

## ▶ Today's Session Outline Shares

- Act 158 graduation pathways for graduation
- Programs to support adult learners for graduation
- Resources for career and work-based learning, adult education, and postsecondary career pathways



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## ▶ Background (Pa. Act 158 of 2018)

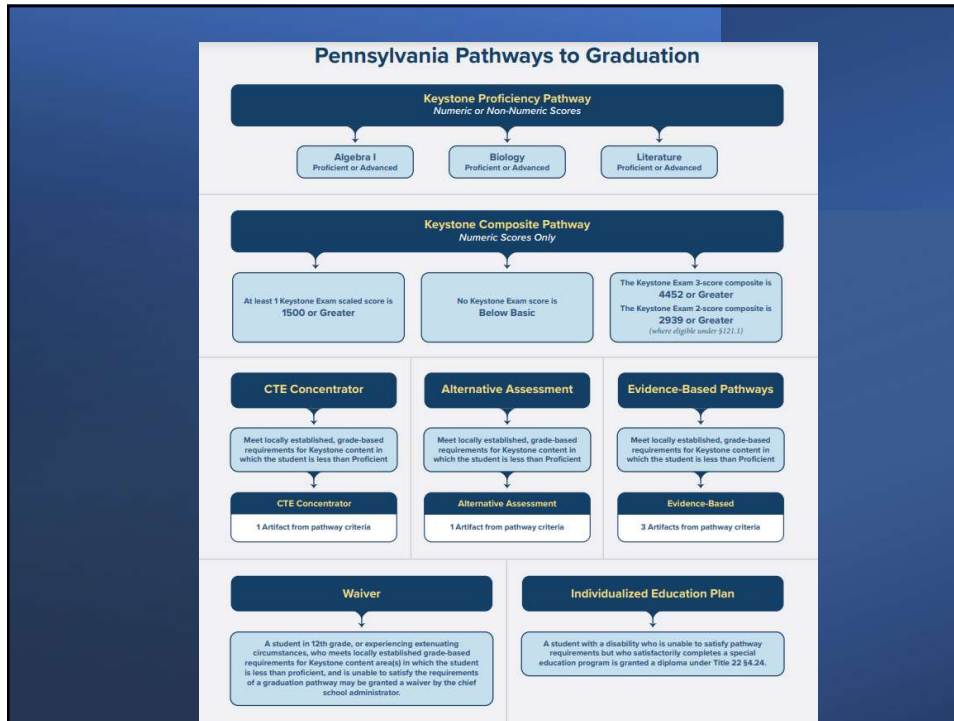
- Expands the options for students to demonstrate readiness for postsecondary success beyond solely proficiency on all 3 Keystone Exams.
- Statewide graduation requirement outlined in Act 6 takes effect for the ***graduating class of 2023***.



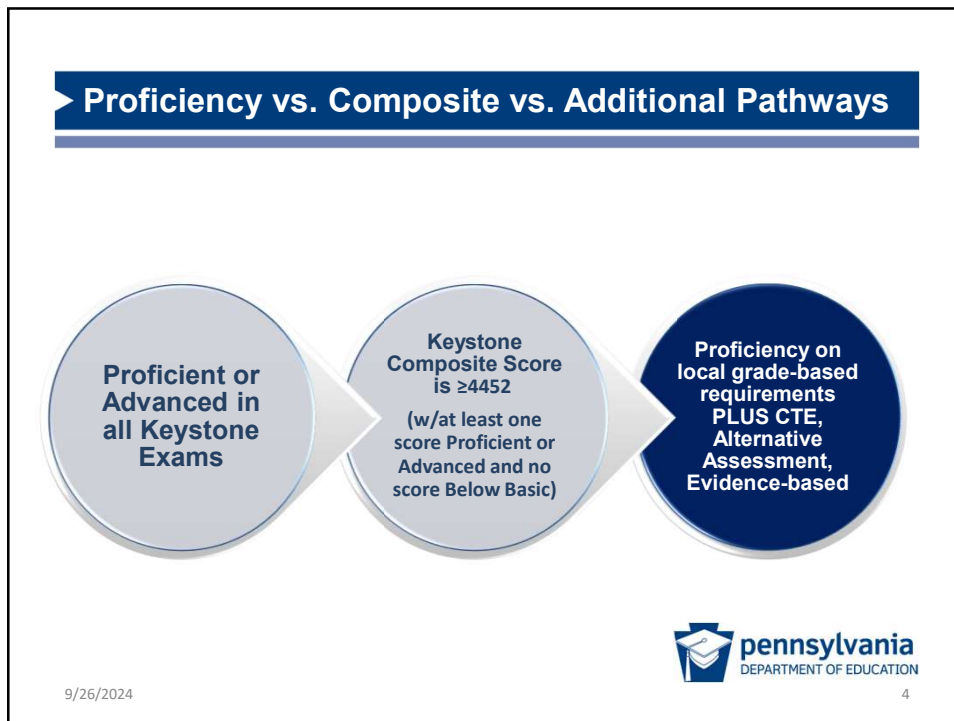
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## ▶ Keystone Proficiency Pathway

- Scoring proficient or advanced on each Keystone Exam:
  - Algebra I
  - Literature
  - Biology
- Minimum scaled score per assessment = 1500

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## ▶ Keystone Composite Pathway

- Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams
- Achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two exams
- Composite score = 4452

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## ▶ Career and Technical Education Pathway

Successful completion of locally established grade-based requirements for each Keystone Exam content area in which the student was less than proficient and **one** of the following:

- Attainment of an industry-based competency certification related to the CTE Concentrator's program of study
- Demonstration of a high likelihood of success on an approved industry-based competency assessment
- Readiness for continued meaningful engagement in the CTE Concentrator's program of study



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## ▶ Alternate Assessment Pathway

Successful completion of locally established grade-based requirements for each Keystone Exam content area in which the student was less than proficient and **one** of the following:

- Attainment of an established score on an approved alternative assessment:
  - Scholastic Aptitude Test (SAT/PSAT) and American College Testing (ACT) exam
  - ACT WorkKeys (National Career Readiness Certificate)
  - Advanced Placement and International Baccalaureate tests and coursework
  - Armed Services Vocational Aptitude Battery exam
- Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score
- Successful completion of a **pre-apprenticeship program**
- Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework



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## ▶ Alternate Assessment Pathway (cont.)

- SAT: 1010
- PSAT: 970
- ACT: 21
- ASVAB: 31 (minimum to qualify for placement into one of the branches of the US military)
- ACT WorkKeys: Gold Level (Per Act 158)
- AP: An established score of **3** or higher on an approved AP course *in an academic content area associated with each Keystone Exam* on which the student did not achieve at least a proficient score
- IB: An established grade of **4** or higher on an approved IB course *in an academic content area associated with each Keystone Exam* on which the student did not achieve at least a proficient score



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## ▶ Evidence Based Pathway

Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency

**AND THREE PIECES OF EVIDENCE:**



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## Evidence Based Pathway (cont.)

*Minimally one of the following (two or all three permissible):*

- Attainment of an established score on an alternate assessment
- Acceptance to an other than 4-year accredited nonprofit institution of higher education
- Attainment of an **industry recognized credential**
- Successful completion of a concurrent enrollment or postsecondary course

**AND/OR**



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## Optional Supplemental Evidence

*Up to two of the following:*

- **Service Learning Project** completion
- Proficient or Advanced on a Keystone Exam
- **Letter guaranteeing full-time employment**
- **Internship, Externship,** or Cooperative Education Program
- Compliance with NCAA's core courses for college-bound student athletes



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## Approved Assessment Scores

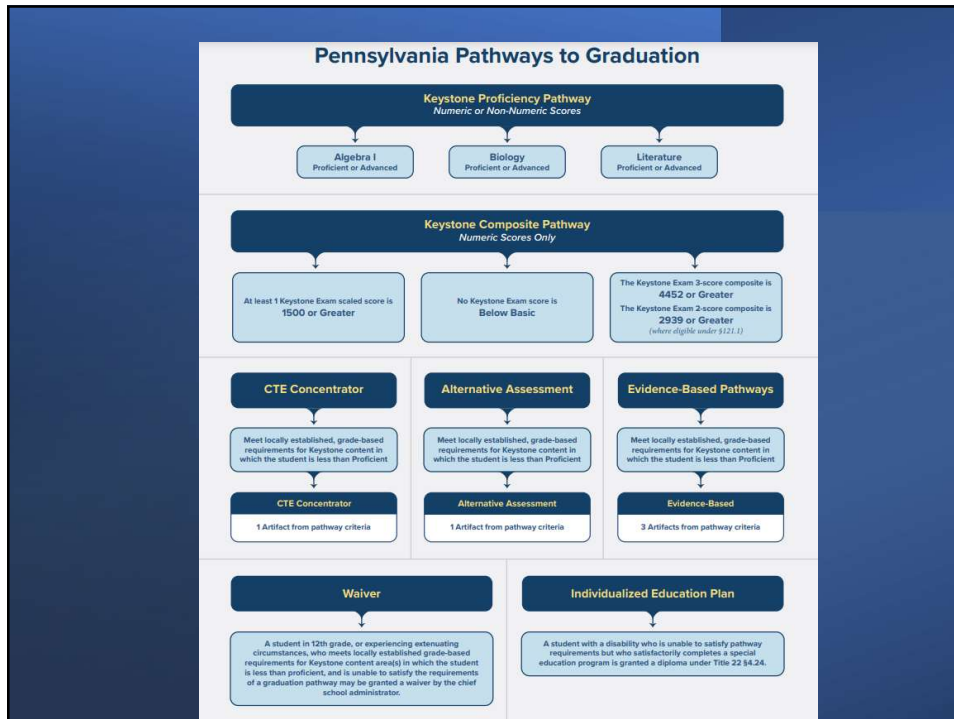
- ACT WorkKeys: Silver Level or higher
- SAT Subject Test: 630
- Advanced Placement: 3 or higher
- International Baccalaureate: 3 or higher



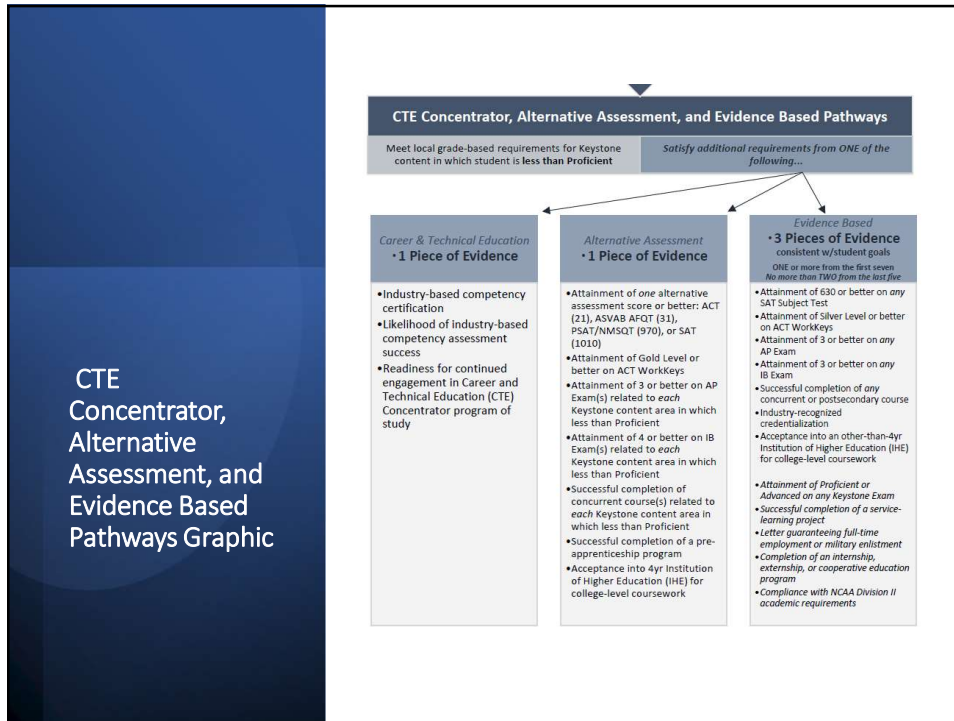
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**Industry Based Learning – Industry Credentials**

[Industry-Recognized Credentials](#) For Career And Technical Education Programs Resource Guide provides an annual listing of credentials.

To identify and report industry credentials for **non-CTE students**, use the guidance on the Career Ready PA webpage.

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## ▶ Industry Credential - Definition

**Industry-Recognized Credential** – A portable, industry-recognized credential validating that a student successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks. The tasks and assessment must connect to workforce demands.



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## ▶ Industry Credentials - Reporting

**For CTE students, reporting requirements have not changed.**

**For non-CTE students, the industry credential should:**

- Align to student's career plan or interest and/or academic program of studies
- Align to one of the 16 Career Cluster Codes
- Align to Workforce Demand

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## Career Ready PA Landing Page - PDE

### Career Ready PA

Pennsylvania's economic future depends on having a well-educated and skilled workforce that is prepared to meet the current and projected demands of a global, knowledge-based 21st century economy. Learners across the state will be prepared for meaningful engagement in postsecondary education, in workforce training, in career pathways, and as responsible, involved citizens.

[Site](#)

Future Ready PA Index

Career Readiness Resources

Career Education and Work Standards

PA Workforce Resources

Career Ready PA Coalition

Teacher in the Workplace

Career Ready Skills

[Act 76 of 2019](#)

[Apprenticeship Programs](#)

[Career and Technical Education](#)

[Career Readiness FAQs](#)

[Career Readiness Guidance \(PDF\)](#)

[Career Ready Connections Winter 2021 Newsletter](#)

[Career Ready Decision Map](#)

[Creating a Career Ready PA \(PDF\)](#)

[Economic Education and Financial Literacy](#)

[Education Commission of the States Connection: Education and Work Toolkit](#)

[Guidance for Identifying and Recognizing Industry-Based Learning Credentials for Non-CTE Students \(Word\)](#)

[Industry-Based Learning Indicator](#)

[Industry-Recognized Credentials](#)

[K-12 School Guidance Plan \(K-12\) \(Word\)](#)

[PAsmart](#)

[Research](#)

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## ▶ Act 158 Pathways Toolkit (SAS)

pdesas.org/Frameworks/DCEToolkit/Act158PathwaysToGraduationToolkit
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- ▶ PATHWAY GUIDANCE: KEYSTONE PROFICIENCY, KEYSTONE COMPOSITE
- ▶ PATHWAY GUIDANCE: CTE CONCENTRATOR, ALTERNATIVE ASSESSMENT, EVIDENCE-BASED
- ▶ CAREER AND TECHNICAL EDUCATION (CTE) CONCENTRATOR PATHWAY
- ▶ ALTERNATIVE ASSESSMENT PATHWAY
- ▶ EVIDENCE-BASED PATHWAY
- ▶ RESOURCES
- ▶ APPENDICES

▶ ATTAINMENT OF AN ESTABLISHED SCORE ON AN APPROVED ALTERNATIVE ASSESSMENT

▶ ATTAINMENT OF AN ESTABLISHED SCORE ON AN ADVANCED PLACEMENT PROGRAM EXAM IN AN ACADEMIC CONTENT AREA ASSOCIATED WITH EACH KEYSTONE EXAM ON WHICH THE STUDENT DID NOT ACHIEVE AT LEAST A PROFICIENT SCORE

▶ ATTAINMENT OF AN ESTABLISHED SCORE ON AN INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM EXAM IN AN ACADEMIC CONTENT AREA ASSOCIATED WITH EACH KEYSTONE EXAM ON WHICH THE STUDENT DID NOT ACHIEVE AT LEAST A PROFICIENT SCORE

▶ SUCCESSFUL COMPLETION OF A CONCURRENT ENROLLMENT COURSE IN AN ACADEMIC CONTENT AREA ASSOCIATED WITH EACH KEYSTONE EXAM IN WHICH THE STUDENT DID NOT ACHIEVE AT LEAST A PROFICIENT SCORE

▶ SUCCESSFUL COMPLETION OF A PRE-APPRENTICESHIP PROGRAM

The student must earn a passing grade in one LEA-approved, PA Labor & Industry and/or US Department of Labor registered pre-apprenticeship program or (aligned to an existing registered apprenticeship) to meet state high school graduation requirements regardless of the number of Keystone Exams in which the student does not have a numeric or non-numeric score of Proficient or Advanced.

For example, a student who only scored Proficient in only the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Meet local grade-based requirements for both Algebra 1 and Biology, and
2. Show evidence of successful completion of a PA Labor & Industry and/or US Department of Labor registered pre-apprenticeship program.

▶ ACCEPTANCE TO AN ACCREDITED FOUR-YEAR NONPROFIT INSTITUTION OF HIGHER EDUCATION AND EVIDENCE OF THE ABILITY TO ENROLL IN COLLEGE-LEVEL, CREDIT-BEARING COURSEWORK

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## ▶ Work-Based Learning Toolkit (SAS)

The screenshot shows the SAS website interface. At the top, there are navigation tabs: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe & Supportive Schools. A search bar is present. The main content area is titled 'EVIDENCE-BASED PATHWAYS' and lists several options with blue arrows pointing right. The option 'ATTAINMENT OF AN INDUSTRY-RECOGNIZED CREDENTIAL' is highlighted with a yellow background. Below this option, there is a small text box explaining that the student must earn an industry credential aligned with their goals and career plans, identified in PDE guidance documents for students in Career & Technical Education Programs or in non-CTE programs. At the bottom right, there is a logo for the Pennsylvania Department of Education and the date 9/26/2024.

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## ▶ Work-Based Learning Toolkit (SAS)

The screenshot shows the SAS website interface. At the top, there are navigation tabs: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe & Supportive Schools. A search bar is present. The main content area is titled 'Work-Based Learning Toolkit' and lists several options with blue arrows pointing right. The option 'Internship' is highlighted with a dashed border. To the right of the list, there is a text box explaining that internships are career preparation work-based learning experiences in a particular occupational area that assist the student in developing technical competencies while they earn school credit. It is a short-term practical experience, giving the student a broad overview of the career area, and is supervised by an employer and a teacher. These experiences are especially useful when they supplement the technical competencies that the school can deliver by providing access to tools, equipment, facilities, and expertise that generally are not available at the school. The work experience is evaluated by the teachers and employers, with input from the student. Below this text, there is another text box explaining that internships differ from cooperative education in Pennsylvania in that a cooperative education program is integrated into a Career and Technical Program of Study with the development of specific technical skills linked to task lists as the goal, offers employability skills training to the student as part of the school-based program, works under a training plan and agreement, and is supervised by a certified Cooperative Education Supervisor. Students receive wages and school credit for cooperative education experiences (PA Department of Education, 2014, pp. 64-65). At the bottom right, there is a logo for the Pennsylvania Department of Education and the date 9/26/2024.

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## ▶ Work-Based Learning Toolkit (SAS)

Safe & Supportive Schools ▼

If the required **three** pieces of evidence are not met through criteria listed in Section One, the student may satisfy up to **two** of the criteria listed in Section Two. Similar to Section One, the student may satisfy select criteria more than once, i.e.:

- Attainment of Proficient or Advanced on more than one Keystone Exam (each in a different content area)
- Successful completion of more than one approved service-learning project
- Successful completion of more than one internship, externship, or cooperative education program

Note: Each of the following may be satisfied only once:

- Satisfactory compliance with NCAA requirements and minimum GPA
- Guarantee of full-time employment

▶ ATTAINMENT OF A SCORE OF PROFICIENT OR ADVANCED ON A KEYSTONE EXAM


Satisfactory Completion of an Approved Service-Learning Project

The student must successfully complete a service-learning project of sufficient duration and intensity to address identified community needs and meet specified project learning goal(s). While LEAs may use discretion, a minimum of 10 hours is recommended.

A written project must be submitted to the school official for pre-approval and must include a project description, learning goal(s), timeline, number of service hours, the project's contribution to the community, and the sponsoring organization. The project must be supervised and assessed by an adult with successful completion verified in writing by the adult supervisor. An optional Service-Learning Project Application (Sample Form) is provided in the Implementation Tools section of this Toolkit.

Note: The adult that both the service provider and the school identify as the child's supervisor and the person responsible for the child's welfare while the child participates in the program is required to obtain Clearance/Background Check certifications, not necessarily all employees/volunteers with which student will interact. The adult identified as the person responsible for the child's welfare is required to be in the immediate vicinity at regular intervals with the child during the program. LEAs may enter into written understandings with hosting entities to identify the supervisor and establish the terms of the supervision of the students in the program.

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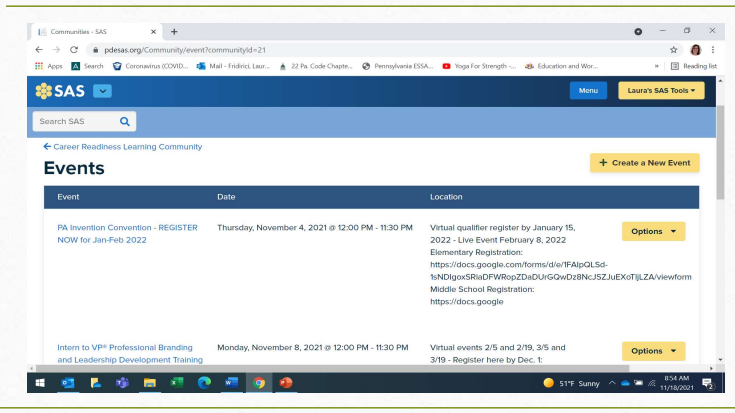
## ▶ Industry-Based Learning – Work-Based Learning Activities

Work-based learning provides an opportunity for students to reinforce their classroom learning, explore future career fields, and demonstrates their skills in a real-world setting. The follow activities qualify for the Indicator in Appendix A with specific requirements.

- Job Shadowing
- Internships/Practicums (paid or unpaid)
- Cooperative Education Programs
- Career Mentoring
- Apprenticeship (paid)
- Community-Based Work Programs (students with IEPs)
- Service Learning (unpaid)

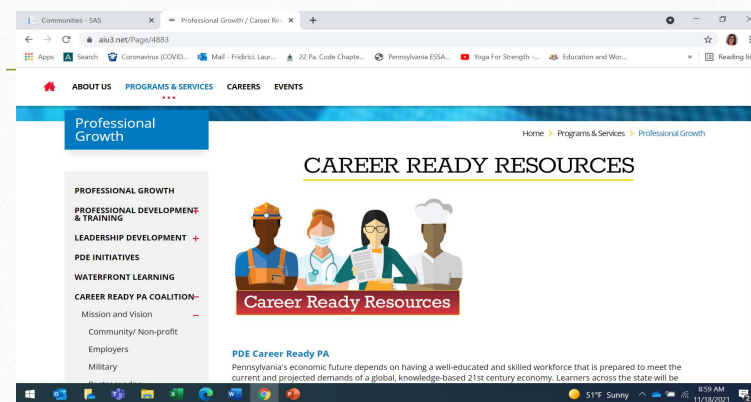
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## Career Readiness Community – SAS Events



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## Career Ready PA Coalition Webpage (AIU3)



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## Web Resources

**Career Ready PA PDE website:**

<https://www.education.pa.gov/K-12/CareerReadyPA/Pages/default.aspx>

**Act 158 Toolkit (SAS):**

[Act 158: Pathways to Graduation Toolkit - SAS \(pdesas.org\)](#)

**Career Ready PA Coalition:**

[Professional Growth / Career Ready PA Coalition \(aiu3.net\)](#)

**SAS Career Readiness Community:**

[SAS - Pennsylvania Department of Education Standards Aligned System - SAS \(pdesas.org\)](#)



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## Resources

- RA Account
  - [RA-EDGRADREQUIREMENT@pa.gov](mailto:RA-EDGRADREQUIREMENT@pa.gov)
- FAQs
- [Act 158: Pathways to Graduation Toolkit - SAS \(pdesas.org\)](#)



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## Contact/Mission

For more information on the Act 158, please visit  
PDE's [website](#).

*The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.*



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