INDIANA
DEPARTMENT *of*
EDUCATION

Indiana Graduation Pathways Toolkit

2024-2025

Indiana Department of Education

100 N. Senate Ave.
Indianapolis, IN 46204

Indiana Graduation Pathways Toolkit Overview

The *Indiana Graduation Pathways Toolkit* includes resources, suggested activities, and frequently asked questions (FAQs) to support the implementation of Graduation Pathways to best serve Hoosier students.

With Graduation Pathways, students are able to individualize their graduation requirements to align to their unique postsecondary goals. No longer must all students fit into the same academic mold, but rather, they can choose the options that best meet their postsecondary needs and aspirations and tailor their high school experience to meet those needs. Overall, this policy ensures that students are truly prepared to be successful in whatever they want to pursue after high school.

Eligibility: Eligible students to achieve Graduation Pathways include Indiana students, beginning with the 2023 graduation cohort, who graduate from a state-accredited public or non-public school who meet all identified requirements.

Indiana Code

- Graduation Requirements: [Indiana Code (IC) 20-32-4-1.5](#)
- Indiana Administrative Code (IAC) Graduation Requirements: [Article 6](#)
- Children with Disabilities: [IC 20-32-4-5](#)
- Waiver of Postsecondary Readiness Competency: [IC 20-32-4-4.1](#)

Graduation Pathway Requirements

Students must complete one option within each of three requirement areas:

1. [High School Diploma](#)
2. [Learn & Demonstrate Employability Skills](#)
3. [Postsecondary-Ready Competencies](#)

Primary Resources

- [IDOE's Graduation Pathways Webpage](#)
- [Graduation Requirements: Indiana State Board of Education (SBOE) Graduation Pathways Panel](#)
- [Graduation Pathways FAQ](#)
- [SBOE Graduation Pathways Policy Guidance](#)

Submission & Reporting Requirements

Schools will submit Graduation Pathway data via Graduate (GR) records, which are submitted via Data Exchange, as well as Career and Technical Education (CTE) records, which are reported via INTERS.

Reporting will occur during the GR records July reporting cycle. September 30, 2025, is the final day for a cohort 2025 student to meet graduation requirements and be considered a four-year high school graduate. Contact IDOE's Office of Student Pathways with additional questions.

Graduation Pathways Requirements

Requirement One

Complete the course and credit requirements for an Indiana diploma designation.

Core 40 Diploma
- Core 40 Diploma Requirements - English   - Core 40 Diploma Requirements - Spanish   2024-2025 High School Course Titles & Descriptions
Core 40 with Academic Honors Diploma
- Academic Honors Diploma Requirements - English   - Academic Honors Diploma Requirements - Spanish   - Academic Honors Dual Credit Courses - Marked with "X" in Dual Credit (D/C) Column
Technical Honors Diploma
- Technical Honors Diploma Requirements - English   - Technical Honors Diploma Requirements - Spanish   - Technical Honors Guidance: Next Level Indiana (Governor's Workforce Cabinet)   - Technical Honors Pathway Course Guidance: Indiana Office of Career & Technical Education (page 3)
General Diploma
- General Diploma Requirements - English   - General Diploma Requirements - Spanish   - Opt-Out Process for Indiana's Core 40 Graduation Requirements
Alternate Diploma
Alternate Diploma FAQ

Requirement One: FAQs

Question: Is the "B" average on the Core 40 with Academic Honors Diploma (AHD) measured on a weighted or unweighted scale?

Answer: This is a decision made locally.

Question: Can the six dual credits in a specific career and technical education (CTE) pathway allow a student, if they meet all GPA and grade/credit requirements, to earn the Core 40 with Technical Honors Diploma (THD) and also meet the requirement for "any one of the options (A-F) for Core 40 for AHD?"

Answer: If a student intends to use the dual credit option within the AHD A-F choices, an additional six dual credits would be needed, as the same credits cannot be used to meet both requirements.

Question: What courses may be taken in a Perkins V pathway to count toward the six high school credits required for the THD?

Answer: There are multiple options for earning the six credits in a pathway required for the THD. Students may:

- Complete additional credits (up to six credits) of the Level II courses;
- In addition to the credits earned in concentrator courses, complete two or more credits in introductory, related, or advanced courses detailed on the following worksheet;
- Complete multiple credits of cluster-based Special Topic or Advanced CTE College Credit courses. This option requires an approved nonstandard course waiver to be eligible for CTE funding; or
- In addition to the credits earned in concentrator courses, a new option is available for students to complete up to two credits in the Work-Based Learning (WBL) Capstone Course (5974)

Question: In order to grant credit in an online course, does a teacher have to be licensed in the content area?

Answer: Information regarding the assignment codes for all courses, including those taught online, can be found on IDOE's Educator Licensing webpage.

Question: Are financial literacy courses required for graduation in Indiana?

Answer: Beginning with the 2028 graduation cohort, students will be required to complete a financial literacy course as required by IC 20-30-5-19. Additional details can be found in this memo and IDOE's Financial Literacy webpage.

Requirement Two

Learn and demonstrate employability skills

Indiana Employability Skills
Demonstrations of employability skills include experiences that enable students to apply essential academic, technical, and professional skills and find engagement and relevance in their academic careers. Through a project-, service-, or work-based learning experience, students must demonstrate the Department of Workforce Development's Employability Skills Benchmarks.
Project-Based Learning (PBL)
- Buck Institute for Education PBL Works   - PBL Promising Practices: Multiple LEAs
Service-Based Learning (SBL)
- Service Learning K-12 Standards for Quality Practice: National Youth Leadership Council   - SBL Promising Practices: Blackford County Schools
Work-Based Learning (WBL)
- Updated WBL Level Definitions   - Indiana K-12 WBL Manual   - Work & Learn Indiana   - JAG Indiana Grad Pathways Guidance   - Governor's Work Ethic Certificate   - Work Based Learning Promising Practices   - Work Based Learning OWBLA

Requirement Three

Demonstrate postsecondary readiness competency.

Academic and/or Technical Honors Diploma
● Academic & Technical Honors Diploma Requirements - English ● Academic & Technical Honors Diploma Requirements - Spanish

American College Test (ACT)
Minimum Scores: English: 18, Mathematics: 22, Reading: 22, Science: 23 Must earn two of four minimum scores, with one in English **or** Reading, and one in Mathematics **or** Science. ● ACT College Readiness Benchmarks ● ACT Test Dates & Registration

Scholastic Aptitude Test (SAT)
Minimum Scores: Evidence-Based Reading & Writing: 480, Mathematics: 530 ● SAT College and Career Readiness Benchmarks ● SAT Test Dates & Registration ● IDOE's High School Assessment Webpage Note: Indiana uses College Board's SAT to fulfill testing requirements for high school accountability, and students may also use these scores to fulfill certain graduation requirements. The SAT School Day is the same test as the SAT weekend assessment, but students who participated in a previous SAT weekend administration must still participate in their cohort's SAT School Day administration for accountability.

Armed Services Vocational Aptitude Battery (ASVAB)
Minimum Scores: AFQT: 31, Military Enlistment Intent Form Required ● House Enrolled Act (HEA) 1635 ● IDOE ASVAB Memo ● IDOE Military Enlistment Intent Form

State and Industry Recognized Credential or Certification
● 2023-2024 Graduation Pathways Eligible Certifications ● 2022-2023 Graduation Pathways Eligible Certifications

- Graduation Pathways Certification Eligibility Criteria Rubric & FAQ
- Department of Workforce Development Industry Recognized Certifications

Federally Recognized Apprenticeship

- U.S. Department of Labor Federally Registered Apprenticeships

CTE Concentrator

CTE Concentrator Requirement:

Cohorts 2022 & Prior: May use Perkins IV or Perkins V pathways

Cohorts 2023 & 2024: Must use Perkins V pathways with current/original or NLPS courses

Cohort 2025: Must use Perkins V pathways with NLPS courses

- Office of CTE Programs of Study
- NLPS FAQs
- NLPS Full Review Document
- Master Pathways List
- CTE Concentrator "C" Average (pages 3-4)

Advanced Placement (AP)/IB/Dual Credit/Cambridge International/College-Level Examination Program (CLEP)

- IDOE's AP, IB, and Cambridge Webpage
- IDOE's Dual Credit Webpage
- College Board CLEP Webpage
- Indiana Core Transfer Library

Locally-Created Pathways (LCPs)

- Approved LCPs
- Adopting an LCP: Guidance
- Adopting an LCP: Notification Form
- LCP Application Rubrics

Waiver of Postsecondary Readiness Competency

- Postsecondary Readiness Competency Requirement for Graduation Pathways Waiver
- Graduation Exam Waiver (Sample) Form

Additional Resources

- Graduation Pathways Checklist (Perkins IV)
- Graduation Pathways Checklist (Perkins V)
- Graduation Pathways Checklist (NLPS)
- Indiana Department of Workforce Development: Indiana Career Explorer
- Promising Practices: Multiple LEAs

Requirement Three: FAQs

Question: Can students use a "super score" for SAT and ACT requirements, pulling scores from multiple administrations?

Answer: Yes. Schools and districts can pull students' highest scores on either the SAT or ACT. Superscoring allows for consideration of scores across all the dates a student took the SAT or ACT rather than confining the students' scores to one particular date. Due to differing psychometrics, scores from the SAT and ACT cannot be combined to meet the postsecondary-ready competencies (PRC) requirement.

Question: If the student meets the benchmarks on their SAT School Day assessment, but they do better on a Saturday SAT exam, must we still report the SAT School Day scores on the transcript?

Answer: IC 20-33-2-13(a) requires schools to include students' latest statewide assessment program test results within their official high school transcript, which should include their highest SAT score in each content area. They are not required to include the score from the student's SAT School Day statewide assessment if the student has a higher SAT score on file.

Question: Where can I find the Graduation Pathway-eligible industry-recognized certifications?

Answer: The annual list of Graduation Pathways-eligible certifications can be found on both IDOE's Graduation Pathways webpage and the Indiana Department of Workforce Development's website.

Question: What CTE course options are available for upcoming cohorts during the transition to NLPS?

Answer: Cohorts have the following options for CTE courses:
- Cohort 2023 & 2024: The updated definition of a CTE concentrator (completing at least two advanced CTE courses) went into effect for the class of 2023. Therefore, the 2023 and 2024 cohorts must use Perkins V pathways with either current/original courses or NLPS courses.
- Cohort 2025 and beyond must use Perkins V pathways with NLPS courses

Question: Can the Concentrator B course be taken before the Concentrator A course?

Answer: If a CTE course is listed as a prerequisite in IDOE's annual Course Titles & Descriptions resource, it must either be taken prior or concurrently.

Question: If we have a student transfer and they were working towards a CTE pathway we do not offer, can they take pathway courses concurrently?

Answer: As outlined in this document, students can take pathway courses concurrently.

Question: If a student only earns one credit in the Principles course and then goes on to earn two

credits in both Concentrator A and Concentrator B, are they a concentrator?

Answer: No, if the principles course is a two semester course, then a student must earn both semesters in order to be considered a concentrator.

Question: If a student completes the concentrator (Principles, Concentrator A, and Concentrator B) with a C average, and continues with the Capstone in the same program and does not earn the C average, does this mean they don't receive their pathway?

Answer: Students using NLPS courses to earn CTE concentrator status must receive a C average (as determined by your local grading scale) or higher in all concentrator sequence courses (Principles, Concentrator A, and Concentrator B) for the purposes of Graduation Pathways. The capstone course may be used if it would benefit a student's GPA, supporting the C average requirement for concentrator status. A school may choose to include the cumulative grade average earned in this capstone to meet the C average requirement. By using the Capstone, the C average would be based on grades earned in all the following courses: Principles, Concentrator A, Concentrator B, and the cumulative Capstone grade.

Question: Does a student have to earn the transcripted college credits to meet Graduation Pathways requirements?

Answer: Although it is best practice, current policy states that the students do not have to earn the transcripted dual credit. They do however, have to meet specific requirements for the dual credit courses to count for Graduation Pathways:

Students must:
- Earn a "C" average across their three courses.
- Meet the prerequisite requirements for the high school (Course Titles and Descriptions) and college courses (per Memorandum of Understanding [MOU]).
- Meet the entrance requirements for the college course (e.g., Accuplacer, GPA, etc.).

High schools must:
- Possess an executed memorandum of understanding (MOU) with the postsecondary provider.

Question: What is the process for adopting an approved Locally-Created Pathway?

Answer: Schools that choose to adopt an approved LCP must follow the criteria set forth in the approved application. Details for adopting specific LCPs can be found here. If a school or district would like to adopt an LCP for their use, they must complete this form.

Additionally, if a school or district wishes to create a new LCP that is not aligned with anything already approved, the application window opens annually at the beginning of March and closes at the end of April.

Question: What does "attempt three separate postsecondary-readiness competencies" mean?

Answer: A student must attempt to achieve at least three separate postsecondary-

readiness competencies in order to be eligible for a waiver.

They would not be eligible if they attempted the same postsecondary readiness competency twice (CTE Concentrator) and another once (SAT).

Question: Can a student graduate early using a waiver of postsecondary-ready competency?

Answer: As determined by the Indiana State Board of Education (SBOE), students are not allowed to utilize a Graduation Pathways waiver to graduate early.

If using the waiver of postsecondary-readiness competency, students must complete their senior year. However, students are able to graduate early utilizing Graduation Pathways if they successfully complete each of the requirements.

Question: Does the Graduation Pathway waiver require 95% attendance? Is there a checklist?

Answer: Yes, the waiver requires 95% attendance. Full requirements of the waiver can be found here. A sample waiver form that can be used as a template can be found here.

Question: When a student graduates with a waiver of postsecondary-ready competency, how does it impact the student?

Answer: Students who do not meet an option within postsecondary-ready competencies but qualify for a waiver would be reported as graduating with whatever diploma type they earn with that waiver.

This is reported via the school's graduation rate report, but should not impact a student, as the waiver is an option for meeting their Indiana graduation requirements.

Professional Development

IDOE Graduation Pathways Webinars: 2024-2025 School Year	
2024 Webinars	
Date & Time	**Meeting Link**
Thursday, August 29, from 1 to 2 p.m. ET	Join the meeting now
Thursday, September 26, from 1 to 2 p.m. ET	Join the meeting now
Thursday, October 24, from 1 to 2 p.m. ET	Join the meeting now
Thursday, November 21, from 1 to 2 p.m. ET	Join the meeting now
Thursday, December 19, from 1 to 2 p.m. ET	Join the meeting now
2025 Webinars	
Date & Time	**Meeting Link**
Thursday, January 30, from 1 to 2 p.m. ET	Join the meeting now
Thursday, February 27, from 1 to 2 p.m. ET	Join the meeting now
Thursday, March 20, from 1 to 2 p.m. ET	Join the meeting now
Thursday, April 17, from 1 to 2 p.m. ET	Join the meeting now
Thursday, May 22, from 1 to 2 p.m. ET	Join the meeting now