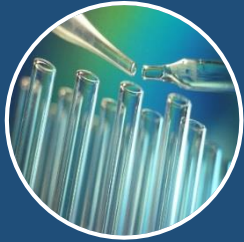




Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce



Indiana Career Council

June 2014

Align, Engage, Advance: A Strategic Plan for Transforming Indiana's Workforce

Executive Summary

Indiana has always been a “State that Works;” Hoosiers know the meaning of honest and hard work. As recently as a generation ago, Hoosiers were enjoying long, successful careers with only their high school diploma or, in some cases, less formal education. Deep ties to the large and prosperous manufacturing and agriculture sectors meant Hoosiers could access jobs that provided comfortable wages and family stability without advanced skills and training. But, things have changed.

Careers today require hard work, of course, but they also require advanced knowledge and technical skills. It is critical that Hoosiers have the skills needed by business and industry, not only to spur economic growth within Indiana, but also because education and skill development have become necessary to rebuilding Indiana's middle class. Hoosiers who advance their skill levels advance their incomes, thus positioning themselves and their families for meaningful, fulfilling lives.

However, Indiana is not adequately positioned to respond to the demand for high-skilled talent and risks falling even further behind. As a state, we rank in the lowest levels nationally for educational attainment and income levels.

Over the next decade, estimates suggest that more than 60 percent of jobs in Indiana will require some form of postsecondary education beyond high school. However, today, only 34 percent of Indiana's workers have the equivalent of a two year post-secondary degree or more.*

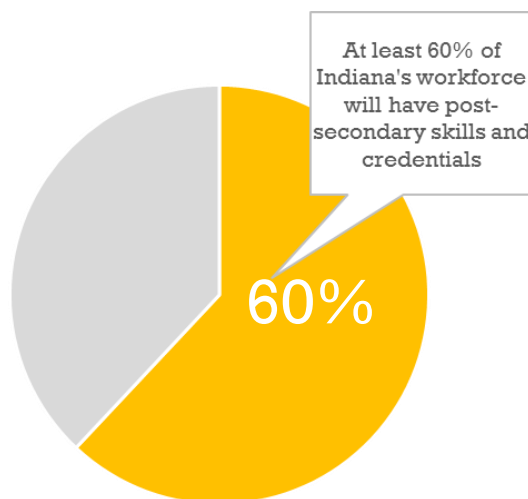
The VISION

Every Indiana business will find the educated and skilled workforce necessary to compete successfully in the global economy

Every Indiana citizen will have access to the information, education and skills required for career success.

The GOAL

All Hoosiers will have the opportunity to access career pathways aligned to their interests, skills and personal employment goals. At least 60 percent of Indiana's workforce will have the postsecondary knowledge, skills, and credentials demanded within Indiana's economy by 2025.



**Note: Currently available data do not include quality workforce credentials in estimates of post-secondary attainment. Future estimates are expected to include these credentials.*

If current growth projections hold, this will increase to only 41 percent by 2025. Therefore, within the next decade Indiana will face a shortage of 675,000 workers with post-secondary credentials or degrees, unless urgent action is taken.

We must not only increase educational attainment, but we must tackle the issue with a fervent sense of urgency. Because Indiana's economy and the well-being of our citizens increasingly depend on the skills and talent gained through high quality education, success ultimately hinges on the value Hoosiers place on education. The importance of a good education must become ingrained in our culture. Our Hoosier culture must also recognize that education and skills are not static. Learning must be dynamic and continuous throughout an individual's career. As business and industry evolves, so must the skills that are required by their workers. Individuals must keep pace with these changes throughout their careers and we must offer dynamic options for continually developing and enhancing these skills.

Pillars for Transformation

PILLAR 1: SYSTEM ALIGNMENT

Analysis by the Career Council has found that over \$650 million in public funding is allocated annually to education, training, and career development in Indiana.¹ Greater focus must be given to a true systems approach which aligns these resources to maximize their impact and fundamentally transform the ways in which workers and students engage with, and are served by, the career development system.

Objective 1: Provide a seamless system of partners that provides worker-centric and student-centric services

PILLAR 2: WORKER- AND STUDENT-CENTRIC SERVICES

The Indiana Career Council aims to provide a client-centric approach to services throughout Indiana in which system partners and programs coordinate in a way that each individual student or client has a pathway to improving his or her education, knowledge, and skills and entering into a fulfilling and rewarding career, with partner and program resources designed to complement the individual's pathway.

Objective 2: Link career pathways to Indiana high wage, high demand careers for students and workers across the K-12, postsecondary and adult systems

Objective 3: Increase the number of students and adults who attain post-secondary skill certifications and degrees

Objective 4: Elevate the importance of work-and-learn models

PILLAR 3: DEMAND-DRIVEN PROGRAMS AND INVESTMENTS

The Council believes that investments and resources made available through public funding should be closely aligned with the primary sectors in Indiana's economy that provide the greatest number of career opportunities *and* provide the opportunity for high earnings potential.

Objective 5: Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana's regional economies

¹ Indiana Career Council, 2013. "Career Council Asset Map."



ACKNOWLEDGEMENTS

With unanimous support in the Indiana General Assembly, the Indiana Career Council was established by I.C. 22-4.5-9 to align and coordinate the activities conducted by Indiana's education, job skills development, and career training system and to ensure that education and training provided by the system meets the existing and future needs of the state's employers.

After the Indiana Career Council was formed, efforts began in earnest to not only fulfill the legislative mandate to submit a strategic plan but to do so in a way that fully engaged key constituencies among those working in state government, in partner organizations, and, importantly, engaging employers and private sector organizations. In a relatively short period, scores of individuals representing their organizations or companies worked together in a structured process to consider Indiana's need for a talented and educated workforce and to develop goals and strategies to ensure Hoosiers have access to education and employers have access to the talent they need to grow their businesses in our state.

The Indiana Career Council defines five strategic imperatives as a framework for the strategic planning process. These imperatives were developed in alignment with the required contents of the strategic plan, as established within I.C. 22-4.5-9. The strategic imperatives include the following:

Strategic Imperative 1:

Ensure the State of Indiana maintains a cohesive, demand-driven education, job skills development, and career training system that focuses on developing and delivering client-centered career pathways

Strategic Imperative 2:

Increase the skill and education levels of Indiana's workforce in order to meet the needs of the state's employer community

Strategic Imperative 3:

Increase the alignment between education and training provided through the use of public funds and high-paying occupations and careers that are projected for growth

Strategic Imperative 4:

Make Indiana a leader in employment opportunities related to the fields of science, technology, engineering, and math (STEM)

Strategic Imperative 5:

Address the shortage of employment opportunities for individuals with a bachelor's degree or greater educational attainment



Indiana Career Council

Governor Mike Pence
State of Indiana (*Chair*)

Gary Hobbs
Representative - Business Community

Teresa Lubbers, Commissioner
Indiana Commission for Higher Education

Neil Pickett
Representative - Life Sciences Industry

Scott Sanders, Commissioner
Indiana Department of Workforce Development

Tom Snyder, President
Ivy Tech Community College of Indiana

Lieutenant Governor Sue Ellspermann
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Representative - Manufacturing Industry

Debra Minott, Secretary
Indiana Family Social Services
Administration

Superintendent Glenda Ritz
Superintendent of Public Instruction,
State of Indiana

Victor Smith, Secretary of Commerce
Indiana Economic Development
Corporation

Dan Waldrop
Representative - Organized Labor

Advisory Members

Representative Steve Braun
Indiana House of Representatives

J.R. Gaylor
Associated Builders and Contractors

Pat Kiely
Indiana Manufacturers Association

Senator Jim Smith
Indiana Senate

Kevin Brinegar
Indiana Chamber of Commerce

Representative Christina Hale
Indiana House of Representatives

Senator Frank Mrvan
Indiana Senate

ALIGN, ENGAGE, ADVANCE

A Strategic Plan to Transform Indiana's Workforce

Indiana has always been a “State that Works;” Hoosiers know the meaning of honest and hard work. As recently as a generation ago, Hoosiers were enjoying long, successful careers with only their high school diploma or, in some cases, less formal education. Deep ties to the large and prosperous manufacturing and agriculture sectors meant Hoosiers could access jobs which provided comfortable wages and family stability without advanced skills and training. But, things have changed.

The economy has changed . . .

Agriculture and manufacturing are still vital parts of the Indiana economy, but these sectors, as well as life sciences, information technology and other sources of new growth, now require more highly skilled and knowledgeable workers.

The jobs have changed . . . It will be increasingly difficult for workers without the appropriate skills and training to find good-paying jobs to support their families and communities. This means students and workers need different and higher-level skills, but not necessarily a four-year degree.

The workforce has changed . . . The shift to jobs that require both knowledge and the ability to perform, coupled with serious concerns about the affordability of higher education, suggests more workers are “working learners.”² This means both business and education must make changes in the way we prepare and support Hoosiers to achieve success in the workplace.



In America,
there are 110
million
working
learners.

Careers today require hard work, of course, but they also require advanced knowledge and technical skills. It is critical that Hoosiers have the skills needed by business and industry, not only to spur economic growth within Indiana, but also because education and skill development have become necessary to rebuilding Indiana's middle class. Hoosiers who advance their skill levels advance their incomes, thus positioning themselves and their families for meaningful, fulfilling lives. As educational attainment increases, an individual's chances of becoming unemployed decreases *and* his/her average earnings increase significantly.

² ACT, Inc.

THE GOAL

VISION

Every Indiana business will find the educated and skilled workforce necessary to compete successfully in the global economy.

Every Indiana citizen will have access to the information, education and skills required for career success.

GOAL

All Hoosiers will have the opportunity to access career pathways aligned to their interests, skills and personal employment goals. At least 60 percent of Indiana's workforce will have the postsecondary knowledge, skills, and credentials demanded within Indiana's economy by 2025.

COMMITMENTS TO CHANGE

- 1 Instill a culture of learning among all Hoosiers
- 2 Adapt education and training programs to changing employment conditions and industry demands
- 3 Align government policies and incentives to recognize that business is fundamentally reconstructing its relationship with the learning world
- 4 Build on ways the learning and working worlds are collaborating to achieve positive results for workers and businesses
- 5 Change the perception of working and learning from separate to concurrent processes

The Career Council seeks endorsement from the Indiana General Assembly of the 60 percent goal, which has been adopted by the Indiana Career Council, the Indiana Commission for Higher Education, and the Indiana Chamber of Commerce. Further, the Council commits to facilitate the adoption of the goal among all agencies, institutions, organizations, and employers that are stakeholders in the education, job skills development, and career training system.

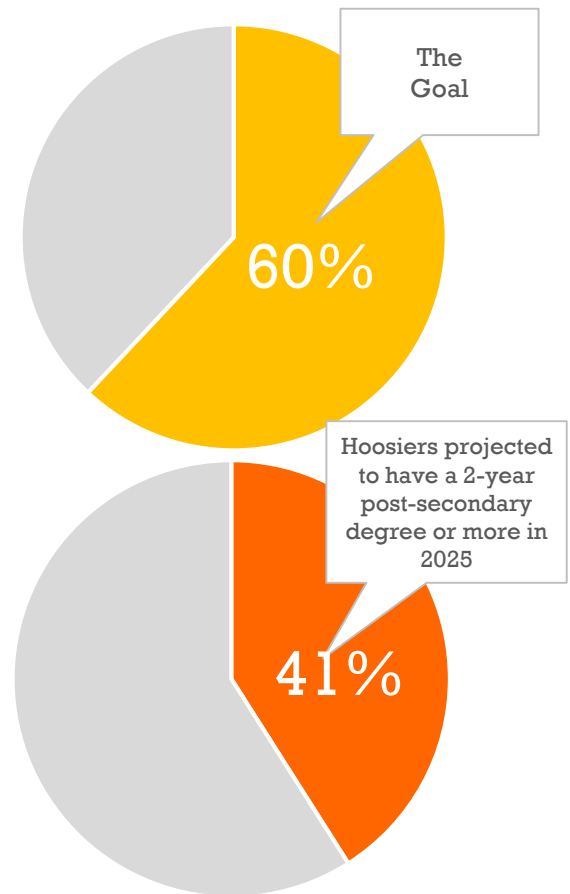
60 percent

of Indiana's workforce will have the postsecondary knowledge, skills, and credentials demanded within Indiana's economy by 2025

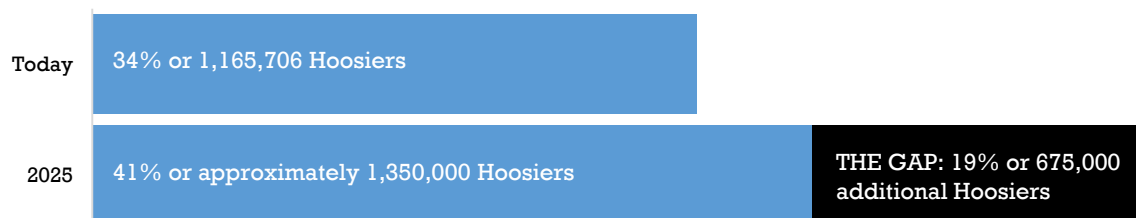
The (BIG) Gap

Indiana is not adequately positioned to respond to the demand for high-skilled talent and risks falling even further behind. As a state, we rank in the lowest levels nationally for educational attainment and income levels. Over the next decade, estimates suggest that more than 60 percent of jobs in Indiana will require some form of post-secondary education beyond high school. However, today, only 34 percent of Indiana's workers have the equivalent of a two year post-secondary degree or more.³

And if current growth projections hold, this will increase to only 41 percent by 2025. In essence, these data indicate that Indiana will face a potential shortage of 675,000 workers with some form of post-secondary credentials or degrees unless urgent action is taken.



Hoosier workforce with a post-secondary credential or above...



Of the 675,000 additional workers who will need credentials or degrees...

7.5% to 18% (50,600-126,500) will need pre-baccalaureate certifications/certificates

56% to 67.5% (379,500 – 455,400) will need associate degrees

Up to 25% (169,000 additional degrees) will need bachelors' degrees or above

**Based on calculations by the Indiana Career Council*

³ Note: Currently available data do not include quality workforce credentials in estimates of postsecondary educational attainment. Future estimates are expected to include these credentials.

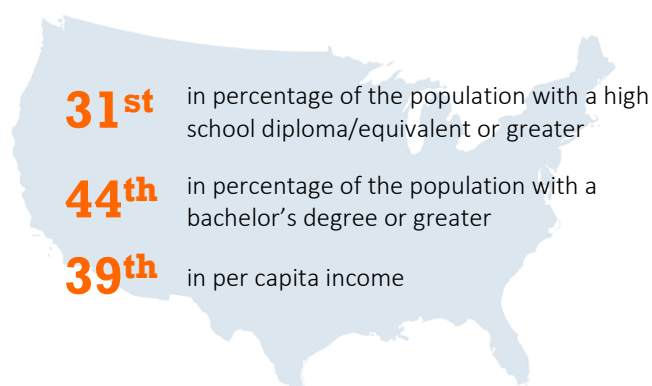


These numbers are significant on their own, but when coupled with current completion rates at Indiana's higher education institutions, the gap becomes staggering. While the Career Council recognizes that there are unique challenges among the populations that traditionally attend the State's two-year public colleges, only 5.1

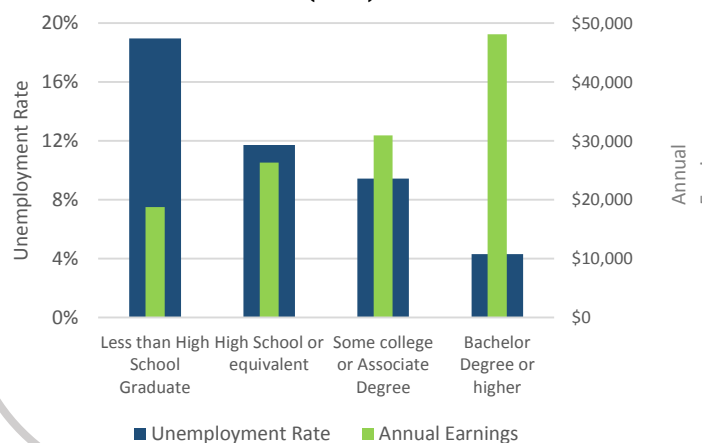
percent of their full-time students graduate within two years, 16.4 percent complete within four years, and 20.3 percent complete within six years. At the state's public four-year institutions, 29.5 percent of full-time students complete within four years and 52.5 percent complete within six years.⁴

THE NEED TO ACT NOW...BY THE NUMBERS

In the nation, Indiana ranks...



Unemployment Rate and Annual Earnings by Education (2012)



And, our systems are failing many Hoosiers...

At Indiana's public colleges, completion rates of full-time students are concerning:

Public Two-Year Colleges

Complete within two years.....**5.1%**

African American students.....**1.2%**

Hispanic students.....**3.6%**

Complete within four years.....**16.4%**

Complete within six years.....**20.3%**

African American students.....**14.2%**

Hispanic students.....**25.9%**

Public Four-Year Colleges

Complete within four years.....**29.5%**

African American students.....**10.8%**

Hispanic students.....**19.1%**

Complete within six years.....**52.5%**

Sources: US Census Bureau, 2012 American Community Survey; US Bureau of Economic Analysis, 2013; Indiana Commission for Higher Education; Indiana Department of Workforce Development

⁴ Indiana Commission for Higher Education, 2014. "Indiana College Completion Reports: Data At-a-Glance."

Compounding the challenge, we also know that many Hoosiers who are needed to fill the gap will be non-traditional, adult students. According to the National Skills Coalition, **65 percent of the Hoosiers who will comprise Indiana’s workforce of 2025 were already working adults in 2010.**⁵

Therefore, it is imperative that the Career Council focus not only on preparing the emerging workforce in today’s schools, but also increasing the skills and credentials of these adults, while taking into account the unique challenges and situations they face.

The data make it clear that Indiana has significant work to do to increase educational attainment among Hoosiers. Furthermore, employers cite a current and ongoing skills gap between their open positions and the available candidates. In a review of existing literature commissioned by the Indiana Career Council, the Indiana Business Research Center found that while many employers find it challenging to fill positions with qualified candidates, it is especially true in the rapidly growing technical fields.⁶ These businesses need workers now – not two, four or six years from now.

So, not only must we increase educational attainment, but we must tackle the issue with a fervent sense of urgency. We need to move more young people successfully through the traditional systems, and to engage more adults in post-secondary skill development.

⁵ National Skills Coalition, 2013. “Indiana’s Forgotten Middle-Skill Jobs: 2013.”

To meet its goal, Indiana needs:

- More traditional students enrolling in post-secondary education;
- More students completing post-secondary education on-time; and
- More adult workers returning for post-secondary education.

CALLING ALL HOOSIERS

Because Indiana’s economy and the well-being of our citizens increasingly depend on the skills and talent gained through high quality education, success ultimately hinges on the value Hoosiers place on education. The importance of a good education must become ingrained in our culture. Our elected officials, state agencies, educational institutions, and partner organizations must all do their part to deliver the consistent message to students, parents, and adult workers that in order to succeed in all sectors of the knowledge economy, education and skills beyond high school will be required.

⁶ Indiana Business Research Center, 2013. “The Skills Gap Issue: Insights from the Literature.”



Our Hoosier culture must also recognize that education and skills are not static. Learning must be dynamic and continuous throughout an individual's career. As business and industry evolves, so do the skills that are required by their workers. Individuals must keep pace with these changes throughout their careers and we must offer dynamic options for continually developing and enhancing these skills.

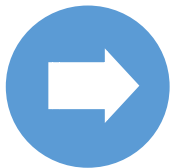
In order to truly transform Indiana's culture around education, our business community must be more engaged than ever. As the "voice of demand," they must help drive the conversation about skill needs, emerging trends, and preparing for future careers. They must also be active partners in providing opportunities for skill development. Working and learning must go hand-in-hand, both in our companies and in our classrooms.

PILLARS OF TRANSFORMATION

In order to make its vision a reality and achieve its goal by 2025, the Indiana Career Council has developed guiding principles for its work and has identified three essential pillars for transforming Indiana's workforce.

GUIDING PRINCIPLES

- 1 Talent development and innovation create and attract jobs and help ensure global competitiveness.
- 2 Demand drives supply. The knowledge, skills, and abilities required by employers must shape our education and job training programs.
- 3 There are foundational personal skills, people skills, applied knowledge, and workplace skills common to, and required by, occupations in all economic sectors; Indiana's education system must teach those skills.
- 4 Educational pathways from secondary through postsecondary education must provide "on" and "off" ramps that allow any young person or adult to enter and exit a program of study with a credential that represents mastery of skills and competencies tied directly to career pathways.
- 5 Career and technical education pathways to jobs and careers requiring less than a four-year degree are fully supported.
- 6 Information on careers and education is transparent so students and workers can make informed choices on educational and career pathways.
- 7 Work-and-learn opportunities are fully integrated into educational pathways as early as K-12 and throughout post-secondary education and workforce.



PILLAR 1: SYSTEM ALIGNMENT

An important element in this plan is identifying objectives and strategies to knit together what have often been disparate and divided systems focused on internal programs and processes. This strategic plan identifies ways to share information, align missions, and integrate strategies along the entire career development continuum. In doing so, Indiana's key education, social, and workforce agencies will operate as a seamless system that can efficiently utilize resources and provide clear information and creative services to In Fall 2013, the Career Council developed an asset map of the agencies and programs offering education, training, and career development resources in the state. The asset map



identified 30 programs/funding streams overseen by five state agencies. These resources collectively represent over \$650 million in public funding allocated annually to education, training, and career development in Indiana.⁷

Greater focus must be given to a true systems approach which aligns these resources to maximize their impact and fundamentally transform the ways in which workers and students engage with, and are served by, the system. Within such an approach, agencies and organizations work together, integrating resources and services, sharing goals, strategies, and successes, and ensuring that students and workers are provided with opportunities to improve their education, knowledge, and skill levels.



PILLAR 2: WORKER- AND STUDENT-CENTRIC SERVICES

Leadership at all levels within the State's education, job skills development, and career training system must ensure that the talent development system focuses on the individual student's or worker's aspirations and needs and provides all students and workers with access to pathways for improving employment prospects. In many cases throughout the existing system, activities and services provided to students and workers are *program*-focused, with the specific program being placed at the center of service delivery. In such a model, greater focus is given to meeting program requirements and less attention is paid to truly serving the individual student or worker. This has left the workers or students navigating a complex web of program requirements, often having to visit multiple program locations, multiple times, and providing the same information at each stop in order to receive the services needed. This paradigm must shift dramatically towards ensuring that system partners and program requirements are aligned with the worker or student at the center of service delivery. In this *client-centered* approach, system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, and skills and entering into a fulfilling and rewarding career, with partner and program resources designed to complement the individual's pathway.

PILLAR 3: DEMAND-DRIVEN PROGRAMS AND INVESTMENTS



The Council believes that investments and resources made available through public funding should be closely aligned with the primary sectors in Indiana's economy that provide the greatest number of career opportunities *and* provide the opportunity for high earnings. Further, partners within Indiana's education, job skills development, and career training system must enhance their ability to engage meaningfully with employers within these sectors, and ensure that programming addresses the

⁷ Indiana Career Council, 2013. "Career Council Asset Map."



emerging and existing education, knowledge, and skill needs of these sectors. Concurrently, the State and its partners need to ensure that there are effective and meaningful forums for employers in these sectors to collaborate with each other and to work with the system's partners.

Commitment to Continuous Improvement

This strategic plan will be a dynamic document; the Career Council is firmly committed to continuously evaluating and improving the contents of the plan and will embed the following practices and actions of all Career Council meetings and activities:

- Hold one another accountable for organizational support of objectives and strategies within the Strategic Plan
- Regular review of fulfillment of duties and authorities provided to the Council
- Regular review of economic landscape, changing federal laws and regulation, and emerging best practices within education, job skills development, and career training
- Review success along performance indicators and system dashboard, as described in Strategy 1.2
- Regular engagement and feedback from system partners and stakeholders
- Amend and update the strategic plan as appropriate

The following pages detail specific objectives and strategies that are aligned with each of three pillars. Additionally, for each of the objectives included, the Career Council has established a series of indicators of success which the Council will utilize to gauge the impacts of the proposed strategies.

As is explained in the Next Steps section of this document, the Career Council intends to begin work immediately on establishing appropriate baseline performance numbers, and is committed to establishing specific performance targets for each indicator by January 1, 2015.

SYSTEM ALIGNMENT

Objective 1: Provide a seamless system of partners that provides worker-centric and student-centric services

Partners within the talent development system are working with limited resources as well as limited information about the services being provided by one another. Agencies have similar goals and complementary services, yet programs often operate in silos. In task force meetings, partner agencies uncovered opportunities to coordinate services in a more systemic way; stakeholders at the local level also suggested at the regional input sessions that the system should align around solutions, rather than funding streams and programs. A more seamless system of partners will offer a system that provides services based on the worker's or student's needs, leading toward better outcomes and more efficient use of resources.

Further, greater efficiencies must be found within the governance of Indiana's education, job skills development, and career training system. A number of boards, commissions, and councils at the state, regional, and local levels exist and are charged with duplicative, overlapping responsibilities and authorities. This often leads to a misunderstanding and miscommunication among partners that are engaged in the system as well as a lack of clear accountability for results. Streamlining these governance structures will increase the coordination and focus of all partners throughout the system.

Note: "Partners" include, at minimum, Department of Workforce Development, Family Social Services Administration (specifically TANF, SNAP, and VR), Ivy Tech Community College, Vincennes University, regional campuses of Indiana University and Purdue University, Commission for Higher Education (specifically 21st Century Scholars/Learn More), Department of Education (for all students, and specifically Career and Technical Education), WorkOne offices/local workforce investment boards, regional Works Councils, and the Indiana Economic Development Corporation.

Figure 1. The System Approach





Strategy 1.1

Streamline governance structures of the State's education, job skills development, and career training system

- Establish a Career Council taskforce to examine the structure of Indiana's workforce agencies, regions, and partner service areas to increase coordination, efficiency, effectiveness, and accountability among the myriad of partners that comprise Indiana's education, training, and career development system. Charge the taskforce with:
 - Evaluating the geographic structure of service delivery regions defined by state agencies and partners in the system, with an eye toward aligning the geographic boundaries and reducing the number of state-defined regions
 - Evaluating the current structure and organizational alignment of state agencies that provide or oversee programs and services categorized as job skills training and/or workforce development, identifying options for consolidating programs and services that would increase coordination, efficiency, effectiveness, and accountability
 - Evaluating the advantages and disadvantages of establishing the Indiana Career Council as the federally-defined state workforce investment board for the State of Indiana, as just one example of many towards creating a true systems approach
- Provide recommendations for changes and improvements in coordination to the Governor and General Assembly by October 1, 2014

Strategy 1.2

Ensure all partners in the Indiana's education, job skills training, and career development system share the common goal and mission of increasing the skill levels of Hoosiers and providing pathways to self-sufficient careers, and measure success utilizing the same performance metrics

- Direct partners to collect and report on high-level, common outcome performance metrics through a "system dashboard" to be reviewed regularly by the Career Council.
- Dashboard performance metrics will include, at minimum:
 - Percentage of individuals served who enter into quality workforce credential or post-secondary studies (associate degree, bachelor's degree, or greater)
 - Percentage of individuals/students who complete education/training and receive credential (High School Diploma/Equivalent, high-value credential or post-secondary certificate, associate degree, bachelor's degree)
 - Percentage of individuals/students who complete education "on time" (as defined by CHE)
 - Percentage of individuals/students who enter into employment and/or next level of education within six months of completion or program exit



- Percentage of individuals/students who enter into employment and/or next levels of education in a field related to their studies (does not include K-12 students)
 - Average annual earnings of individuals/students who enter into employment
 - Percentage of the adult workforce (25-64) who transition off of public assistance
- Direct the INK Governance Committee with ensuring that INK will effectively measure these *system* outcomes on both a short-term and longitudinal basis, with appropriate breakouts based upon demographic categories, education levels, and programs

Strategy 1.3

Increase connectivity and service integration among partner agencies within the talent development system

- Direct the Department of Workforce Development, the Commission for Higher Education, the Family and Social Services Administration, and Ivy Tech to establish inter-agency and inter-organizational policies that eliminate the duplication of services provided to clients of Indiana's talent development system. At minimum, these policies must provide for:
 - Cost-sharing among all partners that serve students and workers in the talent development system
 - Data-sharing among partners that serve the same clientele
 - Service integration among partners that removes organizational and programmatic silos, eliminates duplication of services, and provides a “no wrong door” approach for serving Indiana's students, workers, and businesses. Specific inter-agency service integration policies must be developed for:
 - Common intake or single points of entry for students and workers
 - Case management and career counseling
 - Business outreach/services coordination
 - Coordination of education and training resources
 - Implementation of performance-based funding for education, job skills training, and career development activities
- Inter-agency policies must be developed by January 1, 2015, and fully implemented by July 1, 2015



Indicators of Success:

Creation of common service delivery maps for system partners

Full implementation of inter-agency policies by July 1, 2015

Increased amount of funding dedicated within system to performance-based education and training

Improvements in outcomes included in system dashboard

WORKER- AND STUDENT-CENTRIC SERVICES

Objective 2: Link career pathways to Indiana high wage, high demand careers for students and workers across the K-12, post-secondary and adult systems

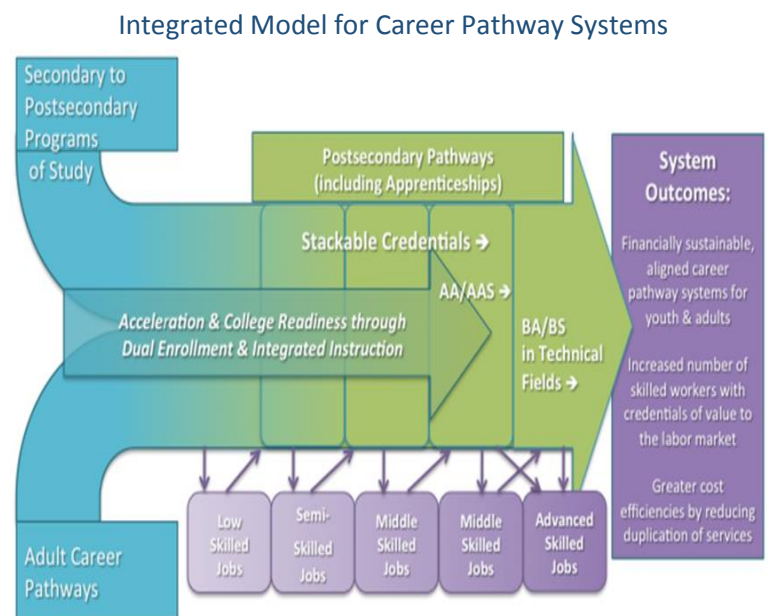
In order to increase the Hoosier workforce's education and skills in alignment with employer needs, students must have access to a continuum of development that provides opportunities to develop the foundational and career/technical skills needed for success and the information and counseling necessary to make informed education and career decisions. This continuum of development must include robust opportunities for students to learn about careers, career pathways, and the education and skills needed to be successful.

The Career Council believes that a greater understanding of connections between education and training and career opportunities will allow students to make informed decisions on entering pathways that reflect their interests and aptitudes and lead to rewarding career choices. The cascading effects of this enhanced connection include improving educational outcomes and a greater number of students following pathways that lead to meaningful employment.

Strategy 2.1

Improve the foundational and career/technical skills of Indiana's students and workforce

- Require school improvement plans to include college and career ready goals



Source: U.S. Department of Education, Office of Career, Technical, and Adult Education, Division of Academic and Technical Education

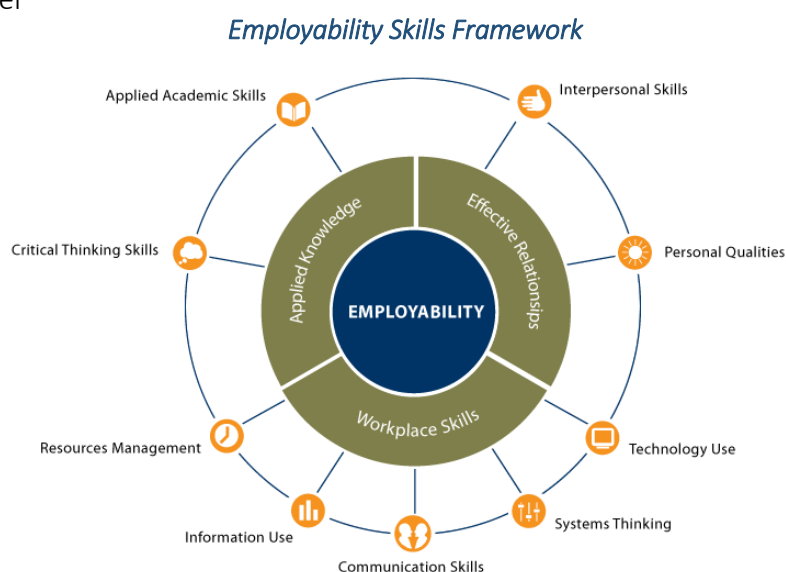


- Ensure that the State Board of Education and the Department of Education establish the proper assessment strategies that have the highest rigor and ensure that Indiana's students demonstrate the baseline foundational skill levels to be college and career ready when they finish high school
 - Ensure that the process of selecting and developing assessments includes employer representation and workplace expertise
- As charged by HEA 1213, complete the analysis of Indiana's Core 40 and other diploma offerings, ensuring that diplomas clearly demonstrate that students are ready for the rigors of post-secondary studies and the workplace
- Support the Department of Workforce Development in ensuring that the standards established by the State Board of Education are reflected in the practices of Indiana's Adult Education system

Strategy 2.2

Expand the career education component across all grades K-12, post-secondary, and workforce to assure a system that provides intentional ways for all students to have opportunities for career exploration and investigation, career preparation, and skills development

- Integrate career information and preparation into all levels beginning in elementary school through post-secondary education and training to assure that students can see a clear, transparent connection between their program of study (pathway plan) and tangible career opportunities
- Utilize school/community partnerships and partnerships with local employers to provide enhanced work-and-learn (work based learning) opportunities that can be expanded upon as students move through K-12 and postsecondary education into the workforce



Source: U.S. Department of Education, Office of Vocational and Adult Education, OVAE Connection, Issue 124



More detail on examples of how the career education component could be expanded across all grades K-12 may be found in Appendix 2.

Strategy 2.3

Ensure that students and workers at all levels throughout Indiana are provided with meaningful career counseling and career preparation

- Engage educators and career counselors as “agents for change” in successfully counseling and preparing students and workers for the competitive demands and continued evolution of the workplace
- Offer robust professional development opportunities for educators and career counselors from K-12 education, post-secondary education, the workforce system, and social services, including online learning platforms to access career education resources
- Ensure that educators and career counselors at all levels are equipped with the tools and resources, including assessments, career exploration tools (such as Indiana Career Explorer), and labor market information, they need to provide meaningful career preparation and guidance
- Provide incentives and training for all educators, career counselors, and work-and-learn coordinators to increase work-and-learn opportunities for all students
- Educate classroom teachers and counselors with components of the four year graduation plans and career exploration/guidance systems
- Improve coordination among Indiana’s education, job skills development, and career training systems and develop multi-agency policies and practices that integrate career counseling functions (see Objective 1)

Strategy 2.4

Provide incentives for all partners to participate in a system to provide meaningful career education at all levels for all students (K-12, post-secondary, and adult workers)

- Facilitate business/industry communications and connections with education systems at state, regional, district and school corporation levels
- Facilitate state agency collaborations and practices which encourage business engagement through procurement incentives and other administrative requirements for receiving state funding



- Encourage partnerships among all K-12 and post-secondary educators, students, employers, and government to develop career opportunities for high school students preparing for careers and college focusing on the near and midterm career opportunities within Indiana and the individual local/regional area

Indicators of Success:

Increased high school graduation rate

Improved National Assessment of Educational Progress (NAEP) 4th and 8th grade reading and mathematics scores

Reduction in remediation needed by high school graduates that transition to post-secondary studies

Increased career counseling and guidance available through the K-12, post-secondary, adult education, workforce development, and social services systems

Increased percentage of students and workers that pursue and complete post-secondary studies in priority employment sectors

Reduction in the work time that counselors spend on non-counseling duties

Number of employers engaged in career counseling and/or mentoring throughout Indiana's education, job skills training, and career development system



Objective 3: Increase the number of students and adults who attain post-secondary skill certifications and degrees

As employers' skill needs continue to increase in order to remain competitive, Hoosiers must rise to the challenge of increasing the number of students and adults who have the post-secondary skills and degrees demanded by employers. Currently, only 6 out of every 100 students enrolled in Indiana's public two-year colleges complete their studies within two years, and only 28 out of every 100 complete their degree in six years.⁸ These numbers are slightly better within Indiana's public four-year colleges, with 34 students out of 100 completing their degree on time, and 69 out of 100 completing within eight years.⁹ Further, the time it takes students to complete post-secondary education greatly impacts the amount of personal debt they will incur while studying. Currently, 49 percent of public two-year college graduates in Indiana carry an average student debt of \$17,132 upon completion, and 66 percent of public four-year college graduates have an average debt of \$26,028¹⁰.

Taken together, the increasing skill and educational needs of Indiana's employers, the completion challenges, and the rising amount of debt incurred by students has created an urgency for Indiana to increase the number of students who attain post-secondary skills certifications and degrees in an expedited manner. In order to accomplish this, Indiana's education, job skills development, and career training system must take an "all-hands-on-deck" approach.

This will begin by ensuring that all students and adults have the opportunity to pursue what has traditionally been defined as "post-secondary" skills at the earliest opportunity. In the K-12 space, this means ensuring all students can earn college credit and/or earn a high quality workforce credential while enrolled in high school. At the post-secondary institutional level, our education system must increase student persistence, on-time completion, and occupational outcomes. At the adult level, it includes ensuring adults pursue and complete skill enhancements and certifications that lead to meaningful career opportunities. Further, throughout the entire spectrum, students must be incentivized to pursue studies, degrees, and high quality workforce credentials in careers that support Indiana's economy.

Strategy 3.1

Request that the General Assembly provide financial incentives in the form of a graduation grant (administered by the Commission for Higher Education) for Hoosiers attending Indiana's post-secondary institutions to **earn degrees or quality workforce credentials tied to the priority sectors identified by the Career Council**. The grant would have several key characteristics designed to

⁸ Indiana Commission for Higher Education, 2014. "Indiana College Completion Reports."

⁹ Ibid

¹⁰ Indiana Commission for Higher Education, 2013. "Return on Investment Report, November 2013."



make the incentive highly effective at steering students into priority fields and through to graduation:

- **Early awareness:** Direct the Commission to work with secondary and post-secondary partners to inform students *before they choose a major* about the grant and the expected career opportunities and income in the priority sectors. Optimally, students would *select* a major, not *change* a major, as a result of this incentive so that on-time completion is not jeopardized.
- **Decreased need-based eligibility:** To maximize the number of students eligible for—and therefore influenced by—the incentive, the needs-based eligibility threshold, or means testing, would be set at a family income that is higher than traditional financial need. It is important that the graduation grant be administered as a separate program and funding stream from our existing need-based aid programs (21st Century Scholars and Frank O'Bannon) due to the different eligibility criteria and the specialized policy aim.
- **Paying for results, not inputs:** The branding of this incentive as a *graduation grant* and its payment in the final semester provide a strong motivation for students to make it to the graduation finish line. The payment of the grant when the student is near graduation also protects the integrity of the grant program so that money goes only to students who truly will graduate in the priority sectors. This eliminates obstacles related to regulation and enforcement often seen with other conditional scholarships and loan forgiveness programs.

Students who wish to receive the graduation grant would need to file a FAFSA each year and apply for the graduation grant upon selection of an eligible major.

Strategy 3.2

Capitalize on the previous investment made by students and the State by encouraging Hoosiers with some college, but no degree, to return and complete

- Charge post-secondary institutions to develop returning adult pathways – customized transfer pathways between the school most recently attended and other programs that cater to adult populations, as well as “reverse transfer” pathways between four-year institutions and the community college for those students who opt to return for an associate degree instead of completing a four-year degree
- Develop a statewide messaging campaign through the Commission for Higher Education and provide information to post-secondary institutions about their non-graduates and their remaining financial aid eligibility in preparation for a statewide coordinated outreach effort
- Encourage post-secondary institutions to implement financial incentives for non-graduates to return



- Request that the Indiana General Assembly fund graduation grants (administered in identical fashion to those in Strategy 3.1) for Hoosier non-graduates who return and complete a degree by 2020. This bonus would be **a one-time-only push** for this population to create a sense of urgency around returning but also avoid the development of perverse incentives that might lead a student to intentionally drop out. As such, it would be limited to Hoosiers who last attended college before January 1, 2014 and would sunset in 2020.

Strategy 3.3

Ensure that all Indiana high school students are provided with opportunities to earn high quality, transferrable post-secondary credit and/or quality workforce credentials while still enrolled in high school

- Challenge Ivy Tech Community College of Indiana, Vincennes University, and Indiana's public four-year institutions to enhance engagements with high schools to ensure that dual credit opportunities are appropriately rigorous and transferrable to post-secondary institutions
- Challenge the regional works councils, local school systems, and employers to increase the number of quality workforce credentials opportunities provided to high school career and technical education students
 - Ensure that clear priority and incentives are provided for quality workforce credentials that are tied to the priority sectors as identified by the Career Council
 - Explore additional or new delivery models to increase students' access to quality workforce credentials and/or dual credit opportunities such as online or simulated learning

Strategy 3.4

Ensure that Indiana's two year colleges implement and scale best practices that increase the persistence, on-time completion rates, and labor market outcomes of their students

- Ivy Tech Community College of Indiana and Vincennes University should implement and scale data-driven, best practice models that are aimed at:
 - Dramatically increasing the on-time graduation rates of both traditional and non-traditional (adult) students
 - Ensuring that all students are provided with meaningful informed choice and proactive advising resulting in increased retention, on-time completion rates, and graduates in programs of study that support local, regional, and state economic and workforce needs



Note: More specific recommendations, as developed by the Career Council Community College Best Practices Taskforce, may be found in Appendix 3.

Strategy 3.5

Increase the availability and usage of prior learning assessments and competency-based education models for returning adult students

- Ensure that all public post-secondary institutions throughout Indiana have easily accessible, low-to-no-cost options for providing prior learning assessments and resulting credit to returning adult students that have demonstrable knowledge and proficiency in academic areas
- Encourage all public post-secondary institutions to investigate the implementation and usage of competency-based education models as a mechanism for reducing the time-to-completion for returning adult students

Indicators of Success:

Increased numbers of graduates with quality workforce credentials and/or associate degrees, including:

- Number of traditional students
- Number of adult students

Increased percentage of graduates in fields of study directly related to Indiana's priority industry sectors

Increased on-time completion rates within Indiana's two year and four year college systems

Reduction in student loan debt among students

Increase in the number of high school students that receive dual credit and/or quality workforce credentials

Increased job placement and retention in priority industry sectors



Objective 4: Elevate the importance of work-and-learn models

According to the recent Gallup-Purdue University Index Report, an individual's odds of being engaged in work are two times greater if he or she had an internship or job during education or training which allowed him or her to apply what was being taught in the classroom.¹¹ Work-and-learn opportunities provide students new perspectives on careers, help to develop their workplace skills, and link them directly with Indiana employers that may provide future job opportunities. Work-and-learn opportunities are broadly defined as experiences that allow students and workers to acquire, refine, and/or strengthen knowledge and skills through hands-on, "real life" experiences in a work place. Work-and-learn opportunities include experiences such as internships, externships, work experience, cooperative education, and apprenticeships.

The Career Council recognizes there are many current initiatives within Indiana aimed at increasing work-and-learn opportunities, some publicly-funded and others supported through private resources. The aim within the strategies outlined below is to leverage the Council's statewide position to elevate the importance of work-and-learn opportunities so students, adults, parents, counselors, and, perhaps most importantly, employers understand their respective roles in making connections through work-based learning. The Career Council is focusing its efforts on engaging employers in the challenge to increase work-and-learn opportunities as well as determining an efficient way to capture data and outcomes associated with these opportunities.

Strategy 4.1

Incentivize the business community to provide more work-and-learn opportunities to Hoosier students and adults

- Evaluate the EARN (Employment Aid Readiness Network) Indiana program as a model for subsidizing work-and-learn at the postsecondary level
- Target incentives toward businesses in priority sectors
- Provide employers with guidelines/resources to assist in offering work-and-learn experiences
- Work with the Indiana Chamber of Commerce, Indiana Manufacturers Association, National Federation of Independent Businesses, and other industry associations to challenge existing employers to add 10,000 new work-and-learn experiences in the state to retain skilled talent in Indiana

¹¹ Gallup and Purdue University, 2014. "Great Jobs, Great Lives: The 2014 Gallup-Purdue Index Report."



Strategy 4.2

Task the Indiana Network of Knowledge with identifying a method of tracking work-and-learn experiences that are completed throughout the state

- Develop an inventory of the work-and-learn learning opportunities being provided by public, and to the extent possible, private partners in Indiana
- Review best practices from other states and/or regions in tracking work-and-learn experiences
- Connect data on work-and-learn experiences to longitudinal outcomes captured within INK

Indicators of Success:

Work-and-learn incentive program offered throughout Indiana by Fall 2015

Number of employers participating in work-and-learn incentive program

Number of Indiana students completing work-and-learn experiences

Percentage of individuals with at least one work-based learning experience who enter into careers within three months of completing a credential/degree program

DEMAND-DRIVEN PROGRAMS AND INVESTMENTS

Objective 5: Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana’s regional economies

Increasing employment opportunities for Hoosiers will require diving deeply into how the State and partners can best support growth in key economic sectors. But a “one-size fits all” approach will not work. Indiana must invest time and resources in strategies that fit individual industry sector needs, particularly the high-growth sectors of the economy. The National Governors Association notes, “Sector strategies are among the few workforce interventions that statistical evidence shows to improve employment opportunities for work and to increase their wages once on the job.”¹² Further, due in part to the limited public resources available for education, training, and career development, it is important the State ensure that the resources it makes available are directly tied to those industry sectors that are key drivers of the state’s existing and emerging economy.

Just as a “one-size fits all” approach does not work for the individual sectors, the same is true of the regions throughout the state. Industry sectors at the regional level are nuanced and oftentimes require different strategies from one to another. Therefore, regionally-based sector partnerships will provide a mechanism for deploying sector strategies throughout Indiana. In fact, there are several sector partnership initiatives throughout the state that can be leveraged and/or aligned with the state-wide framework.



“Sector strategies are partnerships of employers within one industry that bring government, education, training, economic development, labor, and community organizations together to focus on the workforce needs of an industry within a regional labor market. At the state level, they are policies and investments that support the development of local sector partnerships.”

-National Governors Association

¹² National Governors Association, “State Sector Strategies Coming of Age: Implications for State Workforce Policy Makers.” <http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-ehsw-publications/col2-content/main-content-list/state-sector-strategies-coming-o.html>



Strategy 5.1

Directly link public investments for education, training, and career development to the priority industry sectors within Indiana’s economy, including advanced manufacturing, agriculture and agri-business, energy, information technology, life sciences and health care, logistics, and defense and national security

- Recommend that the Indiana General Assembly formally charge the Career Council with conducting a detailed, data-driven analysis every two years, at minimum, to identify the industry sectors where publicly-funded job skills and training funds will be targeted
 - Career Council will obtain input from regional works councils and local workforce investment boards while conducting analysis
 - The Career Council’s data-driven analysis will consider:
 - Established industry sectors
 - Emerging industry sectors
 - Aspirational industry sectors
 - Sectors with direct connections to STEM (Science, Technology, Engineering, and Mathematics) occupations
 - “Publicly-funded job skills and training funds” includes any state or federal funds available within Indiana that by law, regulation, or policy contain requirements that funds be directed to high wage, high demand jobs, or similarly-termed requirements
- Based upon the results of the Return on Investment Study of Career and Technical Education Programs, directed by HEA 1064, collaborate with the State Board of Education, the Department of Education, and the regional works councils to ensure that the funding formula utilized for career and technical education programs provides clear incentives tied to the priority sectors

Strategy 5.2

Launch and/or expand regional sector partnerships that complement the State’s priority industry sectors to provide a mechanism for Indiana’s education, job skills development, and career training system to collect information and respond to sector needs

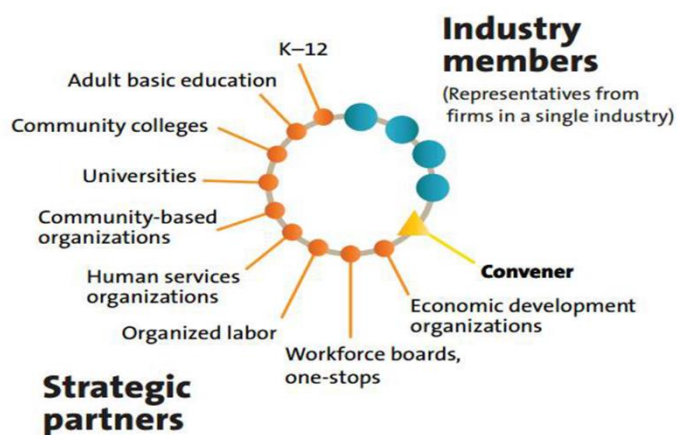


Image from National Governors Association



- Establish a Career Council Taskforce that will design the regional sector partnership framework that is:
 - Focused on a singular sector for each partnership that is aligned and/or complementary to the State's priority sectors
 - Driven by business representatives
 - Regionally-based
 - Supported by partner organizations including economic development, workforce development, postsecondary education, K12 education, and other community-based organizations
 - A mechanism for partners to work together more proactively to support growth in these sectors
 - Streamlines the need for multiple system partners, such as CTE centers and community colleges, to have individual, separate advisory councils for their programming
- Charge the regional works councils with documenting existing industry initiatives/organizations within the state to build upon when designing the framework
 - Provide flexibility within the framework for regions to leverage these existing initiatives
- Determine the necessary resources (staff, financial resources, etc.) for regional works councils to guide the implementation of robust sector partnerships in all regions of the state
- Convene regional stakeholders for a statewide Sector Partnership Forum to share the vision, ideal structure, and tools/support that will be available as well as allow for networking and peer-to-peer learning
- Assist the regional works councils in providing technical assistance/start-up assistance to regional sector partnerships
 - Provide existing industry data available to the sector partnerships for planning and start-up
 - Encourage regions to examine clusters and supply chains in launching their sector partnerships



Indicators of Success:

Fully-functional sector partnership entities in every region throughout the State by 2016

Number of employers that participate in sector partnership entities

Increased number of Hoosiers that obtain post-secondary credentials (occupational certifications, associate degrees, bachelor's degrees, etc.) in priority-sector fields of study

Percentage of individuals that obtain post-secondary credentials and enter into careers within priority sectors

NEXT STEPS

As has been shown throughout this plan, urgent action is needed to systemically address the challenges and take advantage of the opportunities that are before the State of Indiana. To that end, the Career Council has established a process to immediately tackle the objectives and strategies contained within this plan, fulfill its legislated duties and responsibilities, and continuously review and improve Indiana's education, job skills development, and career training system. The following represent the core actions that the Career Council will take to immediately begin the implementation of its strategic plan:

Strategic Plan Implementation Taskforces

The Career Council will establish working taskforces to further define and advance specific recommendations found within the strategic plan. These taskforces will consist of Council members, appropriate system stakeholders, and national experts. The three taskforces that will be established, along with their general duties are outlined below:

- **System Alignment Taskforce**
 - Conduct analysis and develop recommendations, as called for in Strategy 1.1
 - Oversee the inter-agency policy development process, as called for in Strategy 1.3
 - Monitor the development and enhancements of Indiana Network of Knowledge
- **Sector Strategies Taskforce**
 - Oversee completion of Career and Technical Education Return on Investment Study (described in greater detail below)
 - Conduct analysis and identification of priority sectors , as called for in Strategy 5.1
 - Develop and implement framework for sector strategies, as called for in Strategy 5.2
- **Pathways Taskforce**
 - Research, review, and disseminate best practices for career counseling, following the strategies and practices found in Objective 2
 - Oversee the implementation and monitor the success of completion bonus and return to learn programs, as recommended in Strategies 3.1 and 3.2
 - Monitor the expansion of work-and-learn programs and services, based upon the strategies identified in Objective 4



Completion of CTE ROI Study

The Career Council is currently engaged in the return on investment study of Career and Technical Education programs, as assigned by the Indiana General Assembly in HEA 1064. Upon completion of the study, it is important that the Council consider the implications of the current funding model used for Career and Technical Education programs. To that end, upon completion of the study, the Council will:

- Develop recommendations on changes to the funding model for career and technical education programs
- Solicit input from Regional Works Councils, K12 leadership, and CTE directors
- Provide recommendations by October 1, 2014

Determine Funding Implications of Strategies

The Career Council is committed to conducting a comprehensive analysis of the estimated costs and benefits of the recommendations in Strategic Plan. The Council will complete this analysis and will provide it to the General Assembly by October 1, 2014. More information on the strategy the Council will use in conducting its analysis is available in Appendix 4.

Monitoring and Measuring the Objectives and Strategies

The Career Council is committed to effectively measuring the impacts of the objectives and strategies it has outlined throughout the strategic plan. As is shown throughout the plan, the Council has identified a number of indicators of success it plans to use to measure the impacts and outcomes associated with each objective. The Council also commits to establishing specific, measurable targets for each of these indicators. However, establishing these measurable targets must be done deliberately. As part of its continuing duties, the Council will identify baseline performance numbers and targets for indicators of success and system dashboard by January 1, 2015. More discussion regarding the establishment of benchmarks and performance targets for each objective may be found in Appendix 5.



Align, Engage, Advance:

Appendices



APPENDIX 1: Asset Map

Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
Workforce Investment Act (WIA) Adult Program	Provides employment, education, and training services to individuals. Services provided include workshops (resume writing, job search assistance, etc.), career counseling, supportive services, and training accounts. Services are provided by the local workforce investment board staff co-located in the WorkOne offices throughout state.	Department of Workforce Development	WIA Title I- Federal Funds (US Department of Labor)	\$14 million	Annual Funding (may be used for three years)	Workforce Investment Act of 1998, Title I; 20 CFR Part 652 and Parts 660 through 671	Adults aged 18 and above	Entered Employment Rate; Employment Retention Rate; Six-Months Average Earnings	Mandated governance structure at state and local levels; limits on ability to provide incumbent worker training; limits on allowable training.	Funds must be formula allocated to local Workforce Investment Boards (WIBs); priority provided to eligible veterans; WIBs can establish policies more restrictive than federal or state.
Workforce Investment Act (WIA) Dislocated Program	Provides employment, education, and training services to eligible dislocated workers. Services provided include workshops (resume writing, job search assistance, etc.), career counseling, supportive services, and training accounts. Services are provided through WorkOne	Department of Workforce Development	WIA Title I- Federal Funds (US Department of Labor)	\$19 million	Annual Funding (may be used for three years)	Workforce Investment Act of 1998, Title I; 20 CFR Part 652 and Parts 660 through 671	Adults aged 18 and above that dislocated from work through no fault of their own	Entered Employment Rate; Employment Retention Rate; Six-Months Average Earnings	Same as above	Same as above
Workforce Investment Act (WIA) Youth Program	Provides employment, education, and training services to eligible youth. Services provided include tutoring, summer employment opportunities, internships and job shadowing, occupational skills training, leadership development, supportive services, adult mentoring, and comprehensive academic and employment guidance and counseling.	Department of Workforce Development	WIA Title I- Federal Funds (US Department of Labor)	\$16 million	Annual Funding (may be used for three years)	Workforce Investment Act of 1998, Title I; 20 CFR Part 652 and Parts 660 through 671	Low income individuals between the ages of 14 and 21 that have barriers to employment	Placement in Employment or Education Rate; Attainment of a Degree or Certificate Rate; Literacy and Numeracy Gains Rate	Low income defined as individuals at poverty level or 70% of lower living standard income level; percentage of funding must be used for "in-school youth" and "out-of-school youth"	Same as above
WorkIndiana	The WorkIndiana program provides occupational skills training that leads to an entry-level, industry-recognized occupational certification to individuals engaged in adult education. Adult education students that participate in the program are able to receive both high school preparation or remediation and occupational training concurrently.	Department of Workforce Development	State Funds	\$2.5 million	Two years (through June 2015)	None - Funding for program in 2013 biennium state budget	Individuals that are currently enrolled in, or have recently received a HS diploma or equivalency from Indiana's Adult Education system.	Program Completion Rate; Attainment of Certification Rate; Entered Employment Rate	Individuals must be "co-enrolled" in WIA programs; choice of certifications are limited to those that are "in demand" within local areas and state.	Program reimburses training providers based upon performance, with 70% of costs paid upon beginning of program and 30% paid based upon outcomes.



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
Veteran Employment and Training Services VETS	VETS serves America's veterans and separating service members by preparing them for meaningful careers, providing employment resources and expertise, and protecting their employment rights.	Department of Workforce Development	WIA Title I- Federal Funds (US Department of Labor)	\$3.2 million	15 months (October - December, there is a one quarter overlap each federal fiscal year for this program.)	the Jobs for Veterans Act (Pub. L. Nos. 107-288 and 109-461); 38 USC chapters 41 and 42 (employment and training programs for veterans). Implementing regulations are found in 20 CFR part 652 and at 20 CFR part 1001 and 1010 et seq.	Veterans and Transitioning service members	Entered Employment Rate; Employment Retention Rate; Six-Months Average Earnings		Must be served by state staff who are veterans. A portion of these funds require that the staff are disabled vets.
Wagner - Peyser	The Employment Service focuses on providing a variety of employment related labor exchange services including but not limited to job search assistance, job referral, and placement assistance for job seekers, re-employment services to unemployment insurance claimants, and recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches.	Department of Workforce Development	WIA Title I- Federal Funds (US Department of Labor)	\$12.8 million	Annual Funding (may be used for three years)	20 CFR Part 652 Establishment and Functioning of State Employment Services through Part 654; Wagner-Peyser Act of 1933, as amended by the Workforce Investment Act of 1998.	All employers seeking workers and all individuals legally authorized to work in the United States and seeking work for any reason (regardless of current employment status) are eligible for services through the ES.	Entered Employment Rate; Employment Retention Rate; Six-Months Average Earnings		<p>The Wagner-Peyser Act requires state ES offices to provide Reemployment Services (RES) for UI claimants who are referred to such services as a condition of receiving UI benefits.</p> <p>States may use Wagner-Peyser funds to supplement funding for any workforce activity carried out under WIA, as long as the following conditions are met:</p> <ul style="list-style-type: none"> ☐ The activity meets the requirements of the Wagner-Peyser Act; ☐ The activity serves the same individuals as those served under the Wagner-Peyser Act; ☐ The activity provides services that are coordinated with services under the Wagner-Peyser Act; and ☐ The funds supplement, rather than supplant, funds provided from non-federal sources



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
National Emergency Grant (NEG)	National Emergency Grants (NEGs) temporarily expand the service capacity of Workforce Investment Act Dislocated Worker training and employment programs at the state and local levels by providing funding assistance in response to large, unexpected economic events which cause significant job losses. NEGs generally provide resources to states and local workforce investment boards to quickly reemploy laid-off workers by offering training to increase occupational skills.	Department of Workforce Development	WIA Title I- Federal Funds (US Department of Labor)	\$2.3 million	Three years (through September 30, 2015)	Workforce Investment Act of 1998 (WIA), section 188 - Implementation of the Non-discrimination and Equal Opportunity Provisions.	*WIA definition of a Dislocated Worker (DW) *Priority of service for Veterans applies to opportunities provided under this DWT NEG.c. *Priority must be given to the long-term unemployed and those who are likely to exhaust UI benefits. Long-term unemployed must have been unemployed for a period of 27 consecutive weeks or more.	ETA 9104 – NEG Quarterly Performance Report (QPR) (OMB 1205-0439)	*The primary purpose of NEG funds, as they pertain to Trade Adjustment Assistance (TAA)-eligible participants, is to provide wrap-around services that are not available through the TAA program. As these services are not allowable under DWT NEGs, TAA-eligible individuals should not be included in DWT NEG projects. *Youth/Older Youth who do not meet the WIA DW definition are not eligible for training under this DWT NEG. Training for incumbent workers is not an allowable use of DWT NEG funds.	To improve coordination and collaboration among employment and training and asset development programs implemented at state and local levels, including the Ticket to Work Program, and build effective community partnerships that leverage public and private resources to better serve individuals with disabilities and improve employment outcomes.
Trade Adjustment Act (TAA)	Trade Adjustment Assistance (TAA) and Alternative Trade Adjustment Assistance (ATAA) help trade-affected workers who have lost their jobs as a result of increased imports or shifts in production out of the United States. ATAA is a wage supplement for workers 55 or over who opt to take employment instead of training services. Certified individuals may be eligible to receive one or more program benefits and services depending on what is needed to return them to employment.	Department of Workforce Development	Title II of the Trade Act of 1974	\$7.7 million	Three years - Federal fiscal years (through September 30, 2015)	Trade and Globalization Adjustment Assistance Act of 2009 and the Trade Adjustment Assistance Extension Act of 2011	Employees of business that have been deemed eligible to participate due to a negative effect on the business as a result of overseas competition.	Entered Employment Rate, Employment Retention Rate at 6 months, and Earnings Replacement rate.	Employer must be deemed TAA eligible by US-DOL for employees to participate	Participant training plans must be approved by state merit staff.
Hoosier Initiative for Re-Entry (HIRE)	Department of Workforce Development has partnered with the Indiana Department of Corrections in an effort to bring ex-offenders back into the workforce. The participants go through rigorous evaluation process and must meet certain criteria to participate in the program. There is a considerable amount of follow up done by both agencies with each participant and their employer.	Department of Workforce Development	State Fund	\$0.4 million	Annual Funding	None	Recently released felons that served a prison term of at least 2 years.	Entered Employment, Retention, and wages.	Small portion of overall ex-offender population is able to be served with this program.	All funds for this program are budgeted for personnel and support to provide case management, job matching and employer services. There are no training funds attached to this program.



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
Perkins- Post Secondary	The purpose of the Carl D. Perkins Postsecondary Grant Act of 2006 is to support Career and Technical Education at the Postsecondary level.	Department of Workforce Development	Federal Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)	\$ 8.2 million	Funding allocated annually, each years funds can be used for two years	Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)	Individuals with disabilities; Economically disadvantaged; limited english proficiency; individual preparing for a non-traditional field; single parent; displaced homemaker.	- Technical Skill Attainment - Credential, - Certificate or Diploma, - Student Retention or Transfer, - Student Placement - Nontraditional Participation - Nontraditional Completion		Funds provided may be used to: Develop new or improve existing Career and Technical Education programs; Integrate academic skills with career and technical skills; Provide students with strong experience in all aspects of the industry for various career and technical programs; Provide professional development to faculty and staff in CTE programs; Provide services to support students in special populations in CTE programs; Other related activities.
Adult Basic Education - State	Classroom instruction for Indiana residents that have not completed their HS Diploma or equivalent. - The State provides "maintenance of effort" funds as an annual requirement to continue receiving Federal support	Department of Workforce Development	State Fund	\$14 million	Annual Funding	None - Funding for program in 2013 biennium state budget	Individuals age 16 and older that have not completed the requirements for the HS Diploma	Number of HS equivalent degrees's conferred, Number of level gains achieved, Cost per level gain, Cost per HS equivalent conferred, Average cost per		High School age students (age 16-17) must receive permission from the local Superintendent of Schools to enroll in ABE programs.
Adult Basic Education - Federal	Classroom instruction for Indiana residents that have not completed their HS Diploma/equivalent.	Department of Workforce Development	WIA Title II- Federal Funds (US Department of Education)	\$13.5 million	Funding allocated annually, each years funds can be used for two years	WIA Title II- Federal Funds (US Department of Education)	Individuals age 16 and older that have not completed the requirements for the HS Diploma	Number of HS equivalent degrees's conferred, Number of level gains achieved, Cost per level gain, Cost per HS equivalent conferred, Average cost per		High School age students (age 16-17) must receive permission from the local Superintendent of Schools to enroll in ABE programs.
Apprenticeship Training	Training provided to participants in joint labor and management apprenticeship programs approved by the United States Department of Labor, Bureau of Apprenticeship and Training;	Department of Workforce Development	Special Employment and Training Fund - State	\$5.5 million	Funding allocated annually	IC 22-4-25-1(1), (2) and (3)	All adults interested in pursuing a career in the skilled trades.	Number of individuals enrolled in training, Number of individuals completed training, Cost per participant.		\$4.25 million to Ivy Tech Comm. College and \$1.25 million to Vincennes University. - Funding must be approved annually by the Unemployment Insurance Board



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
Perkins-Secondary	Federal/Perkins funds pass through to secondary CTE districts and postsecondary institutions to support local CTE programs. Both secondary and postsecondary students receive career preparation through a logical sequence of courses that lead to high wage and high demand careers. Ten percent is used for State Leadership activities done in collaboration with professional associations and district or regional leaders.	Department of Education	Federal Funds	\$14.8 million for 2013-2014	Funds are for 1 fiscal year; funds expire after 27 months	Carl D. Perkins Vocational and Applied Technology Act (20 U.S.C. 2301 et seq.) and Indiana Code 20-20-38	Secondary CTE Districts comprised of consortia of schools in the district; postsecondary institutions that provide CTE programs	Perkins Core Indicators for academic achievement, technical/skill attainment, graduation rate, school completion rate, placement, non-traditional participation and completion, and retention	Federally required formula distribution is based on population of youth & youth in poverty in a district rather than participation in CTE programs.	
State CTE Funding	Additional Pupil Count Reimbursement to schools based on students enrolled in CTE courses	Department of Education	State Funds	Approximately \$95 million	Funds are disbursed in 12 payments from January to December	IC 20-43-8	School Corporations	Enrollment in CTE courses	Funds go into the school corporations general fund	
TANF IMPACT Program	Indiana Manpower Placement and Comprehensive Training (IMPACT) provides employment and training services to Temporary Assistance for Needy Families (TANF) recipients to help them achieve economic self-sufficiency through education, training, job search and job placement. IMPACT also provides services for Supplemental Nutrition Assistance Program (SNAP) recipients who volunteer for IMPACT.	Family and Social Services Administration (FSSA) and Division of Family Resources (DFR)	Federal Funds- TANF is administered by Administration for Children and Families, U.S. Dept of Health and Human Services	15,664,382.41	Annually with one year to obligate and one year to liquidate.	Under the Welfare Reform legislation of 1996, TANF replaced the old welfare program known as AFDC. The law created TANF as a block grant that provides States with Federal funds each year.	TANF recipient work-eligible individuals; adult (or minor head-of-household) or parent living with a child even if the parent is not receiving TANF.	TANF recipient work-eligible individuals must participate in work activities at least an average of 30 hours per week- 20 hours for a single parent with a child younger than six.	TANF work-eligible individuals have Work Participation Requirements (WPR) and a 24- month time limit for receiving cash assistance. If Indiana does not meet WPR for a year, the penalty is up to 5% of TANF block grant.	State of Indiana is required to meet a specified work rate every year for all families and 2-parent families receiving TANF funds.



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
Senior Community Service Employment Program (SCSEP)	SCSEP is a community service and work based training program for older workers. The program provides subsidized, service-based training for low-income persons 55 or older who are unemployed and have poor employment prospects. Participants perform work tasks while being supervised by a nonprofit or government agency. Participants are paid minimum wage (currently \$7.25) through the grant and work part-time for the training sites.	For the state FSSA\Division of Aging, at the federal level it is under the Department of Labor	Older Americans Act Title V; grantee (the State) provides a 10% non-federal in-kind match that is provided by the training sites which supervise SCSEP participants.	Nationally SCSEP is funded for Program Year 2013 at \$424,804,974 (a 5% reduction from PY 2012). For Indiana, Program year 2013 is funded at \$2,222,738	Annually renewed grant. Program Year 2013 is from 7/1/13 – 6/30/14.	Older Americans Act Title V and Department of Labor regulations (20 CFR Part 641)	Program participants must be at least 55, unemployed, a resident of Indiana, and have a family income of no more than 125% of the federal poverty level.	SCSEP's goal is to place 30% of its authorized positions into unsubsidized employment annually. Core Performance Metrics that could receive corrective actions by DOL are: Entered Employment, Employment Retention, Average Earnings, Service Level, Community Service, and Most in Need	Currently participants may be enrolled in the program for no more than four years.. Many of the counties that the sub-grantee serves are rural which makes finding eligible participants and training sites difficult.	Program's focus is not only in training older adults in specific skills but in also providing labor to nonprofit/ government agencies across the state.
Vocational Rehabilitation Services	VRS provides services to individuals with physical or mental impairments to assist them in preparing for, securing, retaining, or regaining competitive employment. Types of services that may be provided include job placement, supported employment, training, assistive technology, physical and mental restoration, counseling and guidance, and other services necessary for achievement of employment outcomes.	Family and Social Services Administration / Division of Disability and Rehabilitative Services	WIA Title IV - Rehabilitation Act as amended. 78.7% federal, 21.3% state funds	\$75 million available based on state appropriation.	Annual Funding (may be used for two federal fiscal years)	Workforce Investment Act of 1998, Title IV; Rehabilitation Act as amended; 34 CFR 361	34 CFR 361.42 individuals with a physical or mental impairment; impairment results in a substantial impediment to employment; individual requires VR services to prepare for, secure, retain, or regain employment; and can benefit in terms of an employment outcome from the provision of VR services.	Federal indicators: total # successful rehabilitations (Competitive employment outcomes); % rehabilitation rate; % competitive employment outcomes; % competitively placed with significant disability; ratio average hourly wage to all Hoosiers; ratio with own income as largest source of support application to closure; ratio minorities served	Required to utilize comparable benefits prior to using VR funds. For post-secondary training, VR funds are only available if other resources (i.e. expected family contribution, grants, etc.) are not sufficient for actual costs of attendance	DDRS/Bureau of Rehabilitation Services (BRS) also supports the Randolph Sheppard Business Enterprise Program (BEP), which is employment focused. Individuals with significant visual impairments may be supported through the VR program to obtain training and placement as a licensed vendor. After successful VR closure, the BRS BEP program provides ongoing support to licensed vendors.



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
Skills Enhancement Fund	The Skills Enhancement Fund (SEF) provides assistance to businesses to support training and upgrading skills of employees required to support new capital investment. The grant may be provided to reimburse a portion (typically 50%) of eligible training costs over a period of two full calendar years from the commencement of the project. These funds are also used to support development of certification-driven training programs at public or private organizations.	Indiana Economic Development Corporation	State Funds	\$12.5 million (\$25 million over the biennium). \$1 million of the \$25 million has been allocated for training providers who develop certification-driven training programs.	Two years (or through June 2015)	I.C. 5-28-7	Companies and training providers. Eligible training expenses include all expenses associated with training except: trainee wages, orientation related to new hires, and OSHA-required training.	Expected Number to be Trained, Actual Number Trained, Expected Total Training Budget, Actual Training Expenses	None	The IEDC primarily uses SEF funds as part of incentive offers associated with job-creation projects. These funds are often combined with other incentives and are critical to attraction and expansion projects.
Higher Education Award	Need-based college financial aid program with a merit component	Commission for Higher Education	State Funds	\$125,273,917 (FY 14); \$105,785,538 (FY 15); allocation varies by biennium	Students receive funds by term/quarter through their colleges and universities of choice.	21-12-3	Indiana resident, high school graduate attending public or proprietary institution determined "eligible" by Commission for Higher Education. Student must show financial need. Must successfully complete minimum of 24 credit hours per year for renewal; student must enroll in minimum of 12 credit hours per term.	Average credit completion per student per year; graduation rate (4-year; 6 year)	award given for no more than four academic years or the equivalent	
Freedom of Choice Grants	Need-based college financial aid program with a merit component	Commission for Higher Education	State Funds	\$47,315,346 (FY 14); \$39,954,462 (FY 15); allocation varies by biennium	Students receive funds by term/quarter through their colleges and universities of choice.	21-12-4	Indiana resident, high school graduate attending private, non-profit institution determined "eligible" by Commission for Higher Education. Student must show financial need. Must successfully complete a minimum of 24 credit hours per year to remain eligible. Student must enroll in a minimum of 12 credit hours per term.	Average credit completion per student per year; graduation rate (4-year; 6 year)	award given for no more than four academic years or the equivalent	



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
21st Century Scholars Award	Need-based college financial aid program with a merit component	Commission for Higher Education	State Funds	\$109,637,450 (FY 14); \$120,108,163 (FY 15); allocation varies by biennium	Students receive funds by term/quarter through their colleges and universities of choice.	21-12-6	Indiana resident, high school graduate, who enrolled in 7th or 8th grade based on financial need, graduates high school with 2.0/2.5 or higher, attending institution deemed eligible by the Commission for higher education. Must continue to show financial need upon entering college after 2016. Must successfully complete 30 credit hours per year for renewal. Student must enroll in a minimum of 12 credit hours per term.	Average credit completion per student per year; graduation rate (4-year; 6 year)	award given for no more than four academic years or the equivalent	
Tuition and Fee Exemption for Children of Veterans and Public Safety Officers	college financial aid program for children and spouses of individuals killed while serving in a public service	Commission for Higher Education	State Funds	\$27,190,589 (FY 14); \$28,701,041 (FY 15); allocation varies by biennium	Students receive funds by term/quarter through their public colleges and universities of choice.	21-14; 10-12	Eligible children of disabled or deceased Indiana veterans, eligible children and spouses of certain members of the Indiana National Guard killed while serving on state active duty, eligible children and spouses of certain Indiana public safety officers killed in the line of duty and Indiana veterans who are Purple Heart recipients.	Total number of students to receive funding per year	award given for no more than 124 credit hours	



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
Part-time Student Grant	Need-based college financial aid program with a merit component	Commission for Higher Education	State Funds	\$7,579,858 (FY 14); \$7,579, 858 (FY 15); allocation varies by biennium	Students receive funds by term/quarter through their colleges and universities of choice.	21-12-8	Indiana resident, high school graduate attending institution determined "eligible" by Commission for Higher Education. Student must show financial need. Must successfully complete a minimum of 18 credit hours per year to remain eligible. Student must enroll in a minimum of 6 credit hours per term, but no more than 11 credit hours per term.	Average credit completion per student per year	award given for no more than four academic years or the equivalent	u
Minority Teacher Scholarship	college financial aid program aimed to increase the number of minorities in secondary school teaching positions	Commission for Higher Education	State Funds	\$400,000 (FY 14); \$400,000 (FY 15); allocation varies by biennium	Students receive funds by term/quarter through their colleges and universities of choice.	21-13-2	minority student (black or hispanic), attending eligible institution and enrolled in at least 12 credit hours per term, who intends to pursue a teaching career and agrees in writing to apply for a teaching position at an accredited school in Indiana and if hired, teach for three years	Percent of recipients who teach in Indiana after graduation and percent of recipients who graduate (on-time; in six years)	award given for no more than four academic years or the equivalent	
High-Need fields Student Teaching Stipend	college financial aid program aimed to increase the number of individuals serving in secondary school teaching positions in math, science, and special education	Commission for Higher Education	State Funds	\$450,000 (FY 14); \$450,000 (FY 15); allocation varies by biennium	Students receive funds by week as a paycheck through the school in which they student teach	21-13-7	Student attending eligible institution and enrolled in course of study that would allow student to, upon graduation, teach in an accredited Indiana school in special education or a high-need field, defined as middle school or high school math or science. Students must have cumulative GPA of 3.0 on a 4.0 scale or higher.	Percent of recipients who teach in Indiana after graduation	Students may only receive funding for the duration of their student teaching	



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
Minority Student Teacher Stipend	college financial aid program aimed to increase the number of minorities in secondary school teaching positions	Commission for Higher Education	State Funds	\$50,000 (FY 14); \$50,000 (FY 15); allocation varies by biennium	Students receive funds by week as a paycheck through the school in which they student teach	21-31-8	Minority student (black or hispanic) attending eligible institution and enrolled in course of study that would allow student to, upon graduation, teach in an accredited Indiana school. Students must have cumulative GPA of 3.0 on a 4.0 scale or higher.	Percent of recipients who teach in Indiana after graduation	Students may only receive funding for the duration of their student teaching	
EARN Indiana Work Study Program	program to provide low-income college students with resume-building, experiential learning opportunities while earning money to assist them with education-related expenses	Commission for Higher Education	State Funds	\$606,099 (FY 14); \$606,099 (FY 15); allocation varies by biennium	Students receive funds by week as a paycheck through the company for which they work	21-16-2	Student who has been offered a financial aid award (HEA, FOC, or 21st) who is enrolled in at least 12 credit hours per term.	Number of students and employers participating in EARN Indiana program; percent increase in number of students/employers participating year-over-year	award given for no more than four academic years or the equivalent	
National Guard Supplemental Scholarship	financial aid program for students in the Indiana National Guard	Commission for Higher Education	State Funds	\$3,579,353 (FY 14); \$3,676,240 (FY 15)	Students receive funds by term/quarter through their public colleges and universities of choice.	21-13-4	As certified by the Guard unit, Indiana resident student who is in active drilling status and has not been AWOL at any time during the 12 months prior to college enrollment. Student must be seeking associate degree or first bachelor degree at eligible Indiana institution.	Total number of students to receive funding per year	Students may receive a total of 8 semesters of state aid in any combination including any state awards used prior to, after or concurrently with the NGSG/NGES.	



Name of Program	Brief Description of Program	Overseeing Agency/ Org.	Funding Source	Amount of Funding (Annualized)	Timeframe/ Duration	Guiding Laws/ Regulations	Eligible Population	Performance Metrics	Key Limitations	Other Important Information
National Guard Extension Scholarship	financial aid program for students who have served, but are no longer serving, in the Indiana National Guard	Commission for Higher Education	State Funds	no state funds allocated; money is transferred from NG Supplemental Scholarship annually	Students receive funds by term/quarter through their public colleges and universities of choice.	21-13-5	Former Guard members who left the Guard under honorable discharge conditions, who used the NGSG in the past and who served on active duty overseas since September 10, 2001.	Total number of students to receive funding per year	Students may receive a total of 8 semesters of state aid in any combination including any state awards used prior to, after or concurrently with the NGSG/NGES.	



APPENDIX 2: Sample of Grade-Level Career Education Components

Elementary

- Learning about careers through literature, online investigations, and appropriate work based learning opportunities such as field trips/workplace tours, guest speakers, and virtual job shadowing

Middle School

- Exposure to College and Career curriculum (career course, career exploration, guest speakers and collaboration/inquiry career projects with local career centers, community partners, and colleges)
- Explicit College and Career Readiness goals embedded in school culture through intentional career communications to students and families
- Maintain exposure to career development resources such as Kuder Navigator through Indiana Career Explorer
- Exposure to all career clusters, interest and skill inventories, tie academic skill development to succeeding in careers, initial phase of electronic portfolio
- CTE teachers and career counselors collaborate with middle school staff to assure that all students have a four year plan to be college and career ready upon graduation from high school
- Create systemic process for identification of students who would benefit from intensive career readiness preparation, consider opportunities like JAG and AVID for identified groups
- Community partnerships with local businesses and industries to start work based learning opportunities that can be expanded upon as students move into high school

High School

- Design college and careers courses that continue the development of career plans and employability skills
- Create systemic process for identification of students who would benefit from intensive career readiness preparation, consider opportunities like JAG and AVID for identified groups
- Create process for schools to design Program of Study systems that allows for access to both College and Careers via Core 40 diploma expansion and General Diploma expansion and align to community college and four-year majors



- All students create Pathway Plans that include their four year graduation plan and post high school college and career options
- Incentivize students who earn industry certification in a program of student by offering options like financial incentive, waived certification fees and/or payment of post-secondary application fees if the student continues in the program of study
- Expand electronic career portfolios through online resource tools such as Indiana Career Explorer
- Identify opportunities for earning dual/college credits and/or industry recognized credentials
- Expand student access to work based learning opportunities, including workplace tours, industry in the classroom, job observation/participation, industry/career mentors, job/career fairs, job shadowing, internships, work-and-learn, and apprenticeships



APPENDIX 3: Community College Best Practices Taskforce Recommendations

The following recommendations were developed by the Indiana Career Council Community College Best Practices Taskforce, and were adopted by the Career Council and provided to the Indiana General Assembly as part of its Progress Report, dated December 1, 2013.

Recommended Best Practices

The taskforce has grouped its recommendations into three overall categories: *Acceleration to Completion*, *Informed Choice and Proactive Advising*, and *Leadership and Governance*.

Acceleration to Completion refers to practices that directly address the needs to ensure that students persist and complete their programs of study in a shorter timeframe. *Informed Choice and Proactive Advising* refers to practices wherein students are provided with the support needed and encouraged to persist and complete programs of study that fulfill their academic and professional aspirations with the appropriate rigor and commitment. *Leadership and Governance* refers to practices in which the leadership of the institutions commits to continuous improvement practices and measure success of the institutions based upon meaningful outcomes.

Each of the three categories has been sorted into sub-categories: *Current Best Practices*, *Practices to Scale*, and *Innovations to Implement*. *Current Best Practices* are those practices that Ivy Tech and/or Vincennes University are currently offering which the taskforce recommends that the Career Council support. *Practices to Scale* are those practices that have been implemented in some fashion at either Ivy Tech or Vincennes. The taskforce recommends that the schools investigate how these practices can be expanded to include more students at additional locations, as appropriate. *Innovations to Implement* are practices that have not been implemented to-date that research and data show have the ability, when implemented effectively, to positively impact the persistence and completion rates of students and to enhance robust workforce outcomes of those students.

1. Acceleration to Completion

Current Best Practices

- a. **Performance-based funding (for persistence, completion, on-time completion, at-risk student completion, successful remediation, and institutionally-defined metrics)** – The State of Indiana currently awards 6 percent of its operating funding to public post-secondary institutions based upon performance.
- b. **Student financial aid tied to full-time course load** – The State of Indiana's two main financial aid programs, the Frank O'Bannon grant and 21st Century Scholars Program, have long served only full-time students and limited funding to four years. The State is currently phasing in credit completion thresholds designed to help these full-time students graduate before their financial aid eligibility runs out. Students are now required to *complete* (not just take) at least 24 credits per year to stay eligible for the financial aid and students will get significantly more money if they complete 30 credits



per academic year. The State also administers a part-time grant program that is currently funding at \$7.8 million per year. Students receiving that funding will now be required to complete 18 credits per academic year to stay eligible. However, the taskforce has identified the need for alternative models to serve non-traditional students and therefore recommends that alternative solutions for a portion of state-funded financial aid, designed to align with emerging non-traditional student delivery models, be further investigated.

Practices to Scale

- a. **Accelerated Degree Programs** – These programs expedite the completion of degrees by providing block scheduling and wraparound supports to students. Ivy Tech currently offers its ASAP Program to recent high school graduates. The program provides instruction and focused supports (including a stipend) to students, and leads to an associate’s degree in 12 months. The program has shown excellent outcomes, with 86 percent of students earning a degree or continuing enrollment after 12 months and 92 percent earning a degree after two years.
- b. **Co-requisite remediation Math and English**– These programs meld remediation with “gateway” courses and provide students with the opportunity earn credit towards their degree rather than completing a remedial course prior to enrolling in the credit-bearing “gateway” course. Both Ivy Tech and Vincennes have implemented co-requisite courses, and best practices throughout the nation have shown that offering co-requisite remediation can potentially double the traditional remedial student success in the “gateway” course (currently 20 percent in Indiana). For more information on the importance of co-requisite remediation, please see the Complete College America presentation attached to this report. Further, both Ivy Tech and Vincennes University should continue to investigate the sequencing of co-requisite remediation courses, in order to ensure that the knowledge and skills learned through remediation can be stacked and lead to greater success in remediation.
- c. **Industry Partnership Work-School Models** – Ivy Tech and Vincennes Universities have implemented programs that connect industry needs directly to employment opportunities available within those industries. One such example is the Toyota Advanced Manufacturing Technician program available at Vincennes University. In this program, participating students are provided with block-scheduled coursework at Vincennes Tuesday through Thursday of each week, while working at Toyota on Mondays and Fridays. Upon completion of the educational program, students have the opportunity to go to work full-time at Toyota in high wage positions. Through the program, students see the direct applicability of their learning and Toyota is able to ensure that the education is directly aligned to its workforce needs. The Indiana Business Research Council reported to the Career Council that businesses have increasingly reported that soft skills, such as flexibility and adaptability, interpersonal skills, critical thinking, problem-solving, and dependability, are essential in the preparation of workers. Well-designed industry partnership work-school programs are



able to imbed “soft” skill development and demonstration that employers regularly report while students are developing that “hard” skills required within the workplace. Industry Partnership Work-School programs have tremendous educational attainment and workforce outcomes and ensure that the educational content is directly aligned with employer needs. They are representative of the success of programs that provide business and industry-driven curriculum to students and that directly support the needs of Indiana’s economy. Both Vincennes University and Ivy Tech should be encouraged to work with employers and consortiums of employers (specifically small business in focused employment and industry sectors) to establish more programs such as this throughout the state. Further, the Career Council should investigate practices to encourage and support the enhancement of employer involvement in curriculum development within community colleges.

- d. **Alternative Paths to Remediation** – Both Ivy Tech and Vincennes University have had success in developing and implementing programs that provide student access to remediation that do not involve the traditional classroom-based, non-credit bearing remedial courses. In addition to co-requisite remediation, Ivy Tech and Vincennes should expand the availability and usage of programs such as MyFoundationsLab, an online remediation tool that provides students with self-paced, customized, and interactive learning activities designed to increase math and English knowledge and close the remediation gap. With an estimated 75 percent of two-year students requiring some form of remediation, it is of key importance for Ivy Tech and Vincennes University to increase student access to, and use of, these forms of alternative paths to remediation.

- e. **Enhanced Connections between Secondary and Post-Secondary Career and Technical Education** – Both Ivy Tech and Vincennes University offer multiple programs that link secondary and post-secondary education. These programs, such as dual-credit offerings made available through high schools in partnership with Ivy Tech and Vincennes University, offer students an opportunity to earn college credit while in high school, and thus can lead to more rapid student completion of post-secondary education and a financial savings for the student. In addition, both Ivy Tech and Vincennes currently offer focused, employer-aligned programs wherein students begin post-secondary studies at high school, and graduate high school with the credits necessary to obtain an associate degree and/or workforce certifications or only require minimal studies at post-secondary institutions to earn a credential. For example, the Early College program at Ben Davis University and six other Indiana high schools, offered by Vincennes University, offer students an opportunity to complete an associate degree while completing high school. The Hire Technology program, developed by Conexis Indiana, and offered in coordination with Ivy Tech and high schools provides students with the opportunity to complete high school with dual credits and an industry-recognized certification in logistics or advanced manufacturing. Programs such as these have shown to be a great success, simultaneously preparing high school students with the skills needed for the



workplace and further education. The recent launch of Vincennes University's Early Colleges in partnership with Career Centers in Hammond and Area 31, offers special promise to addressing the challenge of preparing students for the workforce as CTE Early College career pathways are developed in conjunction with the career center and based on the workforce needs of the regional employer base.

Innovations to Implement

- a. **Block Scheduling** – Block scheduling has been shown to increase student persistence and completion. In block scheduling, cohorts of students are offered a full-time schedule of courses that are “blocked,” or offered back-to-back on specific days and times of the week (most often Monday through Saturday). While block scheduling may not be as beneficial for students on residential campuses, they allow students at non-residential campuses to maintain a predictable schedule, thus allowing a consistent work-school-life balance, while completing full-time education. Tennessee Colleges of Applied Technology comprehensively implemented block scheduling for its students, and currently has a 75 percent on-time graduation rate, compared to a 14 percent on-time graduation rate for Tennessee Community Colleges. Ivy Tech and Vincennes University should commit to implementing block scheduling for associate degree programs at all campuses throughout Indiana.
- b. **Focused Strategies for Working Adults** – As discussed previously, Ivy Tech has successfully implemented its ASAP program for recent high school graduates. Based upon the success of the program, the taskforce recommends that Ivy Tech develop and implement a program modeled on the ASAP program, aimed at non-traditional students/adult learners. Further, Vincennes University should establish a program of similar structure. These programs should, to the extent possible, be short-term, intensive programs, which lead to an associate degree and/or industry-recognized certifications.
- c. **Alignment of Math Courses with Programs of Study** – For many years, college algebra has been the default math class required by post-secondary institutions for degree completion, regardless of the student’s program of study or major area. College algebra truly has one purpose: to prepare students for calculus. For many students, college algebra is a serious obstacle to college success and it does not always align with the students’ areas of academic interest or career development needs. Many post-secondary institutions throughout the United States have begun to offer a more student-centered approach to math course requirements. These institutions have developed and implemented math courses that are aligned with students’ programs of study or major areas. For example, at these institutions, students that major in health sciences, liberal arts, business, are offered a quantitative reasoning or statistics course as the required math course, and for students in STEM majors, college algebra/precalculus courses are required. The alignment of math courses in this manner assists students to complete the math requirements, while ensuring that the math course taken is more closely tied to the math requirements in their area of interest and



study. Ivy Tech will be rolling out the alignment of math courses with its students' major areas beginning in Spring semester of 2014, with statewide implementation completed by Fall semester 2014. Ivy Tech should be commended for implementing this best practice, and Vincennes University should be encouraged to implement it.

2. Informed Choice and Proactive Advising

Current Best Practices

- a. **Degree Maps** – These planning tools are available to students and provide a map to degree completion. Degree maps assist students in setting goals for completion, and laying out a specific pathway to complete. Both Ivy Tech and Vincennes University provide degree maps to students, which help students identify the path to completion, and also assist the college and its advisors to identify when students fall off track or change direction. The Commission for Higher Education published guidance detailing required elements of degree maps as well as suggested elements and processes. Ivy Tech and Vincennes University should ensure that their degree maps meet the Commission's requirements and investigate the feasibility of implementing the suggested elements and processes.
- b. **Mid-term grade reporting** – Both Ivy Tech and Vincennes University provide mid-term grade reporting for their students. This process enables students to ensure that they remain on track to successfully complete courses, and it also provide advisors and faculty and opportunity to identify students who are at risk for failing a course and provide the necessary intervention.

Practices to Scale

- a. **Guided Pathways** – These practices provide students with a default, sequential course schedule that leads them to on-time completion within their areas of study. Students work closely with advisors to determine their area of interest and academic goals, and students are provided with a detailed degree map. Guided pathways require a high level of engagement between students and advisors. In order to accomplish this, schools need to ensure that they maintain the necessary advising capacity. For example, at Ivy Tech, the current ratio between students and advisors is 1,200 to 1. Ivy Tech has set a goal of improving this ratio to 250 students per advisor; however to do so, Ivy Tech will need to add 400 advisors to its staff. Both Ivy Tech and Vincennes University have worked towards enhancing their advising capacity, including an increase in the number and preparation of advisors and improving the ratio between full-time faculty and part-time faculty; however, more work on this front is needed. Guided pathways have been shown to produce higher graduation rates and more on-time graduates, as well as saving students money by limiting courses taken that ultimately don't translate to degree completion. The taskforce recommends that Ivy Tech and Vincennes University continue their work in offering guided pathways to students, ensuring that all degree-seeking students are provided with proactive advising and have the opportunity to opt



into a default pathway to completion in their choice of academic study. Further, the taskforce recommends that Ivy Tech and Vincennes continue to improve the ratio between students and advisors and investigate innovative practices to providing the appropriate levels of engagement between students and advisors.

- b. **“15 to Finish” Campaign** – In this campaign, institutions and organizations proactively encourage students to enroll in a minimum of 15 credit hours a semester in order to ensure that they remain on track to graduate on-time. Currently, the Commission for Higher Education, with organizational support from Ivy Tech, Vincennes University, and other institutions of higher education, has implemented this campaign. It is of key importance that students understand the benefits of on-time graduation and what it will take for them to do so. The taskforce recommends that CHE continue to expand this campaign, and that Ivy Tech and Vincennes ensure that its students are explicitly made aware of the ideas behind it, and are thus strongly encouraged to complete a full-time course load of at least 15 credit hours a semester. Further, the Career Council should investigate additional practices that encourage full-time enrollment and on-time completion. These additional practices could include incentives for reverse transfer, in which students begin study at a four-year university, and then transfer to the community college and complete an associate degree, and incentives for students to complete associate degrees prior to transferring to four-year universities.

Innovations to Implement

- a. **Meta-majors** – In meta-majors programming, students select a broad category, such as STEM, Liberal Arts, Health Sciences, Education, etc., in which to initially major. No student is identified as being undecided or unclassified. Students in meta-majors are able to complete pre-requisite and introductory courses, and are able to narrow their studies to a more specific major in future semesters. Ultimately, meta-majors programming allows students to “explore,” while ensuring that the courses they complete will “count” toward the credits needed for graduation. The taskforce encourages Ivy Tech and Vincennes University to implement of meta-major programming as a part of their standard advising and curriculum processes. To the extent possible, these meta-majors should be closely aligned with the primary employment sectors within the state and local communities.

3. Leadership and Governance

Current Best Practices

- a. **Culture of continuous improvement and student success** – Both Ivy Tech and Vincennes University have worked diligently to establish and maintain a culture that is focused on continuous improvement of operations and processes, and demonstrate a great commitment to encouraging student success. Both schools have demonstrated an improvement in persistence and completion rates in recent years and have shown a willingness to implement innovative practices that aid in the success of its students. The



taskforce recognizes the efforts of both schools in this regard and encourages the schools to maintain this culture as they continue improvements and innovations.

Practices to Scale

- a. **Professional Development for College Leadership** – Both Ivy Tech and Vincennes University regularly provide professional development for leadership, including administration, faculty, and advising. Nationwide best practices have shown that focused professional development opportunities have empowered school leadership to further develop skills and cultivate innovations that greatly aid in the success of the institutions and students. In order for Ivy Tech and Vincennes University to help Indiana produce the number of graduates to meet the projected education and skills demand for 2018 and beyond, it is important to encourage professional development around the concepts of change management. The taskforce encourages Ivy Tech and Vincennes University to expand their focus on providing professional development for leadership, ensuring that leaders have the ability to investigate and learn about innovative practices aimed at increasing student attraction, persistence, completion, and workforce outcomes. Further, the taskforce recommends that these professional development opportunities include increasing the ability to develop and implement techniques necessary to make proactive changes.

Innovations to Implement

- a. **Meaningful Linkages between Education and Workforce Outcomes** – The Aspen Institute includes labor market (post-graduation) outcomes as being one of its five areas of college excellence, indicating that the success of students in the workforce is one of the primary indicators of success for high-performing colleges and universities. Indiana's two year colleges are uniquely positioned to impact Indiana's economy by ensuring that its graduates are prepared to meet the workforce needs of Indiana's employer community. Data show that a greater percentage of students from Ivy Tech and Vincennes University remain in and are employed in Indiana following graduation than students at Indiana's four-year universities. However, in current practice, the success of Ivy Tech and Vincennes University, whether through the State's performance-funding formula or internal performance expectations and goals, are not measured by workforce outcomes. The taskforce recommends that the Career Council investigate the possibility of tying the measure of success of Indiana's two-year public institutions directly to the workforce outcomes of its graduates. Some measures that could be explored include the percentage of graduates employed in Indiana within six months of graduation; the percentage of graduates employed in career fields related to their areas of study; and the average annual earnings of graduates one year and five years post-graduation. Further, the taskforce recommends that Ivy Tech and Vincennes University include relevant



workforce outcomes as one of the internal mechanisms they utilize to formally measure the success of their programs.

Special Note: The previous list is not intended to be an exhaustive list of existing best practices and innovations. The taskforce recognizes that there are many best practices that can help increase student persistence and completion and enhance workforce outcomes. In addition to the recommendations contained within this list, the taskforce encourages Ivy Tech and Vincennes University to continue to explore and implement additional best practices.



APPENDIX 4: Funding Implications for the Indiana Career Council Strategic Plan

In order to ensure at least 60 percent of Hoosiers have the postsecondary knowledge, skills and credentials demanded within Indiana's economy by 2025, the Indiana Career Council recognizes that we must invest. It will require significant investments of time, human capital, and financial resources to be successful. The Council proposes, though, that implementation of its strategic plan is not only about investing *more*, but investing *more strategically*. The Council will be seeking resources for implementation through three primary methods:

1. Work more efficiently and strategically with existing resources;
2. Eliminate waste among existing processes and structures and reallocate associated resources to strategic priorities; and
3. Invest additional resources into objectives and strategies that will have the largest impact on meeting Indiana's goal of ensuring 60 percent of Hoosiers have.

While the Council is not ready to offer specific estimates at this time, each of the strategies included in the recommendations have been categorized in the table below based on their anticipated costs and impacts. The Career Council has only included strategies in its plan which are expected to have significant impacts on Indiana's education, job training, and career development systems. Some strategies will have very low, if any, costs associated with implementation. Others will require substantial investments in order to achieve the desired outcome.

The next immediate task of the Career Council will be to determine specific cost estimates for each strategy identified in the Strategic Plan. By working with state agencies to project costs, as well as the Legislative Services Agency, we will develop sound estimates to inform the Council's and General Assembly's future decision making.



STRATEGY

Cost/Impact

Objective 1	1.1 Streamline governance structures of the State's education, job development, and career training system	Low Cost High Impact
	1.2 Ensure all partners in the State's education, job skills development, and career training system share a common goal and mission of increasing the skill levels of all Hoosiers and providing pathways to self-sufficient careers, and measure success utilizing the same performance metrics	Low Cost High Impact
	1.3 Increase connectivity and service integration among partner agencies within the talent development system	Low Cost High Impact
Objective 2	2.1 Improve the foundational and career/technical skills of Indiana's students and workforce	Low Cost High Impact
	2.2 Expand the career education component across all grades K-12, post-secondary, and workforce to assure a system that provides intentional ways for all students to have opportunities for career exploration and investigation	Moderate Cost High Impact
	2.3 Ensure that students and workers at all levels throughout Indiana are provided with meaningful career counseling and career preparation	High Cost High Impact
	2.4 Provide incentives for all partners to participate in a system to provide meaningful career education at all levels for all students (K-12, post-secondary, and adult workers)	High Cost High Impact
Objective 3	3.1 Request that the General Assembly provide financial incentives in the form of a graduation grant (administered by the Commission for Higher Education) for Hoosiers attending Indiana's post-secondary institutions to earn degrees or quality workforce credentials tied to the priority sectors identified by the Career Council.	High Cost High Impact
	3.2 Capitalize on previous investments made by students and the State by encouraging Hoosiers with some college, but no degree, to return and complete	High Cost High Impact
	3.3 Ensure that all Indiana high school students are provided with opportunities to earn high quality, transferrable post-secondary credit and/or quality workforce credentials while still enrolled in high school	Moderate Cost High Impact



	3.4 Ensure that Indiana's two year colleges implement and scale best practices that increase the persistence, on-time completion rates, and labor market outcomes of their students	Moderate Cost High Impact
	3.5 Increase the availability and usage of prior learning assessments and competency-based education models for returning adult students	Low Cost High Impact
Objective 4	4.1 Incentivize the business community to provide more work-and-learn opportunities to Hoosier students and adults	Moderate Cost High Impact
	4.2 Task the Indiana Network of Knowledge with identifying a method of tracking work-and-learn experiences completed throughout the state	Low Cost High Impact
Objective 5	5.1 Directly link public investments for education, training and career development to the priority industry sectors within Indiana's economy	Low Cost High Impact
	5.2 Launch and/or expand regional sector partnerships that complement the State's priority industry sectors to provide a mechanism for Indiana's education, job training, and career development system to collect information and respond to sector needs	Low Cost High Impact



APPENDIX 5: Monitoring and Measuring the Objectives and Strategies within this Strategic Plan

As is mentioned in the Next Steps section of the strategic plan, the Career Council is committed to effectively measuring the impacts of the objectives and strategies found within the document, and setting measurable targets for each indicator. In order to effectively establish these targets, the Council must first ensure that comprehensive, reliable data sets and sources are available, and that there is common understanding and agreement on baseline or benchmarks. The Council is committed to identifying baseline performance numbers and establishing targets for all indicators of success found within this plan by January 1, 2015.

The charts found on the following pages list each indicator of success found within the plan, sorted by objective. The charts also indicate, where possible, potential benchmarks that the Council may use, as well as potential data sources for each of the indicators. These charts are provided as examples only, and are included to provide a general picture of the methodology the Council will use as it approaches its work.



	Sample of Potential Benchmark(s)	Data Source
Objective 1		
Creation of common service delivery maps for system partners	Establishment of Common Service Delivery Maps by July 1, 2015	Source agencies/Indiana Career Council
Implementation of interagency policies by July 1, 2015	Fully implemented interagency policies by July 1, 2015	Source agencies
Percentage of funding dedicated to performance-based education and training	To be identified	Source agencies
System Outcomes		
Percentage of individuals served that enter into a quality workforce credential or post-secondary studies	66%	CHE 2012 High School Graduates, College Readiness Report
Percentage of individuals/students that complete education/training and receive credential	To be identified	Indiana Network of Knowledge/System Partners
Percentage of individuals/students that complete education "on time"	To be identified	Indiana Network of Knowledge/System Partners
Percentage of individuals/students that enter into unsubsidized employment and/or next level of education	To be identified	Indiana Network of Knowledge/System Partners
Percentage of individuals/students that enter into unsubsidized employment and/or next level of education in a field related to their studies	To be identified	Indiana Network of Knowledge/System Partners
Average annual earnings of individuals/students that enter into unsubsidized employment	\$38,119	2012 Per capita income, US Bureau of Economic Analysis
Percentage of the adult workforce that transitions off of public assistance	To be identified	Indiana Network of Knowledge/Source agencies

	Sample of Potential Benchmark(s)	Data Source
Objective 2		
Increased high school graduation rate	88.59% (total) 81.72% (non-waiver)	IDOE 2013
Improved NAEP reading and math scores		
4th Grade Reading	225.3	NAEP 2013
4th Grade Mathematics	248.6	NAEP 2013
8th Grade Reading	287.8	NAEP 2013
8th Grade Mathematics	267.3	NAEP 2013
Reduction in remediation needed by high school graduates that transition to post-secondary studies	28%	CHE 2012 High School Graduates, College Readiness Report
Increased career counseling and guidance available through system	To be identified	Source agencies/System partners
Increased percentage of students and workers that pursue and complete post-secondary studies in priority employment sectors	18% STEM 17% Health 14% Business and Communication 6% Trades	CHE 2012 High School Graduates, College Readiness Report
Reduction in the work time that counselors spend on non-counseling duties	75%	Indiana School Counseling Research Review, Chamber of Commerce Foundation, 2014
Number of employers engaged in career counseling/mentoring throughout the system	To be identified	System partners



	Sample of Potential Benchmark(s)	Data Source
Objective 3		
Increased number of graduates with quality workforce credentials and/or associate degrees		
Traditional Students	9,302*	Indiana residents receiving associate degrees, 2012 CHE
Adult Students		
Increased number of graduates in fields of study directly related to Indiana's priority sectors	To be identified	Indiana Network of Knowledge/CHE
Increased on-time completion rates in Indiana's two year and four year college systems		
Two Year	5.1%	CHE 2014 College Completion Dashboard
Four Year	29.5%	CHE 2014 College Completion Dashboard
Reduction in student loan debt among students		
Two Year	\$17,132	CHE 2013 Return on Investment Report
Four Year	\$26,028	CHE 2013 Return on Investment Report
Increase in number of high school students that receive dual credit and/or quality workforce credentials	To be identified	Indiana Network of Knowledge/CHE/DOE
Increased job placement and retention in priority industry sectors	To be identified	Indiana Network of Knowledge
*This number only includes associate degrees awarded. It does not include the number of quality workforce credentials awarded or a break-out of traditional students and adult students.		

	Sample of Potential Benchmark(s)	Data Source
Objective 4		
Work-and-learn incentive program offered throughout Indiana	Operational incentive program in place by October 1, 2015	Operating Agencies
Number of employers participating in work-and-learn incentive program	To be identified	Indiana Network of Knowledge
Number of students completing work-and-learn experiences	To be identified	Indiana Network of Knowledge
Percentage of individuals/students with at least one work-and-learn experience who enter into careers within three months of completing a credential/degree program	To be identified	Indiana Network of Knowledge

	Sample of Potential Benchmark(s)	Data Source
Objective 5		
Fully functional sector partnership entities in every region	Operational sector partnership entities by January 1, 2016	Indiana Works Councils
Number of employers that participate in sector partnership entities	To be identified	Indiana Works Councils/System partners
Increased number of individuals/students that obtain post-secondary credentials in priority-sector fields of study	To be identified	Indiana Network of Knowledge/CHE
Percentage of individuals/students that obtain post-secondary credentials and enter into careers within priority sectors	To be identified	Indiana Network of Knowledge/CHE



APPENDIX 6: Additional Strategies Considered by the Career Council

In developing the strategic plan, the Indiana Career Council considered a number of promising strategies and initiatives that are outlined below. While these strategies are not included in the strategic plan, they are promising initiatives that are either currently being implemented by partner agencies or which may be explored further in the future.

Promising Initiatives Supported by Council:

- Leverage the Hoosier Family of Readers initiative to increase literacy throughout Indiana
- Support the State Workforce Innovation Council (SWIC) as it launches a statewide soft skills development program and/or certification
- Expand the opportunities for individuals to earn a high school equivalency *and* an occupational credential

New Strategies to Potentially Explore:

- Encourage leadership at the state and local levels to adopt and communicate long-term goals to improve education attainment levels among Hoosiers
- Develop an overarching, consistent state-wide campaign to communicate the importance of education and learning
- Engage community partners throughout Indiana in the efforts to promote the value of education and lifelong learning through a “bottom-up” approach
- Explore innovative funding models to increase support for certificates and industry-recognized credentials demanded by employers
- Establish career coaches throughout Indiana who are integrated into the education and workforce development systems and who work on behalf of all agencies within the talent development system.
- Support the IEDC in implementing a place-based strategy for Indiana
- Encourage colleges and universities to increase technology transfer and commercialization activities
- Seed Centers of Excellence at the colleges and universities throughout Indiana that are aligned to regional/state target industries
- Examine state support of business incubators throughout the state



APPENDIX 7: Presentations Provided to the Career Council

Throughout the development of this strategic plan, the Career Council received presentations from a number of partner organizations, stakeholder groups, and national experts that influenced the establishment of the objectives and strategies included.

Following is a list of the presentations that were provided to the Council during its meetings in 2014, along with a weblink to a copy of the presentation that was shared:

“A National Perspective and Steps for Success: Economic Development, Education, and Workforce Development.” Emily DeRocco, E3 and Mason Bishop, WorkED Consulting

Link: [http://in.gov/icc/files/Presentation ESD and MMB May 19 2014.pdf](http://in.gov/icc/files/Presentation_ESD_and_MMB_May_19_2014.pdf)

“Career Pathways and Sector Strategies.” Jaclyn Dowd, CECI

Link: [http://www.in.gov/icc/files/Career Pathways ICC Sept 25 2013 final.pdf](http://www.in.gov/icc/files/Career_Pathways_ICC_Sept_25_2013_final.pdf)

“Recommended Policies and Practices for Advancing Indiana’s System of Adult Education and Workforce Training.” Indiana Chamber of Commerce

Link: [http://www.in.gov/icc/files/2013-12-16 NCHEMS Report.pdf](http://www.in.gov/icc/files/2013-12-16_NCHEMS_Report.pdf)

“What Indiana Makes, Makes Indiana.” Indiana Manufacturer’s Association

Link: [http://www.in.gov/icc/files/2013-12-16 Indiana Manufacturers Assoc.pptx](http://www.in.gov/icc/files/2013-12-16_Indiana_Manufacturers_Assoc.pptx)

“Sector Partnerships for Indiana.” Jessica Fraser, Indiana Institute for Working Families

Link: [http://www.in.gov/icc/files/IWF Presentation 0114.pdf](http://www.in.gov/icc/files/IWF_Presentation_0114.pdf)

“Indiana Works Councils Recommendations, March 24, 2014.” Marie Mackintosh, Center for Education and Career Innovation

Link: [http://in.gov/icc/files/Career Council Recommendations from Works Councils-032414.pdf](http://in.gov/icc/files/Career_Council_Recommendations_from_Works_Councils-032414.pdf)

“Operation: Job Ready Veterans Presentation to Indiana Career Council.” Tony Cross, Operation: Job Ready Veterans

Link: [http://www.in.gov/icc/files/OJRV Presentation 0114.pdf](http://www.in.gov/icc/files/OJRV_Presentation_0114.pdf)

“Indiana Associated for Career and Technical Education Presentation to Indiana Career Council.” Rusty Hensley, Richmond Community Schools, and Brad Street, Southeastern Career Center

Link: [http://www.in.gov/icc/files/IACTED Presentation.pdf](http://www.in.gov/icc/files/IACTED_Presentation.pdf)



"The Indiana Union Construction Industry. Skilled on Principle. Union by Choice." Pete Rimsans, Indiana State Building and Construction Trades Council, and Ken Jania, Lake County Electricians JATC Indiana State Building and Trades Council Presentation

Link: [http://in.gov/icc/files/Career_Council_Presentation_2_2014-Final\(1\).pdf](http://in.gov/icc/files/Career_Council_Presentation_2_2014-Final(1).pdf)

"Workforce Investment Act One Stop System Overview." Ricki Kozumplik, Accelerating Higher Achievements Consulting

Link: http://www.in.gov/icc/files/Presentation_on_WIA_System_Overview.pdf

"Ivy Tech Community College of Indiana: Rebuilding America's Middle Class." Thomas Snyder, Ivy Tech

Link: http://www.in.gov/icc/files/Ivy_Tech_Career_Council_Presentation-032414.pdf

"Vincennes University Best Practices Presentation to the Indiana Career Council." Richard Helton, Vincennes University

Link: http://www.in.gov/icc/files/VU_Career_Council_Presentation-032414.pdf