

Grad Pathway Meetings

8/10/2017

Public Comments

- **Irma Larnadell** - Parent Advocate
 - Who represents the parents on the board?
- **Bruce Watson** - Director of Facilities at Ft Wayne Metals, Founder of Gateway Coalition, Advisor on Huntington North Learning Center
 - Need for skilled worked force in the industries. They are growing by 20% per year, and they can't keep up with employable, skilled workers. This could have significant impact on economic growth in NE Indiana and the state.
 - There is no focus on hands-on skills like industrial arts, home economics, wood working in schools and all advertisements focus on a four-year college degree.
 - College graduates are great engineers, but there are no skilled workers who can actually build the machines and repair the machines. Maintenance careers in his industry can pay 70-80k per year or more.
 - Berkley Middle College is an option in South Carolina modeled after the European system that was put in place to bring Boeing into the area, and it focuses on high school students learning career/industry skills and going right into the career field after graduation. It's having great success and needs to be replicated here.

Recap

- The focus today was higher education and business community. How do we establish graduation pathways that are rigorous enough to create a skilled workforce and how can we align the pathways with what businesses and higher education need? Right now, we are seeing a gap between the end of high school and readiness to become either highly-educated or highly-skilled workers within Indiana.
- Indiana could become the silicon valley of the Midwest. How do we create pathways that allows us to hire entry level workforce but also keep up with the hiring opportunities on the Coasts, retain the workforce and companies to grow the Indiana economy?
- It is as valuable to have a career and technical ready workforce as it is have a four-year college-ready workforce. We have to teach that there is value in all pathways and not focus on some as "second choice" or back up plans. We can show this value by giving the students opportunities to see the manufacturing and trades at work and highlighting those pathways as being equally important.
- Core skills must include soft skills, practical skills, life skills, and career hard skills that are aligned with what the workforce is looking for by empowering our superintendents and CTE staff to have the flexibility to reverse-engineer their programs to what is relevant to their specific workforce needs at the local and regional level.
- Perhaps the most important skill is to know how to learn and be flexible enough to change and pick up new skills to remain valuable as the world and the industries change so quickly.

- The pathways need to be nimble, fluid and porous, so that we can avoid pigeon-holing kids or trapping students so early that they can't make a change to go a different direction or adjust to the changing workforce needs.
- We need to keep in mind how the pathways create the infrastructure for self-sustaining career paths? We need to align pathways with education and skills that advance toward those career pathways that give individuals a good living wage, stability and opportunity.
- We have to be able to identify ways to use the current workforce to help provide good instructors/teachers to the schools to support the technical, career, and even science-based curriculums to overcome the critical shortage of qualified teachers.
- We need to focus on practical skills that help each student figure out what they want to do and also what the realistic, relevant outlook for those careers might be through work experience, apprenticeship, internships, career exploration, resume writing, networking, etc. Teach students the value of work and work ethic. How do we implement work-focused opportunities in places where perhaps the school system is the largest or only major employer in the area to overcome transportation, staffing, resource and logistic gaps?
- Important to remember that extracurricular, sports, and music are important in teaching worth ethic and soft skills. Keep in mind that there is research to suggest that 80% of female executives participated in high school/college athletics. There are rich opportunities that may only have a short window of availability while students are in middle and high school years. Pathways can't be so overbearing that they require the sacrifice of other important life skills and opportunities.
- Collaborators will be involved as the panel moves through this process, and every conversation has been set-up to focus on different stakeholders such as employers and higher education to get the most input from a variety of perspectives.

8/22/2017

Public Comments

- **David Maugel** – Principal Northwood High School in Nappanee
 - ECAs continue to be a graduation exam, but they must have a purpose for 9th and 10th graders which could be that graduation pathways don't enter the picture until 10th grade (unless a student earlier identifies), to give the counselors and students time to adjust pathways as needed.
 - The graduation pathways must be flexible.
 - Flexibility for schools to provide options based on local school and community resources
 - Flexibility for students to move between pathways
 - Flexibility for transient students who move between schools/states.
 - Recognition of regional needs should be a part of the pathways, but not the only focus.
 - Addressing opportunity for access for all students. In their school system, it's difficult to find 50 internships in areas of interest let alone one per student and having the resources to manage these programs will be a challenge.
 - Acceptance into following should be part of the pathways:
 - College/university
 - Military
 - Workforce (with commitment from employer to provide a matrix allowing student to move from entry level to at least middle-level career)
 - Additional tests should be considered (ACT/SAT/PSAT) relative to access.

- **Todd Bess** – Executive Director of Indiana School Principals Association
 - Flexibility around pathways is key. Keep in mind that 14-15 year olds may change their minds.
 - Account for mobility. Regional work is important, but kids will move in schools and in workforce placement.
 - Offer a broad scope of skills based on what the employers want by offering flexibility – certifications, coursework, practical life skills.
 - Keep in mind equity – inherent challenges from family, responsibility, school, work.
 - Requiring an internship experience is a great option, but may be a stressor or challenging to be required for all schools. Flexibility is better than requirements.
 - For those that can meet the ECA, we keep pushing higher into academic honors, post-secondary college. For those who are very close to meeting the ECA, let's give them opportunity to open the doors to internships. We can allow passing the ECA as a pathway vs having to pass the test as a pathway. For those who have struggled, we can think of many students who are well below a cut score and having them test repeatedly is not best for kids, but perhaps meeting a different pathway is attainable and best for Indiana.

- **Jeff Butts** – Superintendent, Wayne Township and President of Indiana Association of Public School Superintendents
 - Graduation pathways has the opportunity to make an impact on the Indiana education system in ways that we haven't seen in decades.
 - Provide flexibility. Every community in Indiana has unique opportunities and challenges and ability to maintain local control is crucial.
 - Challenge the status quo to get away from one-sized fits all model with a narrow pathway but instead empower locally-elected leadership to work with schools to craft those pathways that will have the most impact on their communities whether that is through post-secondary education, career or military service.

- **Al Remaly** – Clinton Central Junior/Senior High School
 - ECA Pathway – when the students pass, we see this as a door-opener, not an ending. We provide career and college exploration pathways and employability skills.
 - Being a rural, blue-collar community, regardless of whether they pass the ECAs, many of the students choose to remain in the community and to work in Frankfort, Kokomo, Lafayette or go back to the farming industries that are the lifeblood of community.
 - School system has been asking the industry to work with the school to give industry a chance to craft their own workforce with training, certification and career-readiness by partnering with the schools to provide a co-op opportunity to ready students for direct-entry. However, industry has pushed back that all they want are high school students with a diploma or equivalent. The local employers want to do their own training and the value of trainings and certifications such as OSHA would have to be re-done when the students are hired on at the industry.
 - We struggle with the idea that students may be required to complete a pathway that is not relevant to their area or local industry.

- **Rob Stahley** – Former High School Administrator and Founder of The Crossing
 - The Crossing School of Business and Entrepreneurship created in 2003 to serve all students including 10,000 students in the last 13 years. Many were high school drop-outs who needed to learn to work.
 - The students go to school half of the day and are assigned to a career training center experience the other half of the day. Seven schools are located within businesses in Indiana.
 - They talk about pathways, but survival. We want to teach them ten soft-skills rather than specific pathways. Hearing from manufacturing/industry that they want kids who have these skills as the basis and then the employer will train them directly.

- The demand for these manufacturing-based schools has outpaced the number of students, and the students graduate from the Crossing at (insert the name of the plant). The employees that they work with are their biggest supporters.
- Academics and job training is important but it is important to have students assigned to an actual job that is paying a livable wage of \$15-\$18/hr.
- The students who come to us have a 3rd-5th grade reading level and their greatest struggle is passing the ECA. Even with remediation, it's tough to tell the kids who have the credits, job skills, but can't pass the exam. It would be better to have a pathway which allowed these kids the same opportunities without the schools having to decide to whom to grant waivers. These are all-star workers in Indiana.
- **Sam Goff – The Crossing Student**
 - The Crossing has given him motivation to get through high school after struggling with depression.
 - He has been able to work with Gaylor Electric pre-fabrication and installation.
 - This opportunity to focus on life after school, network, fill out a resume, talk to people has been very helpful.

Recap

- How do we find graduation pathways to give every student the opportunity to succeed whether that is in college, military, or workforce?
- Presentation of one page summary of data and regional map presented from State, County, School levels regarding high school graduation rates, remediation, and college placement by the IDOE and IDWD regarding access, readiness, and completion. Website has additional reporting with dynamic dashboard to query.
- The usefulness and value of certifications depends on the career cluster and the industry hiring students, and the focus should be on creating core competencies related to the specific student's career path rather than on certifications that may or may not be relevant.
- The career-focused pathways need to be driven by the industries and reverse-engineered to fit their needs, not the other way around.
- While the students may be academically prepared, but they are lacking soft skills, professionalism, work ethic, and even practical skills like how to read a tape measure are universally desired by employers.
- Have career exposure, soft skills, and life skills at younger ages but reserve internships for older students.
- The concept of being able to earn associates degree while in high school is a valuable. The flexibility and opportunity to choose your pathway is helpful. Exposure to different options beyond the obvious career-pathways that everyone knows is crucial at a younger age. Having teachers who have enthusiasm and help students figure out options for career paths.

- Mindshift from punitive accountability to professional responsibilities. Students are raising the idea that perhaps taking a test isn't the best way to assess career and college readiness. Standardized testing is important to an extent for knowing how we are doing and where we need to go, but it can be detrimental because we are pulling students from the classes where they are learning, practicing and applying skills to be used in the workforce.
- Clubs are important from elementary school on to give them exposure and confidence to career pathways. We are training students for career pathways that don't even exist. We have abandoned the basic life skills – home economics, industrial arts, life skills, home finance.
- The counselor system is not able to be effective when they have 100 students to assist. We need to create a more robust system for helping through career counselors.
- There are now young people who believe that if you value achievement and learning, you must go to college. This is a miscommunication of our own making. There are only so many jobs that require post-secondary education, but we need to be clear that career or military options can be intentional career paths and change the language to value achievement and fit at all of these levels. Students need to find their own self-identified measure of success, and it's our job to present and value all of the pathways to that success.
- It is important to make sure students who struggle are still able to graduate and count as graduates. Technology and access needs to be improved across community lines for students who struggle. It is difficult for these students to see post-high school when they feel like they cannot achieve even graduation.
- There are so many requirements for the academic and technical diplomas that perhaps we are prohibiting students from taking and excelling in school because of all of the requirements such as requiring three years of one language or two years each of two different languages. What if a school doesn't have the resources to offer these? What if career skill classes are more applicable or practical than advanced diplomas?
- Keep in mind that the data can't tell us where the kids who don't pass the ECA, where do they end up? The control gate is the admission to higher ed. What if they don't go that pathway? Do they find a career pathway? Are there other readiness factors? How do you measure those? It is and isn't about rigor.

8/29/2017

Public Comments

- **Flora Reichnadter** – Superintendent of MSD of Pike Township, Board Member of Indiana Urban School Association
 - The workplace has changed immensely through the global economy and competitiveness, and a one size fits all education is no longer effective.
 - All students will become our future workforce, and they need flexibility. They do not have the same talents, needs or interests, and we need to break down barriers to open doors of opportunities that students may not be able to realize for themselves.
 - We need a carefully designed, comprehensive education with world-class teachers, opportunities for students to achieve, and career and technical education that allows local control and flexibility.
 - Students need options to choose their pathway and a single Indiana diploma with different distinctions.

- **Adrienne Shroyer** – Guidance coordinator at Ft. Wayne Snider in Ft. Wayne
 - Pathways for students who struggle to pass the ECA is a concern.
 - The business community says students are lacking soft skills, work ethic, and interpersonal skills, but our focus as schools, teachers, families, and students has become passing the test.
 - There are no life skills or interpersonal skills classes left.
 - Some students cannot pass the tests no matter what they give up. It has become a dark cloud over the students that is defining their success and the way that they see themselves.

- **Brian Wilson** – Jasper High School
 - We need to look at more than just increasing rigor, but also in increasing skills and career opportunities then pathways can have a positive impact.
 - Students value the career-focused and life skills classes but they forego them due to feeling the need to take more AP classes, keep the GPA high, or lack time in their day to take advantage of opportunities.
 - Could be contradictory to look just to graduation pathways to fulfill the need for skilled workers.
 - The focus should be on focusing on opportunities and communicating those opportunities for different pathways to students and their parents in middle and high school.
 - In speaking with industry employers, all they want is for the students to have a high school diploma and soft skills. They will provide the job specific training.
 - Don't abandon the general diploma because it has value for certain students who become valuable members of the community.

- **Andy Allen** – Principal, Batesville High School
 - The conversations around pathways should focus on having students who are ready to take the next steps whether that is career or whatever they desire next.
 - Their school focuses on experiences and the need for flexibility and creativity in creating those experiences to get kids ready for those next steps with the employability skills that they need. Graduation is the priority, but we need to examine the requirement of Algebra II as a requirement for Core 40.
 - The definition of college and career readiness rather than accumulation of credits is the model.
 - Look at stackable experiences in addition to the ECA through mentorship, online hybrid models, personal finance and responsibility, professional responsibility, etc.

- **Rick Doss** – Director of Secondary Education for Washington Township Schools Indiana
 - Flexibility is important, as we serve a diverse group of students.
 - We are preparing kids for life, as compared to being proficient in geometry or ECA's, which may be critical for some kids and not others like refugee immigrants who land with us at 16.

- **Evans Branigan III** - Principle of North Central High School MSD Washington Township
 - For the kids who struggle to pass the ECA and struggle to graduate, please keep in mind those students who have to go to remediation, may be the first in their family to graduate, who college may not be in their consideration.
 - What can we do to help these students accomplish their individual goals? We need flexibility.

- **Jeff Studebaker** – Superintendent of Merrillville School Corporation
 - We must keep in mind we serve different students and schools, and we face the task of preparing each of them for the pathway that they choose.
 - We need equitable access for students to high quality and wide-ranging opportunities, and it shouldn't matter the location or size of the school.
 - Regardless of ability, every child should have that opportunity and local schools should have the flexibility to meet that challenge and responsibility to do so.
 - Keep in mind the transient students who receive different opportunities at different schools. We need to remove barriers and provide flexibility. Disparity of opportunity is wrong on its face. We have to find ways to overcome.
 - No two students are the same and diploma options should reflect that. One common diploma with common classes and experiences coupled with multiple pathways at the end, may be the right model. Look at Ohio version of this.

- **Beth Niedermeyer** – Superintendent of Noblesville Schools
 - We must be responsive to students needs as population continues to grow.
 - Please Do not attach graduation to a single assessment. We favor multiple measures with various options and flexibility to assess high level schools.
 - Schools need to continue to adapt and reimagine their roles as the world continues to change just as businesses do.
 - It’s time to move away from one narrow assessment that limits students and schools and use multiple measures to gauge student success and readiness.
 - Consider a single diploma with different distinctions with career and college pathways that can include meaningful courses, credentials, certifications and supports and more than official calculation which could alleviate concerns with eliminating the general diploma.
 - We need a flexible structure that allows CTE experiences and destigmatize training that is different than college pathway.

- **Lisa Lantrip** – Superintendent of Southern Hancock County
 - Students need multiple pathways which consider the child’s interest in choosing the pathway that best fits his or her current needs and future interests – career, job, or college.
 - The system needs accountability that looks at industry certifications and preparedness on the same level as college readiness. It needs to allow for and encourage participation in band, choir, athletic and arts where the students can learn those soft skills necessary in workplace.
 - Current requirements and remediation reduce the student availability to take CTE and other important life skill and electives.
 - We need diplomas that help Indiana toward economic advancement.
 - California has a foundation and a pathway that is stackable which allows for flexibility. Consider a single diploma with distinctions or stackable options that works for the student and their goals, but allows them to change their minds without consequence.
 - We need flexibility for students, schools, communities and workforce that allow all students an opportunity to graduate and be successful.

- **Jeff Butts** – Superintendent of Wayne Township Schools
 - PDK poll results are in, and American’s want schools to do more than educate students academically in work readiness, personal skills, and academics. Parents believe standardized testing doesn’t measure what is important.
 - Thank you for bringing students to the conversation.
 - Themes like flexibility, removal of barriers fluidity are common and we support those and the fiscal concerns about implementation.
 - Support the idea of a single diploma with stackable credentials or distinctions which would give districts flexibility to use resources and partnerships and sharing of costs.

- We changed to a distinguished graduate program which looks at more than just GPA but reflects current values and system.

Recap

- Student success is the guiding factor. Flexibility and being mindful of need for remediation and requirements while allowing students being able to meet their needs and explore what interests them.
- Single diploma concert.
- ECA as the only assessment doesn't meet the needs of many of the students and what options do we have to overcome those limitations.
- Different types of skills – how do we teach those and how do students acquire the learning by doing skills such as shop and home-economics.
- How do we create a diploma that has a general foundation with stackable experiences that become the pathway?
- Equity of access and sharing of resources is key.
- Employer survey and work ethic certificates – employers are desperate for employable qualified workers. Workforce demand is increasing.
- Employers would like general skills and can do the training on the job.
- General skills like soft skills, basic math, professionalism, critical thinking, and what kinds of projects and experiences can we create?
- Be careful not to overcorrect – how are teachers involved and invested in the system while letting them do what they enjoy and are good at in terms of teaching with spark and passion and not getting bound up in test prep.
- How do we create work ethic in students? What does it mean to have buy-in from everyone – employers, students, teachers, parents and are their incentives to good work ethic?
- What does the foundation look like? This is not just high school and needs to start earlier and be consistent across state and school corporations.
- What is flexibility?
- What are universities looking for and what are employers looking for?
- What does the academic vs other experiences model look like and how do we intentionally approach this and value it such as work experience, extracurricular, STEM, etc?
- A significant culture change that begins in kindergarten.
- What about values in education?
- How do we support our teachers and counselors to be prepared for helping kids choose the right pathway and refocus the system?
- How do we balance requirements and flexibility?

9/19/2017

Public Comments

- **Grant Peters** – Principal of Greensburg Community High School
 - Consider the student who excels in academics and dual credit and also wishes to get Ivy Tech credits
 - Consider the student who is taking welding and struggles with a GPA and test taking
 - Considers the student with disabilities who is struggling to create a class schedule that allows the types of credits needed to graduate
 - Consider the social issues, differences in home lives and socio-economic status
 - Consider the phase in timing and whether this will effect kids who have already completed some of their credits.
 - Consider the teachers, administrators and counselors who want to have the time, resources and understanding to properly implement any changes

- **Troy Inman** – Principal of MSD Pike High School Township
 - Thank you for implementing the growth model at the high school and that data has been very helpful to teachers.
 - No matter what type of diploma, we need to look at graduation rates and accountability.
 - Please consider lessening or adding flexibility to testing, and we now lose so many instructional hours to testing.

- **Jim Diagastino** - Superintendent Mill Creek School Corporation
 - We have options available to all, and we need flexibility and local control
 - We are grateful that we no longer have a narrow pathway that all must follow
 - We want students and cadets to be able to have a graduation pathway that results in a diploma and a career path of their choosing.
 - A single diploma with multiple pathway categories and stackable credentials and options would allow schools to use and share resources and create realistic and meaningful pathways that will allow students to succeed at next level.
 - We support the flexibility for students to be able to change pathways.
 - ECAs are an option, but what level of math is required in that diploma?
 - We do not favor Ohio model with 7 ECA exams.
 - We support financial literacy as it impacts all and we support higher level math other than Algebra II.

- **Steve Ball** - Superintendent of Muncie Community Schools
 - What is the correct scope of knowledge students need to possess? That is an academic discussion and any criteria developed should offer multiple pathways, including internships, work study, as well as academic.

- Students considering skilled trade or military may be more likely to engage in practical content that is relevant.
 - How does Indiana want to be viewed by business, higher, ed, students, parents?
 - Makes sense to create a single diploma that would allow additional certifications to be added.
 - Without the current general diploma, 84% of special needs students would not be able to be counted in graduate rate causing problems with IDOE and ADA compliance.
 - What are the unintended consequences? Some students have homeschool pathway that could result in variation. Some students could become frustrated with the core experiences and have their only option as an HSE program increasing numbers there. A student may reformat Algebra II to lower academic standards and 75% of students need remediation when entering high education.
- **Mary Burton** – Executive Director of the Northeast Indiana Special Education Co-Op
 - Success is individualized and all students can achieve it. It is our responsibility to provide options but not choose what success looks like for each.
 - Graduation pathways must be flexible and be attainable for all students.
 - All students must have equitable access to all pathways regardless of location.
 - We must value vocational preparation, and many of our students are achieving great success in these areas, but they are required to opt out of the Core 40 and take the lesser valued general diploma.
 - An option would be one diploma with different certifications to keep rigor and options.
 - Respect each student’s unique challenges and strengths to allow each student a pathway of success.
- **Laura Hammack** – Superintendent Brown County Schools
 - The graduation rate was 99.3%, but this rate happens because of the educators who help every student graduate. Under the new language, the graduation rate would have fallen to 70%.
 - School has been identified for a grant to align with the workforce of southwest Indiana. The business leaders support a rigorous but realistic graduation pathway that will help provide skilled labor who can pass the drug tests for employment, not Algebra II.
 - These employers want students who can problem solve and think at higher levels and have workforce ready students whose preparation is not overly encumbered by over assessment.
- **Dan Ulrich** – Executive Director of Indiana Association of CTE Directors
 - Concentrators in CTE – enrollment has increased
 - Students earning dual credits – help students prepare for success
 - Industry recognized certifications

- Rigorous quantitative reasoning study
- Quality related workplace experience
- Value all of the pathways equally – 2 plan As.
- Flexibility and options for all regardless of student, school, location
- Stackable options
- **Richard Arkanoff** – Superintendent of Center Grove Community Schools
 - One diploma with multiple pathways to get there to better meet the needs of all students. The core 40 is designed to help students succeed in college, but there are other pathways without a college degree.
 - The path must best suit their interests – higher education, work, other certifications and trainings.
 - Currently 10% of students graduate with a general diploma. Keep in mind that Algebra II is the largest barrier we see for students to get a Core 40. Students can be successful with the general diploma.
- **Kayla Marhsall** – STEM Teacher at Teach Plus
 - We see students with different skill sets, talents, goals and learning modalities.
 - Every student is different with their own interests, and we have to know how to reach each child through their interests.
 - Equitability and flexibility are required.
 - We need to offer options for students who want to go to college, apprenticeship, or work. We need to offer variety and access - dual credit, college credit opportunities, work experience.
 - Assessments are one useful tool, but not the only option to access readiness.

Recap

- Students and schools are unique, diverse and need versatility, options, access, flexibility in pathways and the ability to change their minds in the process.
- A single diploma with stackable options and access to education with multiple pathways.
- Aligning pathways and experiences with workforce needs.
- Minimizing missed opportunities such as hands-on experiences.
- Reports show that there are different outcomes and it doesn't have to be academic or work experience.
- How do we measure success and report data?
- Students are driven by their interests and learning relevant to interests.
- What does the future look like for education and workforce?
- Site-based learning vs test-based learning.
- Partnerships in the community and with workforce are important to show students opportunities.
- We need to account for ESL students and students with disabilities.

- Should the pathway be automatic or self-determined?
- Too many options can also be a barrier.
- What does stackability and work-ethic look like in terms of rigor and practicality?
- How early are we introducing the pathway options?
- What is the end goal for students? We have to work backwards with transferable and fundamental skills, problem-solving and prepare for jobs that don't exist yet.
- Must de-stigmatize certain pathways. All pathways are equal and valuable to celebrate all choices.

9/26/2017

Public Comments

- **Jack Russell** – President of Center Grove Community School Corporation Board of School Trustees
 - Support of one diploma from Indiana and must provide multiple pathways to get to that diploma
 - The path to graduation should look different for every student because every student is different

- **Derrick Arrowood** – Superintendent Hamilton Heights School Corp.
 - We feel as needed most is flexibility to meet the needs of our unique students while setting them up for future success in multiple areas
 - The multiple paths that have been discussed are exciting for rural districts like Hamilton Heights, but the schools in Indiana are very different and may not have equal access to equal resources

- **Scott Simpson** – Marion County Community Schools
 - Been taught to differentiate instruction, which has helped educate students, but it seems if not because at the end of the day if the student does not pass a one-size-fits all assessment, then they do not have the right to have a high school diploma
 - Please do not do an injustice to our students and a disservice to our state by making an assessment the only gateway to high school graduation

- **Todd Terrill** – Superintendent of Richmond Community Schools
 - It is important that flexibility be included, all students, especially at risk students, struggle with planning for the future
 - At risk students also experience higher mobility, this is a great opportunity to change the mantra that every student needs to go to college to be successful
 - Employers are looking for students who can work immediately upon graduation
 - Relevance to school students, 21st education needs to be about conceptualization and application of a skillset
 - Students are stuck in remediation coursework because of not being able to pass core exams

- **Jeff Butts** – Superintendent of Wayne Township
 - Areas of feedback concerned about is rigor – the idea that by creating a singular diploma for our students we are somehow reducing the rigor we expect for our students

- Argue that there is no member of the Indiana Association of Public School Superintendents that would advocate for less rigorous standards for our graduates
 - The charge is moving from a singular rigorous pathway to multiple rigorous pathways
- **Alan Bourff** – Superintendent of Hamilton Southeastern County Schools
 - Multiple pathways to graduation validates the significance of our work and represents a component of systemic redesign that has potential restore educational alignment to economic and social need
 - Multiple shift of pathways, boosts challenges, this concept is a departure from the first decade of this century when we educated all students to be prepared for college, but if we collaborate to create a world class education, we have to abandon the notion that diploma is best achieved through a one-size-fits-all track

Recap

- What we mean by success
 - Every student has a pathway to their post-secondary endeavors
- Rigor, relevance, and flexibility
 - Making sure that students have as much time as possible to choose that pathway throughout their education
- The general diploma provides a pathway contributing to community and society and helps educators do their job better
- Stackable credentials, flexibility, and rigor, recognizing exposure to work based learning
- Input from the industry is absolutely essential to this design process
- Recognizing we cannot design for the future if we do not have a clear picture of it
 - Making skills as applicable and transferable as possible
 - Think about it as a moving process
- What happens when students leave high school?
- Equity
 - Top down as well as bottom up and where do those meet?
 - What is universal and what is local?
 - Something foundational as well as flexible?
- What are alternatives?
- What are some exemplar states and what can we learn from these?
 - Many places that have designed a version of this, but not one system that is very clear
 - Each state warrants their own design to be able to reflect what their needs are
 - No one solution for every state
 - Principles that make success more likely than not
 - Working with industry

- Working with local and regional communities
- Recognizing that there are national assessments in place
- How can we build upon existing pathways with broad support?
- How do we incent this work?
- Hard to know what jobs will be in 10 years
- Recognizing 12th grade may be an underutilized time; how do we bridge to post-secondary?
- Potential pathways of: professional, technical, and academic
 - A foundational model with a subset of skills around it that relate to those pathways
- Equity and access
- What is implemental? What are we trying to design for?

10/3/2017 AM Public Comments

- **Scott Croner** – Superintendent Wa-Nee Schools
 - Applaud efforts to have several pathways, ask to reflect upon the term flexibility
 - Flexibility must exist for students based on schools ability to provide opportunities with each unique community, for students that have the ability to move between pathways, and to allow our system to be dynamic
 - Support a rigorous system, but it must be relevant
- **John Trout** – Superintendent of Concord Schools
 - Importance of flexibility in recommendations, move to single diploma with pathway categories so that districts can have the flexibility to provide opportunities
- **Michelle Moore** – Superintendent Martinsville
 - One graduation diploma with many ways to get there, could use multiple pathways to get to an Indiana diploma
 - Concerned about providing a way for students so future success is not a chance, but on a sustained path for full time employment
- **Dr. Todd Bess** – Indiana Association of School Principals
 - Flexibility - defined paths and the flexibility to meet these paths is critical
 - Focusing on quality is the right approach for work based learning
 - High School students are of varying abilities, and it is our job to take each student and develop them according to their abilities and interests. These pathways are an opportunity to guide these students that are not successful on their end of course assessments. These pathways should be opportunities.
- **Jeff Butts** – Superintendent of MSD of Wayne Township
 - Ask you to remember the faces of the students who we are making decisions about
- **James DeMaro** – Director of manufacturing plants for Ford Motor Co.
 - Approached about having a classroom in one of the plants, which has been a fantastic approach to taking kids who otherwise wouldn't have a chance and letting them go to school for half the day and work the other half
 - From a manufacturing standpoint, really struggle with finding qualified workers, have an opportunity to develop them to be successful before they get to that environment
- **Shannon Cooper**
 - Teach skills that kids are not seeing every day in the classroom and have had a great success rate with this
 - Positive impact on the kids and the employees

- **Andy ?** - Student at the Crossing
 - Campus has been nothing but a blessing, acquired new skills, job opportunities, getting credit for skills
- **Alyssa VanVactor** – Rep. of the Crossing
 - Students are showing up to school because they want to work, not because they want to take tests, they get excited about going to work
 - Need another option for students that don't do well on ECA, like to see them get credits for the work their doing towards their diploma

Recap

- All stems from flexibility
 - Choices and opportunities
 - High standards and clear expectations
 - Redefine what post-secondary looks like
 - Keep all paths equal
 - Consider facts beyond the school day
 - Credentials fostering real skills through partnerships
- Always a flexible path, but always includes
 - Feasibility
 - Funding
 - Framework
 - Flexibility
- Help students explore and ensure the skills they get are skills they can build on and will always be useful
- Eliminating the talk between these kids and those kids

10/3/2017 PM Public Comment

- **Steve Thalheimer** – Superintendent Fairfield Community Schools
 - Promise of flexible and diverse graduation pathways prove promising
 - Chance to change the way we look at educating and graduating for students
 - Balance of school work and real world experience that prove so appealing
 - Nature of course students take can prove college readiness, but the option to chose have just as much to say about their readiness for the workforce as the courses they take
 - Continued exploration of a stackable, tiered, and accountable system of flexible graduation pathways ensure we offer a single diploma that honors the diversity of students in our schools

Recap

- Struck by the thought of the path less traveled, must be cognizant of what every child wants to do and there may not be a path for everyone
- What to design around? – values
 - Equity
 - Relevance
 - Simple
 - Start Early with awareness
 - Applied learning
 - Portfolio
 - Should reflect a system that teaches students how to learn
 - Flexible, but rigorous
 - Outcomes based
 - Affirmation
- What will this look like? – principles
 - Must eliminate a system where you're looking at students differently
 - Becomes one pathway
 - Include schools should have some type of elementary/middle school career exploration
- Features

10/10/2017

Public Comments

- **Scott Bowling** – Crawfordsville Public School Corp
 - Additional graduation paths give the ability to teach skills that aren't just academic, that employers are looking for
 - Skills required to do factory work requires rigorous abilities, and there is a need for a pathway to recognize those skills
 - Highest recommendation: industry certification and the work ethic certificate

- **Kent DeKoninck** – Greenwood School Corp
 - Take the same approach as the schools he works with in ensuring students have career and skills required and get credits for them by things such as: higher part time teacher to expose students to career opportunities and full time career counselor

- **Jim Snap** – Brownsburg Community Schools
 - Operate under the practice that college will be an option, not the only option, and this is difficult to communicate
 - Multiple pathways that provide a bridge to life after high school are the key; these pathways must be easily understood, provide flexibility, rigorous and relevant,
 - Concerns: continued comment once a draft is released to allow for future adjustments and consider innovative curricular options

- **Todd Bess** – Indiana Association of School Principals
 - How to support the students who don't quite attain the academic honors diploma, but obtain the general core 40, the concentrator option gives them more opportunities, or a course sequence, GPA in the core subjects, communication

- **Jeff Butts** – Metropolitan School District of Wayne Township
 - Many things that Indiana is doing well, the challenge is to find the things that are going well and then to enhance them

- **Irma Larnadel** – parent advocate
 - How many school districts in Indiana are impacted? And how many pathways have we came up with thus far – the names of them? How these things will impact special education? Are we going to have someone monitor how this is effecting the children?

Recap

- Two things that we have not hashed out yet: multi-lingual certification, where this fits? Define internship work based learning and what that looks like
- ECA + ?, industry recognized credentials, CTE pathway concentrator, ASVAB score to be determined + enlistment, AP score of 3 IB at least 4, dual credit + remediation free set by college board, SAT ACT + GPA, possibly multi-lingual proficiency, possibly work based learning

- Next steps: summary of what you've seen today, next meeting informal gathering of collaborators next week, then move to session like this with public comment and work through a system piece

10/17/2017

Public Comments

- **Dr. Hardy Murphy** -
 - Things can be legal and not be right, must ensure all students have an equal opportunity
 - Kind of data that has been run through to make these decisions and strategies to make these decisions
 - Consequences, changes that benefit all students, it is first about the students
 - Important to communicate how this will make things better for students; what things improve based on this
 - Critically important to ensure that grad pathways does not in effect result not journeys that represent the differences in the quality of student's life experiences when they finish

- **Tammy Herm** - ICASE
 - Flexibility and accessibility are key issues, but raising the bar eliminates a group of students
 - Encourage the current general diploma, if not this will eliminate 9000 students
 - College and Career options are very limiting for special ed students and students in rural areas
 - Consider adding additional in career and competency areas options for those students who will have very successful careers, but currently don't have anything to address those for that section

- **Susan Brock Williams and Sasha Thieme** – Purdue & IU
 - Inclusion of ACT and SAT – appreciate college ready or specific scores, and make sure it is benchmarks not just benchmark
 - Add in at least 3.0 GPA after both of ACT and SAT mentions, because GPA is the best indicator of college success
 - Inclusion of the term “college” after AP IB credits, problem with 9 because not all places can have 9 classes like this
 - Use of the word meaningful after 20 hours of meaningful service and learning and adding the word or after career technical education, to clarify

- **Megan Bilbo** – Teacher at Noblesville HS
 - Widen the scope of inclusion
 - Concerns that completing career and applied learned experiences in 4 years will be a challenge. Suggest using courses that link academic indicators with applied learning... consider combining indicators together to make it more comprehensive and doable for students

- **Anna Cheney** – IPS Parent
 - Believe diploma requirements are obtainable and satisfactory and glad to see ECA will be final exams, not graduation requirements

- **Julie Hill** – Indiana School Counselor Association
 - Difficult to weigh in when diploma requirements are not strictly defined
 - Not support including GPA in conversation, talking about high school graduation, not college readiness and no statewide standard for grade calculations
 - Equity and access – funding for SAT and ACT, change from CTE concentrator to CTE completer, ability to provide dual credits, and meeting all 3 requirements will be difficult... combine 2 and 3 together

- **Lindsey Lackland** – Director of Guidance of Homestead HS
 - sees result of fewer diplomas and less opportunities for students, because this creates challenges for struggling students
 - don't offer students who would usually get a general diploma a pathway, but a dead end
 - accessibility and opportunity for all students should be the mission

- **Dr. Nathaniel Granberry** – Program Manager for ASVAB Career Exploration Program in Indiana
 - ASVAB – armed services vocational aptitude battery, two programs – one for the military and the exploration program in the high schools
 - The high school program has two primary areas – career exploration and assessment, no cost program
 - Military tests are not tested in the high schools, only use the career exploration program

- **Julie Slavens** – Indiana School Boards Associations
 - The basic concerns are clarifying what assessments will be necessary for graduation and the math – algebra 2 is the emphasis, but there are other options, and what would qualify as a waiver

- **Liz Walters** – Principal of Beach Groce HS
 - Concerned with the barriers the current draft proposes and for the success of students, due in part to lack of equal access
 - ECA should be a pathway in itself
 - Academic honors diploma prepares 97% of students for post secondary education and should be left the way it was
 - Consider creating applied learning opportunities for students as a pathway without forcing schools to pile on other requirements

- **John O'Neil** – Indiana State Teacher's Association
 - Applied learning options – ISEA supports all of these opportunities
 - Imperative to address the state diploma issue – potential drop in graduation rates across the state, this should pave the work moving forward
 - Every Hoosier student should have their successes counted
 - Support the flexibility

- **Kim Dodson** – Executive Director for the Arc of Indiana

- Students receiving special education services – care a lot about the general diploma and want to make sure this is still an option
- Support the applied learning opportunities and career exploration, but some requirements will be barriers
- Keep in mind all students and that all students do learn differently
- **Steve Baker**
 - Encourage the panel to look for bullets that would help the student that is not college or military bound, there are very few ways for that student to make it
 - Nine credits for dual credit will be exceedingly difficult
 - Bring ECA back in as a pathway – if it has no value, get it out of our accountability program
 - Applied Learning Experience – incorporate what high schools are already doing, students may see them as this being done to them, not for them
- **Christian Kony** – Indiana Small Rural Schools Association
 - Concern about offering the honors diploma – what would it look like to have nine dual credit requirements
 - Think about student trying to get a pathway out of poverty – won't have the opportunity to get the CTE requirements, might be discriminating against the student who doesn't have transportation
- **Irma Larnadel** – parent advocate
 - Must recognize title one program and make sure parents are trained as well as their children
 - STEM is a must in this

Recap

- Students need a diploma plus, our task is finding out what the plus is, plus needs to be
 - Relevant
 - Rigorous
 - Meaningful
 - Valuable
 - Student centered
 - Importance of employability skills
 - Flexible, by offering multiple paths
 - Change in the status quo

11/7/2017

Public Comments

- **Mark Melnick** – Technical Trainer for Bentleler Automotive
 - Finding skilled employees is becoming increasingly more difficult
 - One of the reasons for the lack of this skill is the emphasis on the college preparatory track
 - Urge the committee to create pathways that lead to careers and technically trained jobs, and that these pathways begin at the middle school level, need to be opportunities for exposure and experimentation for all high schools

- **Jason Kloth** – President and CEO of Ascend Indiana
 - Reasons for the gap of jobs requiring college education and those with this education in Indiana
 - Too few students that are graduating from high schools go on to some form of post-secondary education
 - Too few students concentrate in high demand fields
 - Too few students go on to persist from public colleges and universities
 - Too few students go on to find a job and stay in Indiana
 - Need to understand a much better job of where job opportunities exist today and in the future, connecting talent to interhship and career opportunities, a system to build new talent where that talent does not exist, and improve public policy to inform outcomes

- **Kristina Falon** – Board of Ascend Indiana
 - Needs for the life sciences sector, need skillsets to match the jobs in this sector, to meet these needs have started partnering with education partners
 - Ask to continue to align curriculum in the region to meet our industry demand in life sciences

- **Bruce Watson** – Fort Wayne Metals
 - The inclusion of co-ops, work-based learning, and IN recognized and approved credentials increases the options of students to build technical skills without a formal apprenticeship
 - Think a lot of the other diploma options were lost in this, any graduation should be accredited as some type of award

- **Dr. Fay Williams Robins** – Fort Wayne Community Schools
 - So now we know
 - We know that testing may tell us where the gaps exist and where support is needed
 - We know we should always make it our mission to ensure every student maximizes their potential,
 - But what we don't know is how testing and these revised pathways attribute to that end goal

- Equity, access, and cost are our largest concerns
 - Testing and pathways are good, but they are only one aspect of what it takes for students to equitably access to be successful in obtaining a successful education
 - Students deserve support for them to learn

- **Stephanie Wells – IMA**
 - Saw co-ops were taken out, would like to see them added back in
 - Pleased with recognition of industry recognized credentials and also agree that CTE concentrators should become CTE concentrators as soon as possible
 - Pleased with new recommendations with career exploration
 - Like to see clarification in apprenticeships
 - US Dept. of Labor Federally approved and registered apprenticeships

- **Jane Wincoff – Northwest Special Ed. Co-Op**
 - Keep a diploma option that is obtainable for students with disabilities or other academic challenges, without these people in the work force we will have problems
 - Requiring math options that are above algebra 1 will make it difficult for those students to get diplomas
 - Removal of the ECA requirement is critical so those students can get credit for those classes
 - Ask to give those students, who have the abilities to be contributing members of society and get entry-level positions the opportunity to continue to get a diploma

- **Tammy Herm – ICASE**
 - Appreciate that ECAs were taken out as the final exam, but do ask consider those students who are not college bound
 - Not every student or every job in Indiana require post-secondary education
 - Strong options for those that are college bound, but very few options for those students who are not college bound and we cannot forget about those that are not college bound
 - Many rural areas of the state don't have transportation, and using vocational programs that are 20 miles away from them excludes them
 - Consider adding courses in financial literacy, college exploration, personal relationships, adult roles and responsibilities and looking at a concentrator of those real life skills

- **John O'Neil – ISTA**
 - Highlights of questions from members:
 - The waiver issue
 - Try not to keep pushing more and more testing, if there are tests they should be developed by local educators
 - How will these things be tracked – implementation issues

- **Terry Spradlin** - Indiana School Boards Association
 - Support locally created pathway and believe it is essential to maintain local flexibility and creativity driven by available resources and community support
 - Still silent on waivers – recommendations make graduation a higher threshold to reach, waiver provisions are necessary for the unique needs of English learner and special education students
 - Do schools have adequate resources to track and certify completion of the employability skill options
 - The timeline for implementation requires adequate opportunities to learn and equity of access issues to be carefully considered

- **John Ross** – Mishawaka High Schools
 - Basic framework is spot on, but there are some synergies that make it more effective, effective, and inclusive, so more kids do well
 - Craft the general diploma to be Core 40 diploma
 - Don't over specify work-experience
 - Include the PSAT and Accu-placer

- **Alison Lardey** – Teach Plus
 - How do these pathways truly prepare students to be college and career ready?
 - Important to encourage a standard of success, believe the more important skill to instill is the ability to problem solve when faced with a challenge
 - Committee re-examine the testing requirements to ensure they provide achievable standards for students of varied abilities
 - Concerned that many of the post-secondary ready competencies are aligned with higher level students in mind
 - Ensure these are meaningful and achievable

- **John Delgato** – US Dept. of Labor, Office of Apprenticeship
 - Concerned about the post-secondary readiness competencies – make sure they can work together to appropriately register apprenticeships and go through federal regulations

- **Irma Larnadel** – Parent advocate
 - Important our children of low income and disadvantaged are included and have a very vocal voice in what is going to happen to them in the future and our child of special needs
 - Pathways to education must address the needs of all our children, when they leave our institution we must make sure we can do everything for our children

- **Sherry Grate** – Superintendent of Westfield Washington Schools
 - Want to be prepared for any unintended consequences, 23% of Westfield Washington's 2017 class would not have graduated under the new proposal and the statewide implications would be even more dire. Areas of concern:
 - Ensuring our sub-groups are addressed appropriately

- The tracking and personnel requirements that would be necessary to implement
 - Teacher training and assessment
 - Suggestions
 - Create sub-groups in the three key areas
 - Slow down the decision making process
 - Running some potential scenarios
 - Being able to establish funding mechanisms
- **Mark Hill** - technology guy
 - Invite you to think about change and educating based on change
 - How do we help them think about the world they will be in

Recap

- Changes:
 - ASVAB: earn at least a minimum ASQT score to qualify for placement into one of the branches of the US Military
 - Apprenticeship – State and federal – or industry recognized apprenticeship
 - Additional items for consideration
 - Consider ways for CTE concentrator path to become a CTE completer path
 - Consider ways for schools to begin to implement these graduation pathways with the graduating class of 2019
 - Remove the language around change under footnote 3 and included new language regarding college readiness benchmarks
 - Change language on core content areas
 - Change language of after school employment to working outside of the school day