Indiana

Analyzing the learner continuum in Indiana.

Indiana has prioritized developing, supporting and promoting learner pathways as a critical strategy for driving the state’s and communities’ economic prosperity. Led by the Governor’s Workforce Cabinet, these efforts include an impressive level of cross-agency coordination and planning that allow Indiana to offer a robust set of on-ramps and off-ramps for learners of all ages. This work continues with plans to strengthen its career and technical education offerings, to increase alignment of pathways with high value postsecondary and industry credentials, and to ensure that adult learners have low-cost opportunities to advance their skills and training.

STRENGTHS

• Indiana’s robust cross-agency collaboration and shared accountability efforts led by the Governor’s Workforce Cabinet.

• Indiana’s Next Level Jobs program that reduces barriers for adult learners to earn stackable credentials and incentivizes employers to hire and train employees.

• Indiana’s identification and promotion of stackable credentials aligned to six high growth occupational sectors.

OPPORTUNITIES

• Strengthen data collection and transparent reporting of K-12 pathway data related to pathways and learner outcomes.

• Consider additional metrics to the outcomes-based funding model such as job placement and wage earnings.

• Enhance college acceleration opportunities by incorporating automatic learner enrollment in advanced coursework.
## Learner Pathways

*Ensure vertical alignment to workforce needs, robust funding, collaboration across agencies and equitable access for all students.*

<table>
<thead>
<tr>
<th>K–12</th>
<th>SUB-ASSOCIATE</th>
<th>ASSOCIATE</th>
<th>BACHELOR’S OR HIGHER</th>
<th>WORKFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH-QUALITY CTE PROGRAMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TARGETED CTE PROGRAM FUNDING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUDIT FOR QUALITY AND EQUITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATE CROSS-AGENCY SHARED PRIORITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### High-Quality CTE Programs

Align all CTE programs with high-demand, high-skill and high-wage occupations that reflect the state’s economic and workforce priorities. Ensure that these programs feature the academic and technical skills and knowledge learners will need to be successful.

### Targeted CTE Program Funding

Dedicate state funding for CTE programs—but only if they are aligned to high-demand, high-skill and high-wage occupations. Target specific funds for pathway completion and demonstrated learner outcomes.

### Audit for Quality and Equity

Conduct a biennial audit of CTE programs for quality and equity to ensure that all learners have access to high-demand, high-skill and high-wage pathways. Collect school- and student-level data to evaluate outcomes of CTE programs against established shared metrics for quality and equity.

### State Cross-Agency Shared Priorities

Establish shared priorities and collective accountability across state agencies and education systems for learner pathway development, supports and success. Ensure that business and industry have a seat at the table and can lead discussions related to demand and training requirements.
KEY POLICY

High-Quality CTE Programs

STATE POLICY ANALYSIS
The State Board of Education adopted CTE program standards in 2002, as required by statute. The Indiana CTE program standards and related curriculum content standards are intended to be used together to design quality courses (program standards) and develop students’ technical skills and academic proficiency (curriculum content standards). The Department of Workforce Development must designate each CTE program by category from among a list provided in the Indiana Code (i.e., apprenticeship program; cooperative education program; work-based learning; high-, moderate- or low-value program), using labor market demand data and average wage level data. The recently established Governor’s Workforce Cabinet is working on a large-scale revision of CTE efforts, known as Next Level Programs of Study (NLPS). This initiative is intended to increase vertical program alignment of CTE NLPS between secondary and postsecondary educational levels and strengthen their responsiveness to the state’s economy. Among the Cabinet’s current efforts is the development of Cooperative Education course standards.

OPPORTUNITY TO STRENGTHEN
As part of its current ongoing efforts to strengthen CTE and its alignment to postsecondary credentials, Indiana can consider evaluating its CTE programs of study to ensure they are aligned to high-demand, high-skill and high-wage occupations. Doing so can mean sunsetting or phasing out existing low-wage, low-skill pathways that Indiana schools and districts currently offer.

PROMISING EXAMPLES FROM OTHER STATES
- Delaware – Career and Technical Education Programs
- Tennessee – Career and Technical Education Programs
- Texas – Program of Study Initiative

RESOURCES
- NLPS
- Career and Technical Education Course Framework—Cooperative Education

POLICIES
- Indiana Standards for Career and Technical Programs
- IN Code 22-4.1 Article 4.1. Department of Workforce Development
- IN Code 4-3-27 Chapter 27. Governor’s Workforce Cabinet
Targeted CTE Program Funding

State Policy Analysis

State Career and Technical Education Grants are established in the Indiana Code. A school corporation is entitled to receive a grant for CTE programs, in addition to basic tuition support, in an amount determined in accordance with the Code. Of particular note, Indiana designates programs as “high” to “less than moderate” value programs to determine the distribution of this funding. Indiana’s Governor’s Workforce Cabinet also created a new CTE funding model. The total amount per student is a tiered funding model, which is meant to incentivize student participation in employer-demanded CTE pathways.

Opportunity to Strengthen

For implementation purposes, the tiered funding is allocated on a per-course basis. This has caused some perverse incentives for some schools and districts to offer only the highest value courses instead of ensuring that students are completing the full CTE program of study. As it continues refining its funding model, Indiana can continue to explore how to fund its desired outcomes (pathway completion, credential attainment, postsecondary credit, etc.) for high-value CTE pathways in addition to inputs (courses).

Promising Examples from Other States

- Ohio – Innovative Workforce Incentive Program
- Texas – House Bill 3

Resources

- Governor’s Workforce Cabinet—CTE
- IN State Board of Education SY 20/21 CTE Program Categorizations and Funding Recommendations

Policies

N/A
KEY POLICY

Audit for Quality and Equity

STATE POLICY ANALYSIS

Indiana statute requires the Department of Workforce Development to report to the State Board of Education annually CTE courses for the school year, average wage level used to designate CTE programs, labor market demand and average wage level data for specific regions, and any other information that is relevant to designate CTE programs. This report will be approved by the State Board to ensure the courses are in compliance with the state’s plan. CTE program monitoring, including school performance on measures of program quality and student performance, is also listed in the state’s Perkins V state plan as an area for growth.

OPPORTUNITY TO STRENGTHEN

Indiana can consider expanding its Early College Credit Report to include additional equity-related information about CTE dual credit and technical certificate completion by high school students. It can also consider ways to make the annual CTE program reviews more readily available to learners and families to help inform their decisions about program offerings.

PROMISING EXAMPLES FROM OTHER STATES

- Colorado – Return on Investment Reports
- Florida – Executive Order 19-31 and House Bill 7071
  (NOTE: While promising, both could be strengthened by more focused analyses on equity and quality of offerings.)

RESOURCES

- IN State Board of Education CTE Funding Recommendations Memo
- CTE Program Monitoring Efforts Beginning in 2020–21 School Year

POLICIES

- IN Code 20-43-8-7.5. Designation of Career and Technical Education Programs by Department; Review and Approval by State Board of Education
KEY POLICY

State Cross-Agency Shared Priorities

STATE POLICY ANALYSIS

The Governor’s Workforce Cabinet was created to, among other things, “identify the workforce needs in Indiana and recommend to the governor, general assembly, commission for higher education, and state board of education goals to meet the investment needs”; advise on the coordination of programs; approve regional workforce development board plans; conduct a “systematic and comprehensive review, analysis, and evaluation of workforce funding” and college and career funding; and much more. The Cabinet also has the authority to “direct the appropriate state agencies to implement administrative changes to the delivery of” workforce, college and career programs based on its evaluation of funding to “align with Indiana’s workforce goals.” In practical terms, much of the leadership and many of the program and policy changes have originated from the Cabinet or been directed by the Cabinet to other agencies.

OPPORTUNITY TO STRENGTHEN

Strategic plan alignment is currently in place across the Governor’s Workforce Cabinet and the Commission for Higher Education. Given that the superintendent of public instruction is now a governor-appointed role, Indiana can further strengthen this cross-agency collaboration by aligning the Department of Education’s plans with those of Cabinet and Commission.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware – Advisory Council on Career and Technical Education (DACCTE)
- Washington – Workforce Training and Education Coordinating Board

RESOURCES

- FAQs—Governor’s Workforce Cabinet
- Governor’s Workforce Cabinet Details Strategic Plan
- Snapshot of Indiana’s Combined WIOA and Perkins Plan

POLICIES

- IN Code 4-3-27 Chapter 27. Governor’s Workforce Cabinet
- IN Code C 22-4.1 Article 4.1. Department of Workforce Development
POSTSECONDARY ACCELERATION

Streamline postsecondary learning and empower high school students to earn credit to reduce the time required to earn postsecondary degrees.

<table>
<thead>
<tr>
<th>K–12</th>
<th>SUB-ASSOCIATE</th>
<th>ASSOCIATE</th>
<th>BACHELOR’S OR HIGHER</th>
<th>WORKFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COLLEGE ACCELERATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CREDIT FOR PRIOR LEARNING AND CREDENTIALS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COLLEGE ARTICULATION AGREEMENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>REMEDIATION</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COLLEGE ACCELERATION**

Provide and incentivize a range of options for learners to earn college credit while in high school. Ensure that all learners have access and financial support to accelerate their journey to a postsecondary credential.

**CREDIT FOR PRIOR LEARNING AND CREDENTIALS**

Implement a consistent state policy for awarding postsecondary program or elective credit for prior learning, work experience and earned industry credentials.

**COLLEGE ARTICULATION AGREEMENTS**

Establish statewide articulation agreements to ensure college credits earned in K–12 or at one institution transfer and count toward a degree at another. Minimize or eliminate credit loss and misalignment for transitioning learners.

**REMEDINATION**

Replace outdated developmental and remedial education with college credit bearing options paired with intensive supports. Adopt co-requisite remediation programs or offer remediation to learners before they graduate high school.
Indiana offers college credit bearing courses that provide accelerated programs to earn both an Indiana high school diploma and up to two years of academic credit, including postsecondary credentials. Each high school in the state must offer at least two dual credit courses and two Advanced Placement (AP) courses. At public colleges, the state subsidizes priority liberal arts and CTE dual credit. These priority courses are $25 maximum per credit hour and no cost for certain lower income students. Because Indiana has only two major two-year colleges (Ivy Tech and Vincennes), the state and institutions have made considerable progress on ensuring that dual credit course are aligned with credential awarding programs and transfer to four-year institutions. Indiana also supports other early college credit bearing opportunities including early college high school and the Cambridge exams and diploma.

To build on its strong foundation of college acceleration, Indiana can consider incorporating automatic enrollment policies for advanced coursework. Under these policies, students are automatically enrolled in advanced coursework such as AP, International Baccalaureate or dual credit based on their prior performance or assessment scores. This could promote broader participation and equitable access among underserved student populations, when combined with a multiple measures of eligibility approach.

PROMISING EXAMPLES FROM OTHER STATES

- Florida – High School Acceleration Programs and Statewide Agreements on Credit
- Idaho – Advanced Opportunities Funding
- Louisiana – TOPS-Tech Early Start Program
- North Carolina – Automatic Enrollment

RESOURCES

- Indiana Early College Credit Report 2021
- Learn More Indiana Counselor Guide
- Early College Credit: Dual Credit, AP & the Broader Landscape of Earning College Credits in High School
- Dual Credit
- Indiana Dual Credit FAQs

POLICIES

- IN Code 21-43 Article 43, Dual Enrollment; College Credit Earned by High School Students; Technical Certificates of Achievement
Credit for Prior Learning and Credentials

STATE POLICY ANALYSIS
Indiana House Bill 1281 (2017) allows scholarship and grant funds to be used to pay for the costs of credit for prior learning programs or assessments. These prior learning assessments are determined by higher education institutions, but the state’s policy allows existing financial aid to pay for the assessments. While not a comprehensive policy, it does address some aspects of acceleration and affordability for learners. Examples of prior learning assessments listed by the Indiana Commission for Higher Education include certifications, College Level Examination Program, DSST, portfolios and UEexcel. Also, the state recently provided funding to Ivy Tech to develop a framework to increase the scale of credit awarded by prior learning assessments—work that is now underway.

OPPORTUNITY TO STRENGTHEN
The state’s current approach relies heavily on individual institutions to determine “what counts” as qualifying prior learning. Indiana can consider adopting a policy to formalize a common process across institutions to award such credit toward relevant degrees and credentials. In addition, the state can consider ways to collect and share data about who is accessing prior learning assessments and better communicate its availability to learners.

PROMISING EXAMPLES FROM OTHER STATES
- Colorado – Prior Learning Assessment Credit Policy
- Kentucky – Prior Learning Initiative
- Ohio – Military Strategic Implementation Team

RESOURCES
- TransferIN

POLICIES
N/A
Indiana currently has several initiatives aimed at addressing college credit transfer and articulation across institutions and programs:

1. Indiana’s Core Transfer Library is a continually updated list of courses that are preapproved for transfer between all Indiana public college and university campuses and six independent colleges and universities (assuming adequate grades were earned).
2. As in other states, for students seeking a bachelor’s degree Indiana has identified 30 hours of core general education credit. This Indiana College Core helps ensure that these credits transfer between public colleges and universities.
3. The two main community/technical colleges, Ivy Tech Community College and Vincennes University, offer Transfer Single Articulation Pathway degree programs that can more easily be transferred and applied to specific bachelor’s degree programs at four-year colleges and universities.

Indiana’s initiatives to support broad transfer and articulation of college credit are already quite robust. The state can still consider adding more pathways to degrees that are guaranteed to transfer at reciprocating colleges and universities.

PROMISING EXAMPLES FROM OTHER STATES
- Florida – Statewide Transfer Articulation Agreements
- Kentucky – Transfer Articulation Agreements
STATE POLICY ANALYSIS

In 2013, Indiana’s Commission for Higher Education resolved to overhaul its remediation policy and move to a co-remediation model. The Indiana resolution was a culmination of several years of work by the Commission and Ivy Tech Community College to transform remedial education.

OPPORTUNITY TO STRENGTHEN

Indiana can consider adopting policies that eliminate non-credit developmental or remedial college courses. Instead, postsecondary institutions must place students in college-credit bearing courses and provide co-requisite supports to ensure that students can succeed in them. Indiana can phase in this program over several years to provide institutions an opportunity to support students and update coursework.

PROMISING EXAMPLES FROM OTHER STATES

- Georgia – [Complete College Georgia](#)
- North Carolina – [Multiple Measures of Placement Policy](#)
- Tennessee – [Co-Requisite Remediation](#) and [Seamless Alignment and Integrated Learning Support (SAILS)](#)

RESOURCES

N/A

POLICIES

N/A
POSTSECONDARY CREDENTIAL ATTAINMENT

Reduce barriers—such as funding, lack of alignment and missed opportunities—to help more students attain postsecondary credentials.

<table>
<thead>
<tr>
<th></th>
<th>K–12</th>
<th>SUB-ASSOCIATE</th>
<th>ASSOCIATE</th>
<th>BACHELOR’S OR HIGHER</th>
<th>WORKFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVERSE TRANSFER CREDENTIALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAST DOLLAR/LAST MILE FINANCIAL AID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OUTCOMES-BASED FUNDING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STACKABLE CREDENTIALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REVERSE TRANSFER CREDENTIALS
Establish a statewide policy to allow students to earn an associate degree while continuing to work toward a bachelor’s degree. Ensure two-year and four-year college credits can be combined toward the credential.

LAST DOLLAR/LAST MILE FINANCIAL AID
Provide dedicated state financial aid to qualifying learners that fills in gaps in federal assistance (last dollar) and promotes attainment for learners just shy of completing a degree (last mile).

OUTCOMES-BASED FUNDING
Transition postsecondary funding models from those based on learner enrollment to ones based on learner outcomes. Dedicate more funding to programs and institutions that show demonstrated success in meeting success metrics such as job placement and long-term wage earnings.

STACKABLE CREDENTIALS
Define and promote a combination of industry and academic credentials that reflect articulated pathways to advanced learning and employment. Ensure that postsecondary credential programs are widely accessible to all learners and reflect value in the labor market.
Reverse Transfer Credentials

**STATE POLICY ANALYSIS**
Statute gives Indiana educational institutions wide latitude in the awarding of degrees and certificates. Indiana Code 21-41-5-9 states that Ivy Tech Community College leadership may bestow certificates and associate degrees on “students who complete prescribed and authorized courses or series of courses.” Vincennes University personnel may grant a degree if they believe that a student’s “proficiency in learning” entitles the student to a degree. Similar language applies to other state educational institutions. In early 2017, the Indiana General Assembly charged the Commission for Higher Education to “study and make recommendations regarding the benefits of a reverse transfer policy for Indiana students” by November 1 of the same year. Its recommendations were published in *Reverse Transfer: Context and Policy Guidance*.

Since then, one of the state’s main community/technical colleges, Ivy Tech, has developed a structured process for learners to apply for reverse transfer degrees. To make this possible, Ivy Tech established agreements with all public four-year colleges and universities in the state, as well as many private institutions. (Vincennes University has similar agreements in place with colleges and universities.) In December 2020, Ivy Tech reached a milestone of awarding 1,000 credentials through reverse transfer.

**OPPORTUNITY TO STRENGTHEN**
Due to the state’s ability to leverage both community/technical college systems, the number of reverse transfer credential awards has seen impressive gains. To increase the scale of reverse transfers going forward, the state can invest in and support efforts to automate the transcript review process. Currently, transcripts are still being reviewed manually, which slows the ability to ensure all eligible learners can benefit.

**PROMISING EXAMPLES FROM OTHER STATES**
- Colorado – [Reverse Transfer Process](#)
- Florida – [Reverse Transfer Statewide Articulation Agreements](#)
- Texas – [Reverse Transfer Process](#)

**RESOURCES**
- [Ivy Tech Community College Reverse Transfer Application](#)

**POLICIES**
- [IN Code 21-41-5-9](#). Ivy Tech
STATE POLICY ANALYSIS

No comprehensive state policy could be identified for Indiana aside from its Workforce Ready Grant. In 2017, Indiana established its Next Level Jobs Workforce Ready Grant, which provides free job training in one of Indiana’s five high-demand job fields. These include Advanced Manufacturing, Building and Construction, Health and Life Sciences, IT and Business Services, and Transportation and Logistics. The Workforce Ready Grant covers the remaining tuition and mandatory fee charges up to $5,500 after other financial aid (excluding loans and GI Bill benefits) has been applied. Residents may receive the grant for up to two years. In 2019, the Indiana General Assembly passed House Bill 1002, which expanded the list of training providers to all public and private postsecondary institutions upon approval from the Indiana Commission for Higher Education. Prior to that, only Ivy Tech and Vincennes were approved providers.

Indiana’s You Can. Go Back. is a statewide campaign that aims to help Hoosier adults with some college but no degree finish what they started, with the help of the Adult Student Grant. Offered on a first-come, first-serve basis, the Adult Student Grant provides $2,000 in aid toward completing a postsecondary credential.

OPPORTUNITY TO STRENGTHEN

To maximize the impact of its last mile program, Indiana can consider asking colleges and universities to perform outreach to those adults who are just shy of earning a credential—and are eligible for the You Can. Go Back. program.

PROMISING EXAMPLES FROM OTHER STATES

• Florida – Last Mile College Completion Program
• Rhode Island – Rhode Island Promise
• Tennessee – Tennessee Promise and Tennessee Reconnect

RESOURCES

• Next Level Jobs
• Indiana’s You Can. Go Back. Program

POLICIES

• Indiana Enrolled Act 1002 - 2019
KEY POLICY

Outcomes-Based Funding

STATE POLICY ANALYSIS

In 2003, Indiana moved to an outcomes-based funding model (called the Performance Funding Formula) to provide incentives for institutions of higher education to improve learner outcomes. These outcomes span a range of metrics including student persistence, overall degree completion (for all and at-risk learners), completion of high impact/value degrees, successful remediation and on-time graduation. Each outcome metric is multiplied by a per-unit dollar amount to determine the operating funds awarded.

The Governor’s Workforce Cabinet, in coordination with the Department of Workforce Services, administers the Workforce Diploma Reimbursement Program and provides payments under the program to approved eligible program providers that assist adults in developing employability and career skills and obtaining high school diplomas. In addition, as part of its Next Level Jobs initiative, Indiana administers a Workforce Ready Grant to support learners seeking industry credentials. This grant is awarded to recipients on an outcome-based approach, with 70 percent awarded upon enrollment and the remaining 30 percent upon completion.

OPPORTUNITY TO STRENGTHEN

Indiana can consider expanding its Performance Funding Formula to include other metrics such as job placement and long-term wage earnings of graduates.

PROMISING EXAMPLES FROM OTHER STATES

- Missouri – Performance Funding
- Tennessee – Outcomes-Based Funding Formula
- Texas – State Technical College Funding Model

RESOURCES

- Indiana’s Postsecondary Performance Funding Formula
- Next Level Jobs

POLICIES

- IN Code 22-4.1-27-9, Program Eligibility Requirements
- IN Code 22-4.1-27-11, Approval Status of Eligible Program Providers
- IN Code 22-4.1-27-15, Reporting Requirements
STATE POLICY ANALYSIS

Indiana established its Next Level Jobs Workforce Ready Grant, which provides free job training in one of Indiana’s five high-demand job fields. These include Advanced Manufacturing, Building and Construction, Health and Life Sciences, IT and Business Services, and Transportation and Logistics. Within each field, the state has identified a set of certifications—most stackable—that can be earned by Indiana residents at no cost to them. The state’s Workforce Ready Grant pays for all tuition and regularly assessed fees for qualifying high-value certificates at any eligible training provider.

At the system level, Indiana’s Next Level Programs of Study outline the articulation of high school CTE pathways to postsecondary credential programs. These new programs of study are linked to at least one-year certificate programs at the state’s two community/technical colleges. The majority of them were backward mapped from associate degree program levels.

OPPORTUNITY TO STRENGTHEN

Indiana has made impressive strides in developing clear frameworks for stackable credentialing at both the K–12 and postsecondary levels. To ensure strong implementation of these frameworks, the state can consider developing a process by which postsecondary institutions demonstrate that these credentials are actually “stacking” into credit bearing programs for learners. This could be a combination of both strong data collection/reporting and incentives for learner progression through stacked credentials.

PROMISING EXAMPLES FROM OTHER STATES
• Colorado – Stackable Credential Legislation
• Idaho – SkillStack

RESOURCES
• Next Level Jobs
• Next Level Programs of Study
• List of Credentials/Certifications by Job Field

POLICIES
N/A
WORKFORCE READINESS

Ensure the skills, credentials and apprenticeships students pursue help to prepare a strong workforce within the state.

WORK-BASED LEARNING
Establish a statewide K–12 and postsecondary work-based learning program that promotes learning through a series of progressive learner experiences both in the classroom and in a work setting. Provide guidance and support for how education and business and industry collaborate to achieve mutual priorities.

REGISTERED APPRENTICESHIP
Establish clearly defined program guidance for state-promoted registered apprenticeships and apprentice programs outlining prerequisites, requirements, funding, stakeholder incentives and participant outcomes.

INDUSTRY CREDENTIALS
Ensure all industry credentials earned in K–12 or postsecondary are aligned with high-demand, high-skill, high-wage occupations and valued by state and regional employers.

SKILLS RETRAINING/CREDENTIALING
Identify and promote non-degree programs and credentials that support new, transitioning and displaced learners in career change and advancement. Ensure that supports include funding supports for learners and incentives for participating employers who train or retrain them.
Work-Based Learning

STATE POLICY ANALYSIS

In March 2018, Governor Holcomb issued Executive Order 18-04, which created the Office of Work-Based Learning and Apprenticeship (OWBLA) as a distinct office within the state’s Department of Workforce Development. The OWBLA is part of Governor Holcomb’s Next Level agenda and serves to develop and implement a framework of work-based learning pathways for both youth and adult populations. The office concentrates on three objectives: (1) Coordinate efforts and partner with the U.S. Department of Labor to expand registered apprenticeships; (2) develop flexible and scalable programs that focus on the state’s key economic sectors and regional high-wage, high-demand jobs; and (3) build public-private partnerships to increase business and industry engagement with education systems. It supports a range of work-based learning experiences across the spectrum of activities for learners of varying ages. One program of note is State Earn and Learn (SEAL), which provides youth and adults an opportunity to gain on-the-job training, advanced education, and credentialing and employment. The OWBLA recently celebrated its 100th SEAL program since the office’s inception in 2018.

OPPORTUNITY TO STRENGTHEN

OWBLA recently transitioned under the Governor’s Workforce Cabinet and will be implementing several recommendations to more closely align its efforts with those of the state’s CTE program. As data collection and reporting practices evolve under this new structure, Indiana can consider placing a critical emphasis on equitable access to high-quality work-based learning for historically underserved learners.

PROMISING EXAMPLES FROM OTHER STATES

- Delaware – Work-Based Learning Practicum
- Georgia – Work-Based Learning Framework
- Rhode Island – PrepareRI Work-Based Learning Navigator

RESOURCES

- OWBLA

POLICIES

- Executive Order 18-04
STATE POLICY ANALYSIS

One of the three main objectives of Indiana’s Office of Work-Based Learning and Apprenticeship (OWBLA) is to coordinate with and partner with the U.S. Department of Labor to expand registered apprenticeships in the state. As such it has worked to steadily support expansions of apprenticeships and secure federal funds for registered apprenticeship programs throughout the state.

OPPORTUNITY TO STRENGTHEN

To build on its steady progress, Indiana can consider adopting an incentive for students who are in registered apprenticeship programs to be eligible reimbursement of tuition, books, required tools and other approved expenses required for participation.

PROMISING EXAMPLES FROM OTHER STATES

- Iowa – Earn and Learn
- Kentucky – Tech Ready Apprentices for Careers in Kentucky and Kentucky Educational Excellence Scholarship
- New Jersey – Apprenticeship Network
- South Carolina – Apprenticeship Carolina

RESOURCES

- OWBLA

POLICIES

- Executive Order 18-04
KEY POLICY

Industry Credentials

STATE POLICY ANALYSIS

As part of the state’s new graduation pathways requirements, students must complete at least one of a number of specified postsecondary-ready competencies, which include “State- and Industry-Recognized Credential or Certification.” The State Board of Education defines industry-recognized credentials as those credentials developed or supported by business and industry to verify student mastery of technical skills and competencies in an occupational area that aligns with Indiana’s economic sectors. The Indiana Department of Workforce Development maintains an annual list of promoted industry certifications. These certifications were reviewed and determined to be valued by industry, transfer to postsecondary programs and lead to “quality” employment.

OPPORTUNITY TO STRENGTHEN

Indiana can consider raising the bar for its credential offerings as it also pursues efforts to strengthen its CTE programs of study. It can also collect and report on postsecondary credential attainment data as a key metric for vertically aligned pathways.

PROMISING EXAMPLES FROM OTHER STATES

- Kentucky – [Valid Industry Certifications](#)
- Louisiana – [Industry-Based Certification State Focus List](#)

RESOURCES

- [Graduation Pathways](#)
- [List of Promoted Industry Certifications](#)
- [Credentials Matter—Indiana State Summary](#)

POLICIES

- [IN Code 22-4.1-4-10](#), Occupational Demand Reports
- [IN Code 22-4.1-4-11](#), Identification of Gaps or Imbalances Between Career and Technical Education Courses and Workforce, Education, and Training Needs for Each Region
- [IN Code 22-4.1-2](#), Department of Workforce Development
Indiana established its Next Level Jobs Workforce Ready Grant, which provides free job training in one of Indiana’s five high-demand job fields. These include Advanced Manufacturing, Building and Construction, Health and Life Sciences, IT and Business Services, and Transportation and Logistics. The Workforce Ready Grant pays for all tuition and regularly assessed fees for qualifying high-value certificates at any eligible training provider.

The Workforce Ready Grant covers the remaining tuition and mandatory fee charges up to $5,500 after other financial aid (excluding loans and GI Bill benefits) has been applied. Residents may receive the grant for up to two years. The grant covers up to the number of credits required by the qualifying program including up to six credit hours of remedial coursework taken after admission. The grant does not cover courses that do not directly apply to the student’s certificate program.

The Next Level Jobs program also administers the Employer Training Grant. The Employer Training Grant is available to help fill in-demand positions within six priority sectors. The grant will reimburse employers up to $5,000 per employee who is trained, hired and retained for six months, up to $50,000 per employer.

Indiana’s program is tightly focused and easily accessible to adults seeking retraining and credentialing. Indiana might consider additional incentives to employers and participants that ensure the program is also focusing on the most valued credentials and most underserved populations. It can also consider collecting and reporting on the data—and returned value to Indiana’s economy—to understand, promote and improve the quality of offerings and overall success.

**PROMISING EXAMPLES FROM OTHER STATES**
- Ohio – [TechCred](#)
- Washington – [Worker Retraining Program](#)

**RESOURCES**
- [Next Level Jobs](#)

**POLICIES**
- [Indiana Enrolled Act 1002 - 2019](#)
EMPLOYER ENGAGEMENT

Incentivize workforce engagement in student pathways and reduce the barriers that keep employers from participating.

<table>
<thead>
<tr>
<th>INDUSTRY ENGAGEMENT INCENTIVES</th>
<th>K–12</th>
<th>SUB-ASSOCIATE</th>
<th>ASSOCIATE</th>
<th>BACHELOR’S OR HIGHER</th>
<th>WORKFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish, sustain and promote a comprehensive set of industry and employer engagement incentives for supporting education to workforce pathways. Incentives may include grant funds, tax credits, or local and regional support services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEGAL BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove or lessen legal barriers such as liability insurance, workers’ compensation and worksite age restrictions to provide more learners with work-based learning opportunities.</td>
</tr>
</tbody>
</table>
Industry Engagement Incentives

STATE POLICY ANALYSIS

At the postsecondary level, EARN (Employment Aid Readiness Network) Indiana is the state’s work-study program. Students with financial need have access to resume-building, experiential, paid internships, while employers receive state matching funds—50 percent of the student’s hourly rate—for hiring these students. For Indiana’s adults, the state’s Next Level Jobs program administers the Employer Training Grant. The Employer Training Grant is available to help fill in-demand positions within six priority sectors. The grant will reimburse employers up to $5,000 per employee who is trained, hired and retained for six months, up to $50,000 per employer.

OPPORTUNITY TO STRENGTHEN

Indiana can consider ways to encourage more employers to take advantage of the Employer Training Grant. Similarly, it might consider additional incentives, including tax credits, for employers who agree to participate in or host work-based learning programs and registered apprenticeships. The state might also provide different credits to businesses such as a worker’s compensation premium credit based on the number of learners supported through training or work-based learning.

PROMISING EXAMPLES FROM OTHER STATES

- Georgia – Work-Based Learning Premium Credit
- Iowa – Tax Credit

RESOURCES

- Next Level Jobs

POLICIES

- IN Code 21-16-2 Chapter 2. EARN Indiana Program
The newly titled Youth Employment Division of Indiana’s Department of Commerce is distinctly focused on providing guidance and regulations for how minors and potential employers can/must engage in employment activities and situations. In April 2020, changes to law and regulation went into effect that loosened some of the restrictions for minors to engage in CTE or work-based learning opportunities. For instance, students who are enrolled in an approved CTE program no longer have to obtain a work permit for employment. In other cases, the rules have been simplified—such as the hours minors are allowed to work or when parental permission is required.

While the changes in law/regulation are positive, the work permit requirements in Indiana are still more stringent than other states. Also, Indiana can consider implementing policies to reduce legal barriers for employers engaging in K–12 and postsecondary worksite-based learning. Indiana could consider a partnership with an external company to employ work-based learning students who are then placed at businesses. This helps to reduce many of the burdens such as worker’s compensation liability and other restrictions. Indiana can also consider allowing public schools to purchase certain insurance coverage for the benefit of businesses and students participating in CTE programs and provide for some immunity from liability of certain public school students participating in these programs.

**PROMISING EXAMPLES FROM OTHER STATES**

- Kentucky – Apprenticeship Programs & Partnerships
- Rhode Island – Work Immersion Training Grant
- Texas – Insurance Coverage

**RESOURCES**

- Indiana Youth Employment Law Changes

**POLICIES**

N/A
CONTINUUM ALIGNMENT & QUALITY INDICATORS

To ensure the strength of all the other policies, there must be cross-sector agreement on outcomes, strategies to get there and data to track progress.

<table>
<thead>
<tr>
<th>K–12</th>
<th>SUB-ASSOCIATE</th>
<th>ASSOCIATE</th>
<th>BACHELOR’S OR HIGHER</th>
<th>WORKFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHARED PROGRAM QUALITY DEFINITIONS AND INDICATORS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATE LONGITUDINAL DATA SYSTEM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SHARED PROGRAM QUALITY DEFINITIONS AND INDICATORS**

Establish shared statewide definitions and indicators for quality of and success in education to workforce pathways. Ensure these shared priorities extend across agencies and systems and inform decisions about program offerings, funding and outcomes.

**STATE LONGITUDINAL DATA SYSTEM**

Ensure the state’s cross-agency data system collects and reports on data needed to evaluate education workforce programs against shared metrics for quality and success. Data should span agencies and education systems and into the workforce to inform decision-making and drive outcomes.
STATE POLICY ANALYSIS
Both the Department of Workforce Development and the Governor’s Workforce Cabinet have some statutorily established duties regarding the establishment of cross-agency education and workforce program metrics. The department, in collaboration with the Commission for Higher Education, the Department of State Revenue and the Ivy Tech Community College Board of Trustees, has been tasked with developing procedures for measuring data for credential or degree completers. The Governor’s Workforce Cabinet is required to work with regional workforce development boards to determine appropriate metrics for workforce programming at both the state and local levels.

OPPORTUNITY TO STRENGTHEN
With the transition of the Office of Superintendent of Instruction (K–12) to an appointed position, Indiana has an opportunity to align its program quality and outcome indicators across the Department of Workforce Development, Department of Education, Commission for Higher Education and Governor’s Workforce Cabinet. Doing so will allow the state to more easily track progress across grades P–20 and make adjustments that can serve learners’ academic and workforce needs from childhood through adulthood. It can also consider ways to make such progress and outcomes transparent through a P–20 data dashboard.

PROMISING EXAMPLES FROM OTHER STATES
• Colorado – Talent Pipeline Report
• Rhode Island – PrepareRI

RESOURCES
N/A

POLICIES
• IN Code 22-4.1-4-13, Measurement of Employment Rates and Median Salaries of Credential or Degree Completers and Current or Previous Students
• IN Code 4-3-27 Chapter 27, Governor’s Workforce Cabinet
State Longitudinal Data System

STATE POLICY ANALYSIS
The Indiana Management Performance Hub is Indiana’s public education state longitudinal data system. It includes an Education and Workforce Development project that matches data across agencies and other sources to address key questions about the state’s education to workforce pipeline. Its joined datasets inform Indiana’s College Readiness Reports. The Data Hub portion provides the public with a range of datasets and reports across agencies and topics.

OPPORTUNITY TO STRENGTHEN
The Management Performance Hub’s offerings in terms of education to workforce analyses are still somewhat limited when compared to leading states. Indiana’s efforts can be strengthened by aligning its regular reports with the state’s shared metrics for success in developing a talented workforce.

PROMISING EXAMPLES FROM OTHER STATES
• Colorado – Talent Pipeline Report
• Florida – Talent Development Council
• Kentucky – KYStats

RESOURCES
• Indiana Management Performance Hub—Education to Workforce Development

POLICIES
N/A