an AP course (2 credits and corresponding exam) or an IB Standard Level course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete two of the following, one must be A or B:
 - A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
 - B. Complete dual high school/college credit courses in a technical area (6 college credits)
 - C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
 - D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)



INDIANA STATE BOARD OF EDUCATION

E. Earn a state-approved, industry-recognized certification

B-4. When do schools need to start implementing Graduation Pathways?

The Graduation Pathways requirements will start with freshmen beginning high school in 2019-20. This is the graduating class of 2023.

Students graduating in 2018, 2019, 2020, 2021, or 2022 may satisfy graduation requirements by either passing the current graduation qualifying exams (ISTEP 10 or ECAs) or completing the Graduation Pathways. The option to satisfy graduation requirements through completion of the Graduation Pathways is dependent upon whether the student's school makes this opportunity available.

B-5. What is the status of Algebra 2 and the Core 40 Diploma?

The Indiana General Assembly passed legislation in March 2018 to allow the State Board to initiate rulemaking around the math course requirements other than Algebra II. Per statute, any math courses adopted for the Core 40 designation must align to the level of difficulty for postsecondary preparation.

Additionally, the legislation provides that a parent of a student and the student who intends to enroll in the math course must provide consent to the school to do so. The State Board, in collaboration with the Commission for Higher Education, will create the consent form. It must notify the parent and student that enrollment in the course may affect the student's ability to attend a particular higher educational institution or enroll in a particular course at an institution because the math course does not align with an institution's established academic requirements.

B-6. Does earning a General Diploma still mean a student is an Indiana graduate?

Yes. The Indiana General Assembly empowered the State Board to establish one standard Indiana for students who successfully complete all high school graduation requirements. Each Indiana diploma must include one of four designations: General, Core 40, Academic Honors, and Technical Honors.

The General Diploma is still an option for Indiana students. Students earning a General Diploma must satisfy the requirements of the Graduation Pathways, including the demonstration of employability skills and reaching a postsecondary-ready competency.

B-7. If a student is earning a Certificate of Completion (or an alternative diploma), does that student have to complete the Graduation Pathways?

No. Because these students are technically not earning an Indiana diploma, they do not need to complete the Graduation Pathways.

B-9. If a student has disabilities, does that student have to complete the Graduation Pathways requirements?

Yes. If a student is earning a high school diploma (and not a Certificate of Completion), the student will need to fulfill the Graduation Pathway requirements.



INDIANA STATE BOARD OF EDUCATION

If a student has an Individualized Education Program (IEP), Individual Service Plan (ISP), or a Choice Scholarship Education Plan (CSEP), the student's case conference committee (CCC) will determine the special education and related services and supports necessary for the student to meet the Pathway requirements (the diploma, Employability Skills, and Postsecondary-ready Competencies). If a student has a 504 plan, the student's multi-disciplinary team will determine the special education and related services required for the student to meet the Pathway requirements. The CCC or multi-disciplinary team must determine the services the student will need to access any of the opportunities provided through the Pathways, including out-of-classroom and off-campus activities, assessments and courses, and other supports and resources needed to provide the student the opportunity to meet all of the requirements for graduation. The student's four year and transition plans should align with the Pathway options the student hopes to pursue, including the Employability Skills experience and Postsecondary-ready Competency.

When assisting students to meet the Graduation Pathways requirements, all schools and districts must comply with federal and state laws, including, but not limited to, the Individuals with Disabilities Education Act (IDEA), 504 of the Rehabilitation Act of 1973 (Sec. 504), and the Americans with Disabilities Act (ADA). The US Department of Education's Office of Civil Rights requires schools to provide all opportunities equally to students, regardless of ability, and may not deny certain opportunities to students based on their demographics. Pursuant to Sec. 504, all opportunities must be provided equally to all students.

B-10. If a student is an English Learner or migrant worker, does that student have to complete the Graduation Pathways requirements?

B-11. What is the status of the waiver for the diploma?

The current waiver requirements are effective until June 30, 2022.

Effective July 1, 2018, a student may receive a waiver from the postsecondary readiness-competency requirements, but not the diploma criteria or employability skills requirements. Those two components are still required for the student to graduate.

To qualify for a waiver from the postsecondary-readiness competencies, a student has been unsuccessful in completing a postsecondary-readiness competency requirements by the conclusion of his/her senior year. This is limited to:

1. A student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred; and
2. A student attempted to achieve at least three separate postsecondary-readiness competencies.

If a student transfers from a non-accredited nonpublic school or a school out of state during his/her senior year, that student must do the following to qualify for a waiver:

- (A) Attempted to achieve at least one postsecondary-readiness competency requirement; and
- (B) Was unsuccessful in completing the attempted postsecondary-readiness competency.

For a student to receive a waiver, the student must:



INDIANA STATE BOARD OF EDUCATION

- (1) Maintain at least a “C” average, or its equivalent, throughout the student's high school career in courses comprising credits required for the student to graduate;
- (2) Maintain a school attendance rate of at least 95% with excused absences not counting against the student's attendance;
- (3) Satisfy all other state and local graduation requirements beyond the postsecondary-readiness competency requirements, including all diploma and employability skills requirements;
- (4) Demonstrate postsecondary planning, including:
 - (A) College acceptance;
 - (B) Acceptance in an occupational training program;
 - (C) Workforce entry; or
 - (D) Military enlistment.

Satisfying the waiver conditions will be approved by the principal of the student's school.

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C. EMPLOYABILITY SKILLS

C-1. Is there a common set of competencies that students need to demonstrate through this experience?

Yes. Students need to demonstrate DWD's [Employability Skills Benchmarks](#) (or similar character development benchmarks) **through either Project-based, Service-based, or Work-based Learning**. The development of a product must satisfy the five categories of employability skills:

1. Mindsets
2. Self-Management Skills
3. Learning Strategies
4. Social Skills
5. Workplace Skills

Schools and districts will determine how students demonstrate these skills in their **evidence-based** experiences. A sample rubric is included in the document for districts to adopt and modify, if desired.

Indiana's Employability Skills Benchmarks describe a set of skills recommended for success in today's competitive workforce. Formerly referred to as "soft skills," these are identified as essential, in-demand skills for all jobseekers regardless of experience or occupation. The term "soft skills" may give the appearance that these skills are of less value, but in fact they are crucial to finding employment and succeeding in the workforce. Indiana's Employability Skills Benchmarks were vetted statewide by Hoosier employers and establish a common language across all Indiana workforce sectors.

C-2. When can the Employability Skills experience occur?

Schools and districts choose how to structure their Employability Skills experiences based on their contexts and their students' interests. **Project-based, Service-based, or Work-based Learning can occur during the school day** as an independent class or co-curricular activity, afterschool, and during summer or break periods. **The time period can vary in length, from 3-4 weeks to a semester-long experience. These experiences do not have a strictly defined seat time requirement.**

The key principle is that these are not short-term experiences or assignments given to students, but rather this experience is student-driven, planned, and executed over a longer period of time. **Quality, scope, and depth of the project is more crucial than quantifying the time.**

C-3. Who can districts partner with to support these experiences?

High-quality Project-based, Service-based, and Work-based Learning experiences have partnerships from the community, businesses, or higher education to facilitate, substantiate, and strengthen students' experiences. Authentic connections to the community take many shapes and forms. Partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress. Partners should work collaboratively with schools to develop and implement specified goals for both the partnership and individual students.



INDIANA STATE BOARD OF EDUCATION

Per Family Educational Rights and Privacy Act (FERPA), schools and partnerships must ensure the protection of student confidentiality and personally identifiable information (PII). Schools must address FERPA concerns in their policies and the annual notices they provide to parents. It is also recommended that the school has written agreements with these partners, who would be required to assure confidentiality. There is a potential financial penalty for the partner for violating, as well as the potential for schools to lose all federal funding if they disclose PII about students in violation of FERPA.

For Project-based Learning, an external expert or mentor can offer critical feedback during the formative stages of the project and serve as resource for technical information. These members of the community can also evaluate the student's project. The public presentations must include an external audience.

Below is a list of suggested partnerships for potential SBL projects. Please note this list is not exhaustive, but can serve as a starting point.

- Domestic abuse shelters
- Food pantries
- Habitat for Humanity
- Humane Societies
- Institutions of Higher Education
- Meals on Wheels
- Ministerial Associations
- Public safety groups (e.g., Police or Fire Departments)
- Senior centers
- Service organizations (e.g., Kiwanis, Rotary, etc.)
- YMCA

Schools can partner with employers in any sector, industry, or business to help facilitate a WBL program. This includes organizations, businesses, or companies in either the private or public sectors.

Below are some organizations that could provide connections or opportunities for schools:

- Chambers of Commerce
- City Councils
- Economic Development Councils
- Mayor's Offices
- Libraries
- Local government institutions
- Public safety groups (e.g., Police or Fire Departments)
- Workforce Investment Boards

Schools can also conduct some WBL programs on-campus, depending on student interest (e.g., cadet teaching, internship with maintenance, or a school-based restaurant).

C-4. Does the Employability Skills experience have to align to a student's career interest?

Though it is encouraged that the Employability Skills experience involve an activity, project, or organization related to the student's postsecondary interests, the experience is not required to align. Many WBL experiences are aligned to and embedded in a student's CTE pathway. Overall, the experience must allow the student to demonstrate employability skills beyond the classroom.

C-5. What is the time commitment required to satisfy Employability Skills experience?

There is not a set number of hours for an Employability Skills experience, but rather it is incumbent upon schools and districts to ensure the experience has quality, scope, and value for the student. These



INDIANA STATE BOARD OF EDUCATION

experiences should be sustained over a period of time and not episodic. The importance rests with ensuring the student's experience is high-quality and allows him/her to demonstrate employability skills. It does not need to be tied to specific seat time, but rather the currency it will provide a student after s/he graduate.

Below are three potential approaches schools and districts could use:

1. Schools can use the structure and time commitment of a semester, trimester, block schedule, or credit as a gauge.
2. DOE suggests a minimum students complete a minimum of 75-100 hours in its [Work-based Learning Manual](#).
3. Schools can also use a personalized, competency-based learning model. This model is designing learning around mastery of transparent and challenging academic targets. This approach allows students to be challenged to take ownership of their learning as individuals and empowered with the academic knowledge and social-emotional skills they need for the future. There is not required seat time in this approach, but encourages a varied pace based on the student's needs – allowing students to accelerate or take additional time based on their level of mastery. This model could fit well with the Employability Skills experiences. For more information, please visit [KnowledgeWorks](#).

C-6. What is the student work product for Employability Skills experience?

Students must complete a product that demonstrates DWD's Employability Skills Benchmarks. Schools can choose how students demonstrate these benchmarks through their products. This can include:

- **Presentation:** A public presentation of the project or service experience to members of the community. Schools may rate the student using a rubric or viva voce exam (a verbal defense of the student's thesis or project).
- **Portfolio:** Description and evidence of the trajectory project, including any milestones or benchmarks, impact on the community, and alignment to personal or professional goals.
- **Rubric:** An independently completed rubric rating and providing feedback on the student's product and/or experience. Sample rubrics are in the Appendix.
- **Letter of Employment Verification:** Employer submits a letter or evidence of student's employment. Sample letters are in the Appendix.
- **Reflection of Experience:** Description of academic philosophy, **how this experience allowed the student to demonstrate employability skills**, and lessons learned from experience.
- **Resume:** Detailed description of activities in the correct format.
- **Five Year Goal Plan:** Five year goal plan should include educational, professional, and personal goals.
- **Letters of Recommendation:** General letters of recommendation (letters could be from a mentor, teacher, coach, etc.).
- **Postsecondary-related Experiences:** Examples include workshops, conferences, summer camps, field trips, job shadowing, officer positions, etc.
- **Skills List:** Specialized classes, hardware/software skills, technical competencies, workshops completed, soft skills.
- **Work products:** Videos, slideshows, projects, papers, other.



INDIANA STATE BOARD OF EDUCATION

- Professional Organizations: Include research or summary about at least one professional organization related to future career pathway.
- Certifications/Dual Credit (if applicable): Include documentation of any certifications or dual credit earned related to career pathway.

This list was adapted from the Indiana Department of Education's [Work Based Learning Manual](#) and [Training Plan](#).

C-7. How does a school validate a student's Employability Skills experience?

A school validates a student's Employability Skills experience by evaluating the student's **product and tracking the completion of the experience on the student's transcript or through the school's Student Management System (SMS)**.

C-8. What documentation must a student provide to validate his/her Employability Skills experience?

A student must present his/her completed **product** to his/her teacher of record or activity sponsor. **The product (which can be anything from C-6) serves as the student's documentation.**

C-9. How is a student's Employability Skills experience documented and tracked?

The content-related teacher or activity sponsor monitors and evaluates the student's experience. **Any type of licensed teacher can evaluate the student's experience.** The school can document the student's experience **via the student's transcript or through the school's SMS. This includes, but is not limited to:**

- [Indiana Career Explorer](#)
- [Naviance](#)
- [CourseNetworking ePortfolio](#)

C-10. How will accommodations be provided for students with disabilities (e.g., IEPs and 504 plans)?

The student's IEP must include accommodations and resources to help meet all Pathway requirements, including the Employability Skills experiences. During a student's case conference, the IEP team must consider accommodations and supports that might be unique to a Pathway experience. Case conferences need to discuss accommodations necessary for students to complete out-of-classroom and/or off-site opportunities, as well as those that may occur outside of the school day, identifying the requisite accommodations and supports to assist student in meeting any and all of the Pathway requirements. Accommodations need to be offered, regardless of when or where the opportunity occurs. The student's four-year and transition plans should align with the student's Employability Skills experience.

Per Section 504 of the Americans with Disabilities Act (ADA), all opportunities must be provided equally to all students. There must be equal access for all students. Students cannot be counseled toward one Employability Skills experience over the other due to disability, per section 504 of the ADA.



INDIANA STATE BOARD OF EDUCATION

C-11. Do schools need to provide transportation for students to do these activities?

If a student's IEP or 504 Plan includes transportation as a related service, then the school must provide transportation for the student if work on the PBL/SBL/WBL experience requires the student's presence outside normal school hours or at a site other than the student's school. Even if a student's IEP or 504 Plan does not include transportation as a related service for normal school attendance, if work on the PBL/SBL/WBL experience requires the student's presence outside normal school hours or at a site other than the student's school, the CCC or multi-disciplinary team will still need to consider whether transportation is required.

C-12. Can a student use a combination of the three experiences under Employability Skills?

No. While there are some experiences that may meet multiple areas – both PBL and SBL, SBL and WBL, or PBL and WBL, a student cannot do a little of each to satisfy this requirement. If the experience and design principles are implemented with fidelity and is high-quality, it should offer a student depth into a subject, rather than breadth. Each should be sustained over time to allow a student a profound and meaningful experience. The scope and quality of the experience should allow the student to demonstrate the five Employability Skills Benchmarks.

C-13. How can a school or district get an Employability Skills experience not in listed in the guidance document approved by the SBOE?

This guidance document seeks to clarify specific courses, activities, and opportunities that may fulfill the Employability Skills requirement for the Graduation Pathways. It also provides design principles for Project-based, Service-based, and Work-based Learning, in order for schools to develop programs and opportunities that will allow students to complete this requirement. If a school or district wishes to get approval for a program that does not align with the design principles or opportunities described in this document, please contact Alicia Kielmovitch (akielmovitch@sboe.in.gov) or Matt Voors (mvoors@sboe.in.gov) for additional information.



a. PROJECT-BASED LEARNING

a-1. What is Project-based learning (PBL)?

Project-based learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

a-2. What qualifies as a PBL program or project?

High-quality PBL is grounded in crosscutting “design principles” related to what is taught, how it is taught, and how students should be evaluated.

The following information was adapted from the [Gold Standard PBL: Essential Project Design Elements](#), an excerpt from [Setting the Standard for Project Based Learning](#) by the Buck Institute of Education.

Design Principle	Criteria
Challenging Problem or Question	<ul style="list-style-type: none">• An engaging problem or question makes learning more meaningful for students.• The problem or question should challenge students without being intimidating.• It should be aligned with academic and/or programmatic curriculum and have clearly articulated learning goals.
Sustained Inquiry	<ul style="list-style-type: none">• The inquiry process takes time, which means a PBL experience lasts more than a few days or even weeks.• Inquiry is iterative; when confronted with a challenging problem or question, students ask questions, find resources to help answer them, then ask deeper questions – and the process repeats until a satisfactory solution or answer is developed.• Projects can incorporate different information sources, mixing the traditional idea of “research” – reading a book or searching a website – with more real-world, field-based interviews with experts, service providers, and users.• Students also might inquire into the needs of the users of a product they’re creating in a project, or the audience for a piece of writing or multimedia.
Authenticity	<ul style="list-style-type: none">• A project can have an authentic context, such as when students solve problems like those faced by people in the world outside of school, and can have a real impact on others.• It can involve the use of real-world processes, tasks and tools, and



INDIANA STATE BOARD OF EDUCATION

Design Principle	Criteria
	<p>performance standards.</p> <ul style="list-style-type: none"> • A project can have personal authenticity when it speaks to students' own concerns, interests, cultures, identities, and issues in their lives.
Student Voice & Choice	<ul style="list-style-type: none"> • Having a say in a project creates a sense of ownership in students; they care more about the project and work harder. • Students can have input and (some) control over many aspects of a project, from the questions they generate, to the resources they will use to find answers to their questions, to the tasks and roles they will take on as team members, to the products they will create. • More advanced students may go even further and select the topic and nature of the project itself; they can write their own driving question and decide how they want to investigate it, demonstrate what they have learned, and how they will share their work.
Reflection	<ul style="list-style-type: none"> • Throughout a project, students – and the teacher – should reflect on what they're learning, how they're learning, and why they're learning. • Reflection can occur informally, as part of classroom culture and dialogue, but should also be an explicit part of project journals, scheduled formative assessment, discussions at project checkpoints, and public presentations of student work. • Reflection on the project itself – how it was designed and implemented – helps students decide how they might approach their next project, and helps teachers improve the quality of their PBL practice.
Critique & Revision	<ul style="list-style-type: none"> • Students should be taught how to give and receive constructive peer feedback that will improve project processes and products, guided by rubrics, models, and formal feedback/critique protocols. • In addition to peers and teachers, outside adults and experts should also contribute to the critique process, bringing an authentic, real-world point of view.
Public Product	<ul style="list-style-type: none"> • A “product” can be a tangible thing, or it can be a presentation of a solution to a problem or answer to a driving question. • This is a required aspect of any true PBL experience.



INDIANA STATE BOARD OF EDUCATION

For example:

Senior Experience Capstone: An independent student program in which students directly apply what they have learned in school to a project that may range from a career interest to a hobby to something they would like to learn more about. The project is intended to be a student-led learning experience with set guidelines and milestones along the way. Students are required to demonstrate their knowledge and expertise through a product/process, a paper, a presentation, and/or a portfolio. Each student has a mentor and faculty advisor for further support. The capstone project allows students the opportunity to consolidate and showcase their learning from their high school careers into a meaningful and relevant experience. It is also their venue to connect with the world outside of school and demonstrate their employability skills.

For additional PBL ideas, please go to the Buck Institute of Education's [Project Search](#).

a-3. What experiences do not qualify as PBL?

Keep in mind that PBL is not the same as “doing a project.” As well, projects are not the same as PBL, because they are not the main objective of the unit or course. Most projects are not used as the method of instruction in the regular classroom or school program. They are not the primary vehicle for addressing content standards. They are supplemental to traditional units; PBL typically replaces a traditional unit or acts as a major part of a unit.

The following information was adapted from [What Project Based Learning is Not](#) from the Buck Institute for Education.

Projects	vs.	Project-based learning
Supplemental to a unit		The project is a major vehicle for teaching content standards
Task is based on following directions from the teacher and is repeated year after year		Task is open-ended and involves student voice and choice; often differs from year to year
Typically done individually		Typically done in collaboration with a team or outside partners, but can done individually
Done independently, often as homework		Done with teacher guidance, much of it during school hours
Focused on the product		Includes a sustained inquiry process
Not authentic to the real world or to students' lives		Authentic to the real world or to student's lives, or both

Below are some of the many examples of assignments or activities that are sometimes called “projects” that, although they may have a legitimate place in the classroom, are not PBL:

- **“Dessert” projects:** at or near the end of a traditionally taught unit, these projects typically involve making something tangible. Dessert projects are typically not to assess student learning, but to provide a “hands-on” experience.



INDIANA STATE BOARD OF EDUCATION

- **“Side dish” projects:** this kind of project is similar to a dessert project but occurs during a traditionally taught unit, or outside the bounds of units altogether. The teacher might ask students to choose a topic and conduct research, then (usually) present it to the class, to provide an “extension” what is being covered in the class. The goals are similar to those of a dessert project, but with more emphasis on giving students a chance to study a topic in depth, with some degree of choice.
- **“Buffet” projects:** Some teachers design units in which students experience a number of varied activities, most of which are hands-on and fun, as well as educational. The activities are united by a common theme, time, or place. Some of the activities may be called projects, and students sometimes get to choose which ones they do or what topics to pursue – much as they’d choose food items at a buffet dinner, except all the choices are desserts or side dishes! These “buffet” projects are often very impressive in their complexity and student engagement level, but the goals of buffet projects are similar to those of dessert or side dish projects: engage students and enrich the basic content of the unit.
- **End-of-unit performance assessments or applied learning tasks:** Teachers sometimes ask students to demonstrate what they have learned as the culmination of a unit and call the effort a “project.” It could be an individual or group task, and it could take many forms. Students might solve a problem to solve or answer a question through a written product or a presentation; design and create a tangible object or a performance; or conduct a scientific investigation. The goal of such projects is mainly to assess student learning, and sometimes to allow students to experience a hands-on, enjoyable activity.

a-4. What courses count towards the PBL requirement?

Students may also enroll in the following courses to satisfy the PBL requirement:

- **Advanced Manufacturing II**
- AP Capstone
- AP Research
- AP Seminar
- Cambridge International Global Perspectives and Research
- **CTSO Leadership**
(Note: Can only be offered at schools with officially registered CTSO chapters and must be taught by the registered Advisor of that CTSO Chapter. Students MUST be members of the state and national CTSO.)
- **Engineering Design and Development (PLTW or non-PLTW)**
- **Entrepreneurship and New Ventures Capstone**
- **Environmental Studies**
- **Human and Social Services I**
- **Humanities**
- **IB Extended Essay**
- **IB Personal Project**
- **PLTW Biomedical Innovation**
- **PLTW Medical Interventions**
- **Robotics and Innovation**
- **Science research, independent study**



INDIANA STATE BOARD OF EDUCATION

- Technology Enterprises
- Topics in History
- Topics in Social Science

Enrollment in one of AP, IB, or CI courses can also serve as one of the three courses under the postsecondary-ready competency requirement. See F-23 for additional information.

a-5. Can this be a group project?

Yes. PBL can be conducted either individually or in groups; it is contingent upon both the student and the school. Often, high-quality PBL has collaboration between students and with the community. The project, however, must meet the design principles set forth and must allow each person have a meaningful experience. The Indiana Department of Education will provide resources on how to balance “collaborative grades” and “individual grades” in a collaborative setting.

a-6. Additional resources for PBL can be found at:

Buck Institute

Magnify Learning

Setting the Standard for Project Based Learning

<https://www.teachthought.com/project-based-learning/difference-between-projects-and-project-based-learning/>

<https://www.teachthought.com/project-based-learning/5-types-of-project-based-learning-symbolize-its-evolution/>

Project Based Learning: A Promising Approach to Improving Student Outcomes ---

<https://www.mdrc.org/publication/project-based-learning-promising-approach-improving-student-outcomes>

Project Based Learning: A Literature Review--- https://www.mdrc.org/sites/default/files/Project-Based_Learning-LitRev_Final.pdf



b. SERVICE-BASED LEARNING

b-1. What is Service-based learning (SBL)?

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities.

SBL can be classified by three core indicators:

1. Integrating academic study with service experience;
2. Reflecting larger social, economic, and societal issues; and
3. Collaborating efforts between students, schools, and community partners.

b-2. What qualifies as a SBL program?

SBL experiences address complex problems in real settings, rather than simplifying a problem or isolating it in a classroom setting. The experience must promote deeper learning for the student beyond the classroom that builds leadership skills, such as teamwork, communication, problem solving, critical thinking, and citizenship. SBL should be solution-oriented for the school, students, and community. These experiences can be as diverse as the communities they serve; the scope can involve classrooms, entire schools, or organize the work of whole school districts.

SBL teaches students civic skills, creates partnership between schools and their communities, and bridges academics and citizenship. Service-learning is an approach to teaching and learning in which students use academic knowledge and skills to address genuine community needs. The following standards indicates quality SBL program:

These principles were adapted from the National Youth Leadership's Council's [K-12 Service-Learning Standards for Quality Practice](#).

Design Principles	Criteria
Meaningful Service	<ul style="list-style-type: none">• Age-appropriate• Personally relevant• Participants understand societal issues being addressed• Leads to attainable and visible outcomes
Link to Curriculum	<ul style="list-style-type: none">• Clearly articulated learning goals• Aligned with academic and/or programmatic curriculum• Transferability of knowledge and skills beyond the classroom to real-world setting• Formally recognized in student records
Reflection	<ul style="list-style-type: none">• Includes verbal, written, artistic, nonverbal activities to demonstrate understanding, knowledge, skills, and attitudes• Occurs before, during, and after experience• Prompts deep thinking about complex problems and alternative solutions• Examinations of the role of citizens in society



INDIANA STATE BOARD OF EDUCATION

Design Principles	Criteria
Diversity	<ul style="list-style-type: none"> Examinations of social and civic issues related to public policy and civic life Identify and analyze different points of view Develop interpersonal skills in conflict resolution and decision-making Value diverse backgrounds and perspectives
Youth Voice	<ul style="list-style-type: none"> Participant engages in planning, implementation, and evaluation processes Participant engages in decision-making process Contributes to an environment of trust and open expression of ideas
Partnerships	<ul style="list-style-type: none"> Involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses Partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress Partners collaborate to establish a shared vision and set common goals to address community needs Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources
Progress Monitoring	<ul style="list-style-type: none"> Participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the SBL experience Participants collect evidence of the quality of implementation from multiple sources throughout the SBL experience Participants use evidence to improve service-learning experiences
Duration and Intensity	<ul style="list-style-type: none"> Includes the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration. Conducted during concentrated blocks of time across a period of several weeks or months. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

b-3. What experiences qualify as SBL?

SBL is a flexible method of teaching and learning that applies academic and real-world skills to create meaningful, youth-led experiences with community partnerships. The goal of SBL is to empower youth to become engaged in their personal, social, and working lives. There are three types of SBL experiences, all having the goal of applying academic learning to real-world settings and benefitting the community.

- Direct SBL. This brings the student face-to-face with those they serve in the community. Examples include mentoring younger students, tutoring peers, creating an oral history of nursing home residents, or serving meals at a homeless shelter.
- Indirect SBL. Students work on a cause or group that does not necessarily put them into contact with those they are service. Rather, the focus is on channeling resources to a problem, not



INDIANA STATE BOARD OF EDUCATION

working directly with people in need. Examples include organizing a food or toy drive for disadvantaged families, planning a fundraiser for a nonprofit, or implementing a community landscape project.

3. **Advocacy.** This is a kind of activism on behalf of a specific cause or issue. Students use their voices and talents to eliminate the causes of specific problem or raise awareness of a social problems. Examples include organizing a campaign at the high school or promoting a specific program.

It is important to note that some SBL experiences may include components that ‘fit’ into more than one of these types.

Below is a list of potential issues for SBL projects. Please note this list is not exhaustive, but can serve as a starting point:

- Bullying prevention
- Career development
- Civic engagement
- Community development
- Community gardens
- Days of service (Global Youth Service Day, Martin Luther King, Jr. Day, etc.)
- Disaster services
- Diversity and cultural awareness
- Dropout prevention
- Economic opportunity and development
- Education
- Environmental stewardship
- Health and wellness
- Historic preservation
- Homelessness
- Human rights
- Hunger
- Immigrant and migrant populations
- Intergenerational disparities
- Justice
- Mentoring
- Peace
- Pregnancy prevention
- Substance abuse prevention
- Tutoring
- Veterans and military families
- Violence prevention
- Voting

NYLC and other service-learning organizations offer many helpful publications. Visit the [Generator School Network](#) for access to publications and videos designed by NYLC to turn service-learning research into practice. The GSN is also home to the [National Service-Learning Clearinghouse](#), which offers thousands of free online resources for K-12, higher education, community-based organizations, and tribal communities, and is the nation’s largest library of service-learning research, data, tools, and materials.



For example:

Here are some examples of SBL projects:

Tutoring other students or adults

Conducting art/music/dance lessons for youth

Giving presentations on violence and drug prevention

Creating life reviews for Hospice patients

Creating a town history

Restoring historic structures or building low-income housing

Removing invasive plants and restoring ecosystems in preservations

Conducting longitudinal studies of local bodies of water; water testing for local residents

Planning and executing public forums on topics of interest in the community

Planning and executing public information campaigns on topics of interest or local needs

Working with elected officials to draft legislation to improve communities

Organizing and assisting with voter registration

Working on a political campaign

Serving as a mentor through Big Brothers Big Sisters, Boy or Girl Scouts, 4-H, etc.

Satisfying the requirements to become an Eagle Scout

b-4. What does ‘meaningful service’ mean?

The key quality to SBL that separates it from volunteering or service is that students learn while conducting their service by developing ownership of the project. Meaningful service engages students by allowing them to plan, organize, implement, participate, and evaluate their experience. Quality projects are student-driven throughout the planning, participation, and evaluation phases.

Meaningful service experiences also allow students to apply their learning and employability skills to their projects and with various partners. Students are not merely participating in a one-off volunteer experience **or activity**, but are able to showcase their multitude of employability skills and apply their learning through a project that helps them develop personally, socially, and academically.

b-5. Can this be a group project?

Yes. SBL can be conducted either individually or in groups. **The project, however, must meet the design principles set forth and must allow each person to experience meaningful service.**

b-6. What about volunteering or community service?

Ongoing volunteering or community service can meet the requirements for SBL. The design principles remain the same for any service project – meaningful engagement, sustained over time, student-driven, and collaborative with a community partner.



INDIANA STATE BOARD OF EDUCATION

b-7. What about school involvement, such as sports and co-curricular and extracurricular activities?

For Graduation Pathways, SBL can include school involvement, such as co-curricular or extracurricular activities or sports. Students must engaged in these activities meaningfully.

Similar to meaningful service, students must own the experience through planning, organizing, implementing, participating, and evaluating their activity. This should not be something students just participate in because they have to. Simply signing up for an activity or participating once cannot satisfy this requirement. These activities should be chosen by the student and involve active participation or leadership over a sustained period of time.

For example:

Here are examples of extracurricular activities include service in their activities:

*4-H
Beta Club
Big Brothers/Big Sisters
Business Professionals of America
Distributive Education Clubs of America
Eagle Scouts
Family, Career, Community Leaders of America
Future Business Leaders of America
Future Farmers of America
Health Occupation Students of America
Key Club
Peer Educating Peers (P.E.P)
SkillsUSA
Students Against Destructive Decisions
Student Council/Student Government
Technology Student Association
VOICE*

b-8. What experiences do not qualify as SBL?

SBL emphasizes students' learning and is sustained over time, rather than just a one-time activity. As well, experiences excluding students from engaging meaningfully or providing meaningful service do not qualify as SBL. The teacher, counselor, principal, school, and district have the responsibility to ensure that each experience is meaningful for the student, adheres to the design principles, and is high-quality.

SBL is not:

- A singular volunteer experience;
- A stand-alone unit or activity within a curriculum;



INDIANA STATE BOARD OF EDUCATION

- Compensatory service assigned as a form of punishment;
- **A proselytizing experience;**
- **Teacher- or school-mandated experience;**
- A paid experience; or
- A one-sided experience, benefitting only students or only the community.

Non-SBL Project	vs.	SBL Project
A student completing a walk-a-thon or walking/running in a charity race		A student plans, organizes, and executes a walk-a-thon
A school mandating all students participate in the same activity, extracurricular, or sport		Students must have voice and choice in their project, activity, opportunity; each student should have a unique, meaningful experience
A student donating canned goods, clothes, or other items		This is one component of a larger service project focused on poverty
A student only signing up for an extracurricular activity or sport		A student should be meaningfully involved and engaged in the activity through ongoing participation, contribution, and potential leadership roles
A student completing an activity for money		SBL never includes a paid experience
A student volunteering one time		Any service experience must be sustained over time and cannot be singular in nature

b-9. What courses count towards the SBL requirement?

Students may also enroll in the following courses to satisfy:

- Community Service
- **CTSO Leadership**
(Note: Can only be offered at schools with officially registered CTSO chapters and must be taught by the registered Advisor of that CTSO Chapter. Students **MUST** be members of the state and national CTSO.)
- **Human and Social Services II**
- IB Approaches to Learning I
- IB Approaches to Learning II
- IB Creativity, Activity, Service (CAS) Projects
- **Peer Tutoring**

b-10. What about the ‘at least one academic year’ for co-curricular or extracurricular activities or sports in the policy?

For school-based activities engaged outside of the classroom, the provision for participation of ‘at least one academic year’ can serve as a guide for the time commitment outside of the classroom necessary to engage meaningfully. **While some activities may not extend for an entire year, the important aspect of this is that a student is meaningfully engaged in an activity from beginning to completion.**



INDIANA STATE BOARD OF EDUCATION

b-11. Additional resources for SBL can be found at:

Serve Indiana
<http://lift.nylc.org/>
Hoosier Youth ChalleNGe Academy
How to Establish a High School Service Learning Program
Sample rubric

DRAFT



c. WORK-BASED LEARNING

c-1. What is Work-based learning (WBL)?

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

WBL includes activities that occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in any particular career field and can serve as the culminating course or event in a student's chosen career pathway. Through WBL, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in real-world business or industry settings.

c-2. What qualifies as a WBL program?

This information was adapted from the National Governors Association's [State Strategies to Scale Quality Work-Based Learning](#).

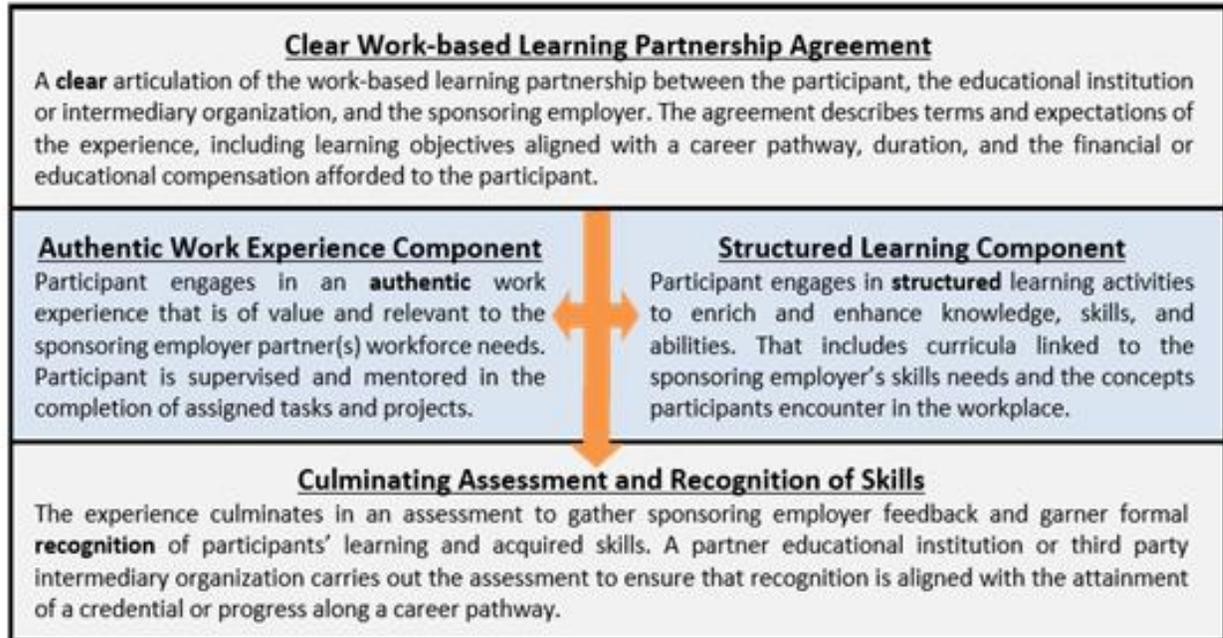
There are four baseline criteria for defining and identifying WBL programs:

1. Clear Work-Based Learning Partnership Agreement and Plan
 - Detailed description of terms and expectations of work experience, including duration, compensation, and participant expectations.
 - Detailed description of partner expectations and roles, including financial investments, supports provided, and staffing requirements.
 - Clear articulation of projected learning outcomes, assessments, and how/where this learning will occur (at work site, in structured learning component, etc.).
 - Identification of career pathway aligned with work experience, interests and demand.
2. Authentic Work Experience Component
 - Participant performs job at relevant worksite, with performance expectations based on employer's workforce needs.
 - Employer and partner organizations provide support and supervision of participants, including on-the-job mentoring and real-time feedback on performance.
3. Structured Learning Component
 - Participant engages in regular, structured learning aimed at enhancing knowledge, skills and abilities.
 - Learning activities are tied to work experience skills and employability skills.
 - Learning component has clearly articulated outcomes (skills, credentials) associated with successful completion.
 - Learning outcomes are aligned with career pathway opportunities.
4. Culminating Assessment and Recognition of Skills
 - Employer partners complete assessment of student experience in the WBL program.
 - Participants' skills, learning outcomes, and subjective experiences in the WBL program are assessed.



INDIANA STATE BOARD OF EDUCATION

- Participants' success, as demonstrated through the assessments and any credential attainment, are officially recognized and documented.



c-3. What experiences qualify as WBL?

There are several models of WBL. A school may choose to use a single model or multiple models, depending on a student's pathway and career objectives.

These definitions were adapted from Jobs For the Future's [Making Work-based Learning Work](#) and the Indiana Department of Education's [Work Based Learning](#) site.

The models are:

WBL Model	Description
<p>Registered Apprenticeship</p>	<ul style="list-style-type: none"> • Intensive work-based learning experience that generally lasts from one to six years and provides a combination of on-the-job training and formal classroom instruction. • Intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees. • Involve 2,000 to 10,000 on-the-job hours. • Qualifies for both WBL and postsecondary-ready competency due to both demonstration of employability skills and acquisition of postsecondary credentials. • Per the Indiana General Assembly, any apprenticeship program must be registered under the federal National Apprenticeship Act (29 U.S.C. 50 et seq.) or another federal apprenticeship program administered by the United



INDIANA STATE BOARD OF EDUCATION

WBL Model	Description
	States Department of Labor.
Pre-Apprenticeship/ Youth Apprenticeship	<ul style="list-style-type: none"> • An apprenticeship program that has waived some of the entry requirements or pre-requisites for a student who, when he or she turns 18, enters a registered apprenticeship program. • Registered Apprenticeships may knock off 6 months or a year of their required apprenticeship training if completes a pre-apprenticeship program.
Cooperative	<ul style="list-style-type: none"> • Links academic programs with structured work experiences through which participants acquire professional and technical skills. • Participants earn academic credit for work carried out over a period of time under the supervision of a professional mentor. • Federal and state student employment and cooperative education laws must be followed.
Internship	<ul style="list-style-type: none"> • Provide participants with an opportunity to learn about career or industry by working for an employer in the field of interest over a period of time. • A form of experiential learning, often tied to a program of study, which enables participants to gain applied experience, build professional and technical skills, and make connections in a field of interest.
On-the-job training	<ul style="list-style-type: none"> • Workplace-based opportunity for participants to develop career-track skills needed for entry to a particular industry or advancement along a career track. • May be incorporated in cooperative models.
School-based enterprise	<ul style="list-style-type: none"> • An entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. • Managed and operated by students as work based learning experiences.
Employment	<ul style="list-style-type: none"> • Paid, workplace-based opportunity or occupation.
Additional recognized WBL options	<ul style="list-style-type: none"> • Governor’s Work Ethic Certificate. • Jobs for America’s Graduates (JAG). • JROTC. • Extended Labs or Field Experiences.

c-4. What courses count towards the WBL requirement?

Students may also enroll in the following courses to satisfy the WBL requirement:

- **Banking and Investment Capstone**
- **Cadet Teaching**
- **Career Exploration Internship**
- **Interdisciplinary Cooperative Education**
- **Sports and Entertainment Marketing**
- **Supervised Agricultural Experience**
- **Work Based Learning Capstone, Multiple Pathways**
- **Work Based Learning Capstone, Advanced Manufacturing and Engineering**
- **Work Based Learning Capstone, Business and Marketing**
- **Work Based Learning Capstone, Family and Consumer Sciences**



INDIANA STATE BOARD OF EDUCATION

- Work Based Learning Capstone, Health Services
- Work Based Learning Capstone, Trade and Industry

If a WBL experience is embedded in a CTE course, there must be 30a Form verifying it entered into InTERS.

The Department of Workforce Development encourages schools to embed WBL in the instruction and courses that are high value CTE courses (per the [CTE Report](#), each course is funded at \$680). Embedding these courses into these high value courses can allow for meaningful and valuable experiences for students.

The Indiana General Assembly legislated that any WBL course that receives CTE grant funding in the form of tuition support (each course is funded at \$150) must now have the following components:

1. Employment relationship,
2. Paid work experience, and
3. Corresponding classroom instruction.

Additional information on amount, form, and from whom.

If a school has a WBL experience that does not receive CTE tuition support, then that experience would not need to be paid.

c-5. What about employment outside of school?

Employment outside of school can satisfy the WBL experience. It can occur during summer, after-school, or on the weekend. Schools must validate these experiences with the employer. **In order for a student to use his/her employment outside of school to satisfy the WBL experience, there must be a student work product (see C-6) and sign-off from the employer. This can be a letter of support or an employment verification letter. Please see the Appendix for examples.**

c-6. What type of employment counts towards WBL?

Any type of employment can count towards WBL, as long as it satisfies the program criteria and allows the student to demonstrate employability skills.

c-7. How long does a student have to be employed for?

This is determined locally by schools and districts. The school must validate a student was employed for a commitment equivalent to earning 1 credit. **Please see C-4.**

c-8. If a student is injured during a WBL experience, who has liability?

If the student's position is unpaid, then the school has liability for insurance. If the student's position is paid by the employer, then the student is considered an employee of that company and falls under the employer's insurance.



INDIANA STATE BOARD OF EDUCATION

c-9. Must employers who participate in a WBL program complete background checks?

There are no statewide laws on this issue. Currently, it is a locally made decision. Many districts require a background check for any adult who comes into the school to work with students.

c-10. Additional resources for WBL can be found at:

Jobs For the Future [Center for Apprenticeship and Work-based Learning](#)

<https://www.doe.in.gov/cte/work-based-learning>

<https://www.in.gov/dwd/JAG.htm>

Teen Works – Indy and Muncie

ProjectIndy

Central Indiana Exploring

Indiana Intern Net

IDEAA - Design Bank, First Maker Space, Maker Youth Foundation, Direct Employers Institute, and CAE-net.com

CELL education-workforce partnership grants

Little summary of what this is.

<https://www.in.gov/irwc/2726.htm>



D. POSTSECONDARY-READY COMPETENCIES

D-1. Do students need to complete all the Postsecondary-Ready Competency (PRC) from the Graduation Pathway policy options to graduate?

No. A student only needs to complete one of the options listed. However, a student may pursue or complete multiple PRCs, if desired.

D-2. Does a school need to offer all Postsecondary-Ready Competency options?

No. However, schools are encouraged to offer multiple PRC options to students to increase opportunities for students to demonstrate their postsecondary readiness.

D-3. What are the current college-ready benchmarks for the SAT and the ACT?

The college-ready benchmarks are set by the ACT and College Board for the SAT.

For the 2017-18 school year, the college-ready benchmarks are:

- SAT: 480 in Evidence-Based Reading and Writing (ERW) and 530 in Math
- ACT: 18 in English, 22 in Reading, 22 in Math, and 23 in Science

College Board and ACT may change the college-ready benchmarks based on national trend data.

D-4. When do schools need to offer the SAT or ACT?

Per statute, any nationally recognized college entrance exam offered as a Graduation Pathway requirement must be given students at the school and during the normal school day.

D-5. When do the College Board and ACT change the college-ready benchmarks?

The College Board does not update these benchmarks annually and does not have a set schedule for updating the benchmarks at this time.

ACT last updated its college-ready benchmarks in 2013. The organization will likely reexamine the benchmarks in the next 2-3 year, however, nothing has been officially scheduled.

If and when the college-ready benchmarks change, a student must meet the benchmark that was established at the time s/he took the assessment.

D-6. Does a student need to earn the combined SAT ERW/Math score or the individual benchmarks for each section?

If the student intends to use his/her SAT score to meet the postsecondary-ready competency of Graduation Pathways, a student must earn the minimum ERW and Math scores on the SAT to satisfy



INDIANA STATE BOARD OF EDUCATION

this requirement. For ERW, the score must be a minimum of 480; for Math, the score must be minimum of 530.

D-7. Does a student need to earn all four scores on the ACT?

A student must earn the college-ready score in two of the four subjects – in Reading or English AND Math or Science.

For example:

A student must earn scores of 18 in English or 22 in Reading AND 22 in Math or 23 in Science.

D-8. How many times can a student take the SAT or ACT?

For the SAT or ACT Graduation Pathways, a student can take the assessment as many times as needed or desired in order to reach the college-ready benchmark. This includes administrations of the assessment outside of the school day and on weekends. That is to be determined by the student, parent, and school.

Beginning in 2021-22, a nationally recognized college entrance exam will be used for school accountability. For accountability purposes, students only take the assessment one time, similar to the administration of ISTEP.

D-9. Can students use ‘superscores’ on either the SAT or ACT to meet the college-ready benchmarks?

Yes. Schools and districts can superscore students’ scores on either the SAT or ACT. Superscoring allows for consideration of students’ scores across all the dates a student took the SAT or ACT, rather than confining the students’ scores to one particular date. This would be determined at the local level.

For example:

If a student earns a 530 in Math and 470 in ERW on his first attempt of the SAT and 510 in Math and 480 in ERW on his second attempt of the SAT, a school or district may superscore across both tests to use the 530 in Math and 480 in ERW from the two different dates.

A similar superscore process may be used for ACT scores, as well.

D-10. Does the SAT or ACT allow for accommodations?

Yes. Accommodations must be worked out between the College Board or ACT and the individual student.



INDIANA STATE BOARD OF EDUCATION

For the SAT, the College Board considers all requests for accommodations by students with documented disabilities. The College Board provides a wide range of accommodations, including but not limited to: extended time; computer use for essays; extra and extended breaks; scribes, modified settings, and reading and seeing accommodations such as readers, Braille, and large print. Before a student can take a College Board assessment using an accommodation, the accommodation must first be approved by College Board's Services for Students with Disabilities (SSD). Once a student's accommodations are approved by the College Board, they remain in effect until one year after high school graduation (with some limited exceptions), and can be applied to SAT, SAT Subject Tests, PSAT/NMSQT, and AP administrations.

For the SAT, most students work with their schools to submit accommodations requests online. Schools usually have an SSD Coordinator who helps students during the accommodations request process. To submit a request without their school's involvement, families must request a paper Student Eligibility Form from their counselor or SSD. This process can take up to 7 weeks.

When the SAT is used for accountability purposes, a state may allow for State Approved Accommodations (SAA) in addition to the accommodations the College Board provides. A student taking the SAT with a SAA **does not receive a college-reportable score**. Additional information about services for Students with Disabilities can be found [here](#).

ACT is also committed to serving examinees with documented disabilities by providing reasonable accommodations appropriate to the examinee's diagnosis and needs. ACT has established policies regarding documentation of an examinee's disability, which can be found at [ACT Policy for Accommodations Documentation \(PDF\)](#). All accommodation and EL supports requests should be submitted by a student's school official by the published registration deadlines for the preferred test date. Here is ACT's [Accommodations Checklist \(PDF\)](#), as well as [FAQs for Students and Parents \(PDF\)](#). Additional information can be found [here](#).

D-11. What is the Armed Services Vocational Aptitude Battery (ASVAB)?

The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. The ASVAB scores are used to:

1. Determine if an individual is qualified to enlist in one of the branches of the military, and
2. Assign that individual to an appropriate job in the military.

One of the most critical aspects of these scores is the Armed Forces Qualification Test (AFQT), which is used to determine if an individual is qualified to join the military service. Each service determines the minimum qualifying AFQT score for enlisting in that specific branch. The AFQT is comprised of a student's test results in Arithmetic Reasoning, Math Knowledge, and Verbal Composite. The Verbal Composite score is a combination of Word Knowledge and Paragraph Comprehension scores.

Additional information can be found [here](#) and [here](#).

D-12. What are the Armed Forces Qualification Test (AFQT) scores on the ASVAB?



INDIANA STATE BOARD OF EDUCATION

The AFQT is the score the military uses for enlistment and selection. AFQT scores are reported as percentiles between 1-99. An AFQT percentile score indicates the percentage of examinees in a reference group who scored at or below that particular score.

To meet this postsecondary-ready competency for the Graduation Pathways, a student must earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military. Each branch of the military has its own qualifying AFQT score. For the 2017-18 school year, the scores are:

Army	31
Marines	31
Navy	35
Air Force	36
Coast Guard	45

The minimum score to qualify for placement into one of the branches of the military is subject to change by the military.

D-13. Does ASVAB allow accommodations?

Accommodations are provided for in the ASVAB Career Exploration Program (CEP), including reading the test aloud, extra time, and enlarged print tests. However, all testing completed using an accommodation is invalid for enlistment purposes. Official ASVAB testing sites (Military Entrance Processing Stations and Military Entrance Test sites) do not provide accommodations during testing.

D-14. In which grade can the ASVAB be taken?

The ASVAB CEP is normed for 10, 11, and 12 graders

D-15. How often and many times can the ASVAB be taken?

After a student's first test of record, s/he must wait one calendar month to retake the test. S/he must wait an additional calendar month to take the test a third time. After two retests, a student must wait six calendar months to retake the ASVAB. Scores may be used for enlistment for up to two years from the date of testing.

D-16. What are state- and industry-recognized credentials and certifications?

The State Board of Education defines industry-recognized credentials as those credentials developed or supported by business and industry to verify student mastery of technical skills and competencies in an occupational area that aligns with Indiana's economic sectors. They are approved by Indiana's Department of Workforce Development.

The list of state- and industry-recognized credentials and certifications can be found [here](#).

Each credential within the list above was evaluated to determine the following:



INDIANA STATE BOARD OF EDUCATION

1. Does this meet SBOE rule language as well as nationally understood definitions of industry certifications?
2. Does this credential meet minimum demand requirements determined using job projections data? This minimum requirement is 200 jobs available, which are connected to the successful completion of the certification, over the next ten years.
3. Does this credential meet minimum wage requirements determined using the twenty-fifth percentile of all wages for all occupations in Indiana in 2014?

Schools and employers may apply to add an industry recognized credential to the above listing via the [Certification Request Form](#). Applications to add certifications will be taken continuously and will be added through February 20 of each year. The list will be final each year on March 1.

D-17. Do industry-recognized credentials allow for accommodations?

For industry certifications, such as welding, IT, and health certifications, the applicable industry decides whether it will allow for accommodations. The level of accommodations will vary based on the industry and the individual.

For industry certificates generally awarded by two-year colleges, such as Ivy Tech or Vincennes University, the college will have an accommodations policy. These also vary by institution and course.

Additional information regarding accommodations for certifications can be found [here](#).

D-18. What are state-, federal-, and industry-recognized apprenticeships?

Apprenticeships are defined as intensive work-based learning opportunities that generally lasts from one to six years and provide a combination of on-the-job training and formal classroom instruction. They are intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees. Apprenticeships often involve 2,000 to 10,000 on-the-job hours. Please see E-4 for additional information.

Per the Indiana General Assembly, any apprenticeship program must be registered under the federal National Apprenticeship Act (29 U.S.C. 50 et seq.) or another federal apprenticeship program administered by the United States Department of Labor. The list of federally recognized apprenticeships can be accessed [here](#).

Governor Holcomb recently announced his intention to create an Office of Work-Based Learning and Apprenticeship in his [Next Level](#) agenda. Once in place, this Office would establish state-recognized pre-apprenticeships, which would satisfy this option. More information from the Governor's Office is forthcoming.

D-19. Do apprenticeships qualify as both a postsecondary-ready competency and a work-based learning experience?



INDIANA STATE BOARD OF EDUCATION

Yes. Because apprenticeships include a high number of on-the-job hours and lead to postsecondary credentials, they qualify as both a postsecondary-ready competency and a work-based learning experience.

D-20. Because apprenticeships can last from one to six years, how will we count those that go past high school graduation?

Pre-apprenticeships and youth apprenticeships may be successfully completed upon graduation, allowing the student to earn the postsecondary-ready competency. Partial completion of a full-time apprenticeship *while* in high school and intentions for continued enrollment at postsecondary level satisfies the postsecondary-ready competency requirement for the student.

D-21. What is a Career-Technical Education (CTE) concentrator?

A CTE Concentrator is a student who has earned at least six credits in CTE pathway courses in a state approved College and Career Pathway (Program of Study).

Indiana College and Career Pathways are defined by the Department of Education as an aligned sequence of secondary and postsecondary courses. They provide an aligned sequence of secondary and postsecondary courses leading to an industry-recognized credential, technical certification, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage and/or high demand in Indiana. These Pathways were developed with input from business and industry, secondary and postsecondary education, and the public.

There are currently 12 approved State Career Clusters. These include:

- Agriculture
- Architecture & Construction
- Arts, AV Technology & Communication
- Business & Marketing
- Education & Training
- Health Science
- Hospitality & Human Services
- Information Technology
- Manufacturing & Logistics
- Public Safety
- STEM
- Transportation

The DOE provides course frameworks for these clusters and courses, which include a course description, course specifications, and the state standards for the course. For additional information, please click [here](#).

“Preparing for College and Careers” and “Personal Financial Responsibility” (or “Adult Roles & Responsibilities” in some schools – to maintain local flexibility) are foundational Career and Technical Education courses. Please note that Preparing for College and Careers is embedded into the course sequences of every CTE Pathway and counts toward Concentrator status. Personal Financial Responsibility, however, is embedded only in Business Pathways and Family and Consumer Sciences and, therefore, only counts for Concentrator status in those Pathways; it is not applicable for Concentrators in all Pathways.

D-22. Is the “C Average” requirement under CTE Concentrator a local determination?



INDIANA STATE BOARD OF EDUCATION

A student pursuing the CTE Concentrator pathway must earn a C average or higher in at least six high school credits in a state approved College and Career Pathway (Program of Study). The C average is locally determined based on the school's grading scale.

D-23. Is it a “C Average” in each credit or a “C average” across the six credits?

Per the Graduation Pathways policy, a student must have a C average across the six credits, rather than a C average in each of the courses.

For example:

Across the six CTE Concentrator credits, a student has a mean of a 2.0 on a 4.0 GPA scale.

D-24. Are AP/International Baccalaureate (IB)/Dual Credit requirements fulfilled through course or credit completion?

A student must take three courses or classes to fulfill this postsecondary-ready option. This option is not based on credits.

For example:

A student takes AP US Government, AP Calculus A/B, and AP Biology. He has fulfilled this pathway, since each one counts as one course or class.

D-25. For the AP/IB/Dual Credit option, what is the difference between a course being in a core content area or as part of a defined curricular sequence?

If a student is taking AP/IB/Dual Credit courses to meet the postsecondary-ready competency, either:

- One of the three courses must be in a core content area (e.g., English, Math, Science, or Social Studies);

OR

- All three courses must be part of a defined curricular sequence. A defined curricular sequence of courses is based on the Indiana College and Career Pathways. To view Indiana's Career Clusters and College & Career Pathways, please click [here](#).



D-26. Is the “C Average” under AP/IB/Dual Credit a local determination?

For example:

A student can take three Dual Credit courses with one in core content: English Composition 1, Advanced Speech and Communication, and Spanish Level I.

OR

A student can take all three courses as part of a defined curricular sequence: in the Engineering CTE pathway, this could include Digital Logic I, Intro to Robotics, and Advanced Architectural Software Applications.

A student pursuing the AP/IB/Dual Credit pathway must earn a C average or higher in at least three courses or classes. The C average is locally determined based on the school’s grading scale.

D-27. Is it a “C Average” in each course or a “C average” across the three courses?

Per the Graduation Pathways policy, a student must have a C average across the three courses, rather than a C in each course.

For example:

Across the three courses, a student has a mean of a 2.0 on a 4.0 GPA scale

D-28. Must a student take a dual credit course, or does dual enrollment also count?

Both dual enrollment and dual credit courses count for Graduation Pathways, as long as one of the three courses is in a core content area or all three in a curricular sequence.

Dual enrollment is when a student is concurrently enrolled at both a secondary (high school) and post-secondary (college or university) institution. However, dual enrollment is when a high school student



INDIANA STATE BOARD OF EDUCATION

enrolls in a college course for college credit only. A dual credit course is a college course taken by a high school student for which the student is awarded both college and high school credit.

D-29. What is the Cambridge International exam?

Cambridge Assessment International Education (Cambridge International) is a part of the University of Cambridge. This program is an instructional system that aligns curriculum, pedagogy, and assessment for students in grades K-12. The Cambridge scores are accepted for college credit or placement at most Indiana Universities and colleges. Cambridge International is recognized by nearly 600 colleges and universities in the U.S. In Indiana, Cambridge International is recognized by DePauw University, Indiana University, Purdue University, University of Evansville, University of Notre Dame, University of Indianapolis, and Wabash College. Additional information can be found [here](#).

The equivalent grade for Cambridge International is an E or higher on three Cambridge IGCSE Level exams. One of these exams must be in a core content ([e.g., English, Math, Science, or Social Studies](#)).

D-30. What is the CLEP exam?

CLEP exams are offered through the College Board. **Exam scores are evaluated by a postsecondary institution at the time of admission to determine if the student should receive transcribed college credit.** These the exams are taken independent of a course. There are CLEP exams offered in the following subjects:

- Composition and Literature
- World Languages
- History and Social Sciences
- Science and Mathematics
- Business

Each exam costs \$85 per test. Additional information can be found [here](#).

Modern States Education Alliance offers corresponding courses for the CLEP exams. Additional information can be found [here](#).

The equivalent score for the CLEP exam is a 50 or higher on three exams. One of these exams must be in a core content area (e.g., English, Math, Science, or Social Studies).

D-31. Can a student mix and match AP, IB, Dual Credit, Cambridge International, and CLEP to fulfill this postsecondary-ready competency?

Yes. The three courses comprising this pathway can be a mix of any of the above courses and/or exams.

D-32. Does a student have to take the corresponding AP/Cambridge International/IB exam?

For example:

A student could mix-and-match by taking AP Microeconomics, Dual Credit German I, and Dual Credit Calculus I.

OR

A student could mix-and-match by taking IB Biology, IB Dance, and Dual Credit Intermediated Spanish II.

OR

A student could mix-and-match by taking a CLEP exam for Intro for Psychology, a CLEP exam for Intro to Biology, and Dual Credit English Composition 1.



INDIANA STATE BOARD OF EDUCATION

Yes. Students must take the corresponding exam for their course. They do not, however, have to **earn a 3 or higher on AP exams, a 4 or higher on IB exams, or an E or higher on CI exams to satisfy this postsecondary-ready competency; the competency is based on the C average across the three courses. Though for some IB programs, students' IB exam scores do factor into their final grades.**

D-33. What if a student earns a score of 3 or higher on an AP exam, 4 or higher on an IB exam, or E or higher on a CI exam?

The student may substitute that score for the C requirement in that particular course. S/he will could potentially also earn college credit, depending on the institution s/he attends.

For example:

If a student gets a D in AP US History, but a 4 on the AP exam, that student could substitute the 4 for his grade, if he desired.

D-34. Additional information for postsecondary-ready competencies can be found at the resources below:

Khan Academy
Modern States
Learn More Indiana
Road Trip Nation
<https://ies.ed.gov/ncee/wwc>



E. Locally Created Pathways

- E-1. What are the criteria?**
- E-2. What is the approval process?**
- E-3. What are the application questions?**
- E-4. Where can I find examples of approved LCPs (the LCP Library)?**

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F. LOGISTICAL INFORMATION

F-1. How are the Employability Skills experience and Postsecondary-Ready Competency?

Per C-9, the school and district can track the student's experience and competency through the following options:

- Student's Transcript
- Indiana Career Explorer
- Naviance
- CourseNetworking [ePortfolio](#)

F-2. How are these data reported to the Indiana Department of Education?

F-2. How do schools and district account for transient or mobile students?

The same kinds of processes schools already use in determining how to award credit for classes a student is bringing to them but which do not match perfectly with the local requirements can be applied to determining a student's progress in all graduation requirements. Schools have broad discretion currently for making judgment calls about issues of which courses to count, determining which standards were mastered, etc. The same kind of latitude can apply towards partially completed pathways, especially work in the Employability Skills experience and in pathways with particularly local flavors. Schools must make progress on pathways part of the conversation there is a new students; similarly, schools should to take up questions of partial completion with the sending school.

Tracking students' progression or completion of components via the systems in F-1 may also facilitate issues related to transient students.

F-3. What about students who move from out-of-state?

If a student moves from a different state into Indiana earlier enough in his/her high school career, the school should have the student complete the Pathways. Our neighboring states – Illinois and Kentucky – have similar systems to Pathways, which may allow transference of students' credentials.

If that student is unable to meet three of Postsecondary-Ready Competencies, that student could qualify for a waiver. However, the student still must complete all diploma and Employability Skills requirements.

Waivers are limited to:

1. A student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred; and
2. A student attempted to achieve at least three separate postsecondary-readiness competencies.

If a student transfers from a school out of state during his/her senior year, that student must do the following to qualify for a waiver:



INDIANA STATE BOARD OF EDUCATION

- (A) Attempt to achieve at least one postsecondary-readiness competency requirement; and
- (B) Is unsuccessful in completing the attempted postsecondary-readiness competency.

F-4. What documentation is required for audits?

Documentation proving that a student met all three graduation requirements under the Graduation Pathways policy must be retained for each student via the school's chosen tracking system.

- For the diploma requirements: A student's transcript with courses completed
- For the Employability Skills experience: A student's product (see C-6)
- For the Postsecondary-ready Competencies: Exam scores, certificates, or course list

F-5. Who can provide additional information?

For data reporting, please contact [Michelle Tubbs](#).

For policy and guidance questions, please contact [Alicia Kielmovitch](#) or [Matt Voors](#).

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INDIANA STATE BOARD OF EDUCATION

G. APPENDICES

Appendix I. Sample PBL Rubrics

Collaboration Rubric High School

Individual Collaboration - focuses on the specific aspects of individual collaboration. The indicators are designed to be simple and accessible to students using the Peer Evaluation Tool as well as instructive to guide group contributions. The number of dimensions (rows) for this rubric makes it unlikely a teacher would use it in its entirety. A teacher might opt to focus on particular rows by project or a school might focus on particular indicators in particular grade levels. Schools may also find opportunities to bring additional collaboration and project management skills to extend this outcome in as their students grow as collaborators.

	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
Contributes and develops ideas	Ideas are unsupported with reasoning Limited acknowledgement of other's thinking		Shares ideas, and explains the reasons behind them Acknowledges others' thinking		Provides ideas or arguments with convincing reasons Builds on the thinking of others		Acknowledges the strengths and limitations of their ideas Builds on the thinking of others and checks back for agreement
Supports equal participation	Shares ideas w/o listening or listens w/o sharing ideas		Allows for equal participation by both sharing ideas and listening to the ideas of others		Encourages equal participation by asking clarifying or probing questions, paraphrasing others' ideas and synthesizing group thinking		In addition, tracks contributions from members, and actively invites others to participate and share perspectives.
Uses Group Norms	Regularly violates group norms and processes		Demonstrates group created norms and processes		Provides gentle reminders on norms and processes when necessary		Incorporates norms, and uses agreed upon processes for every meeting
Respectful tone and style	At times, words and tone indicate respectful intent, but not consistently.		Words and tone indicate respectful intent, but might not be sensitive to others.		Words and tone indicate respect and sensitivity to others.		Additionally, provides gentle feedback about others' words and tone to foster an environment of respect.
Positive Body Language/ Active Listening	Sporadically faces speaker, or engages without distraction some of the time.		Faces speaker and is free of distractions when others are speaking.		When others are speaking, both body language and verbal responses indicate engagement.		When others are speaking, body language and verbal responses indicate positive, energetic engagement.
Roles	Knows what role is, and fulfills it only some of the time		Accepts role and shows understanding of role by fulfilling it		Knows the roles of self and others, and uses the roles to maximize group efficiency.		Advocates for an intersection between individual skill sets and assigned roles, using them to both encourage and help others grow.
Work Ethic	Completes only some assigned tasks Comes to meetings		Completes all assigned tasks by deadline		Completes all assigned tasks by deadline; work is quality, and advances the project		Completes all assigned work by deadline with high quality to advance project; revises work based upon



INDIANA STATE BOARD OF EDUCATION

	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
	without evidence of preparation		Comes to meetings partially prepared.		Comes to meetings fully prepared		feedback. Preparation for meetings surpasses group's expectations
Support	Either doesn't help, or occasionally helps, but must be asked.		Predictably helps when asked by others, but only then.		Always helps when asked, and sometimes offers help to others.		Actively checks with others to understand how each member was progressing and how they may be of help.

New Tech Network Team Collaboration Checklist

Team Collaboration Checklist - can serve as a useful reminder on the important aspects of team dynamics. It is not a rubric for grading purposes but rather a reminder for student and adult teams about the key conditions for good collaboration.

Behavior	Description
Equal Participation	Each member is equally engaged in the work of team, as represented by the role each member plays in accomplishing the task and how well each voice is heard during discussion. Established roles allow for equal participation.
Project Management	The team has collaboratively developed a context-specific plan for task completion that is regularly updated to reflect needed adjustments throughout the timeline.
Making Decisions	The team uses a transparent process, or set of processes, for making decisions that impact the entire group.
Physical Disposition	The team members exhibit physical cues that suggest active listening, engagement, and an openness to new ideas. In addition, team meetings are physically organized in ways that best support collaborative and cooperative work.
Creating / Using Norms	The team has established and is using a set of norms that guide the behavior of the team. The team regularly revisits the norms to assess their effectiveness and to determine whether they are an accurate reflection of the team's behavior.
Intellectual Discourse	The team regularly engages in constructive intellectual discourse aimed at deepening the team's understanding of key ideas and individual perspectives related to the task at hand.
Passionate Ownership	The team exhibits shared and passionate ownership over the successful completion of the task. All group members are made to feel valuable, that their contributions are meaningful, and their accomplishments are celebrated.
Conflict Resolution	The team anticipates that conflict may happen, and has a plan for addressing it directly. Group members engage constructively and reference both the plan and their norms when conflict occurs.

Additional rubrics forthcoming

Appendix 2. Sample SBL Rubrics



INDIANA STATE BOARD OF EDUCATION

Appendix 3. Sample Employment Verification Letter



2112 Utica Sellersburg Road | Jeffersonville, IN 47130
812.288-4802

To Whom It May Concern:

Please accept this letter as confirmation that the student listed below has been hired by our company.

Student's Name: _____

Date Hired: _____

Company: _____

Company Contact: _____

Phone Number: _____

Email: _____

In the event you should have any questions or need additional information please contact us.

Signature: _____

Title: _____

Date: _____



INDIANA STATE BOARD OF EDUCATION

Sample WBL Rubric

Internship/Co-Op & Mentorship Programs Batesville High School

1 Bulldog Boulevard Batesville, IN 47006

Internship/Co-Op & Mentorship

Program Coordinator:

Phone:

Email:

Student Evaluation Form

Student / Intern Name:

Sponsoring Business / Agency: Address:

Contact Person:

Title:

Phone:

Directions: In the space provided, please rate the student / intern identified above for each of the following categories using the best numerical descriptor that corresponds.

Rating Scale: 1-Strongly Disagree 2-Disagree 3-Slightly Disagree 4-Slightly Agree 5-Agree N/A

1. Attendance & Punctuality:

- The intern has maintained a schedule acceptable to the mentor.
- The intern has arrived on time for each assigned day.
- The intern has contacted you or your office in a timely fashion if any situations have arisen that prevented his/her internship participation on a given day.
- The intern has departed at the agreed upon times from the internship.

2. Attitude and Willingness to Learn:

- Attitude toward participation in mentorship has been appropriate.
- Demonstrates a constant willingness to learn and actively participates in activities.
- Frequently asks questions and takes a personal interest in activities and the career field.
- Applies knowledge previously learned to new situations.
- Performs assignments in an appropriate fashion.

3. Appearance and Overall Presence:

- Displays good conduct, discipline and behavior.
- Demonstrates appropriate attire, grooming, neatness, etc.

4. Demonstration of skills relating to the following:

a) Human Relations Skills:

- Works cooperatively with others.
- Accepts constructive feedback.
- Shows respect for company tools, materials, equipment and property.
- Demonstrates leadership and/or appropriate levels of assertiveness.

b) Problem Solving / Decision Making Skills:

- Demonstrates good time management skills.
- Ability to listen and follow instructions and work through problems.
- Demonstrates the application of knowledge previously learned to new situations.
- Adaptable to changing workplace situations.



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c) Career Related Skills:

- Demonstrates an understanding of career related safety procedures.
- Demonstrates an understanding of the importance of quality & accurate work.
- Demonstrates initiative and completes the required tasks with a minimum of supervision and direction.

d) Communication:

- Demonstrates good listening and responding skills.
- Demonstrates effective oral and/or written communication skills.
- Demonstrates the ability to follow oral and/or written directions.

5. Maturity and Professionalism:

- a) Accepts responsibility and exercises good judgment.
- b) Demonstrates a professional and mature demeanor and attitude.

6. Overall/General Evaluation of the Intern: Comments:

DRAFT