

Governor's Workforce Cabinet Work-Based Learning Subcommittee

HEA 1153 Recommendations



Purpose

The purpose of this document is to provide recommendations in alignment with HEA 1153 to the Governor’s Workforce Cabinet (GWC) Policy Committee, and ultimately the GWC, from the Work-based Learning (WBL) Subcommittee regarding opportunities for the state to enable the scaling of high-quality WBL experiences.

Governor’s Workforce Cabinet Work-Based Learning Subcommittee

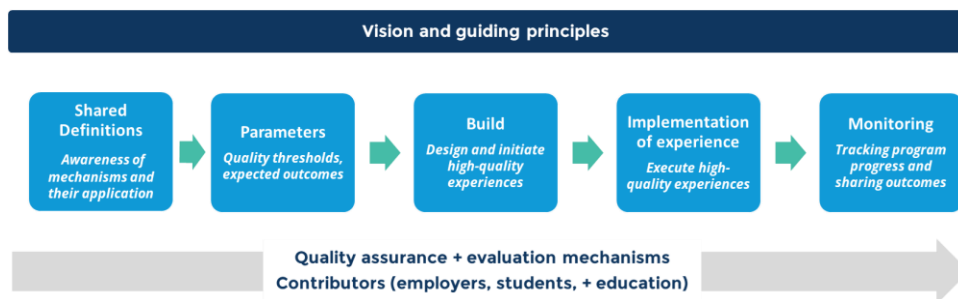
Background

In March, the GWC Policy Committee (Policy Committee) established key priorities that the GWC would focus on over the coming year. WBL was identified as a key priority area given the emphasis the GWC and Commission for Higher Education (CHE) strategic plans placed on WBL, as well as the WBL opportunities that exist within Graduation Pathways, along with the 2018 launch of the Office of Work-based Learning and Apprenticeship (OWBLA) through the Department of Workforce Development (DWD). Additionally, recent legislation passed in 2020, HEA 1153, requires the GWC to provide a comprehensive plan to better align the education system with workforce training programs and employer needs by December 1, 2020.

As outlined in the GWC’s strategic plan, *A Better Future for Every Hoosier*, the GWC strives to create a talent system that provides all Hoosiers equitable opportunities for lifelong learning and employers the talent to grow and diversify their workforce. To advance this work, the GWC and the Policy Committee approved the creation of a WBL Subcommittee to provide recommendations regarding a more comprehensive approach to scaling high-quality WBL that can be included in the HEA 1153 recommendations to the Indiana General Assembly. The WBL Subcommittee is a vehicle to further the GWC’s vision by sharing recommendations for scaling **high-quality WBL opportunities** across the full spectrum **seamlessly integrated into Indiana’s talent development system** – inclusive of secondary and postsecondary education structures – at scale (Strategy 5.4).

Through four sessions with key leaders across education (CTE, K-12, postsecondary), industry, state agencies, and workforce intermediaries, the WBL Subcommittee utilized the WBL ecosystem framework outlined below (developed by Ascend Indiana) to inform its recommendations (*see Appendix A for full list of participants*). Through the following recommendations, the WBL Subcommittee identifies the state’s role in addressing challenges escalated by practitioners through mechanisms such as the Youth Apprenticeship

Community of Practice and State Earn and Learns (SEALs) and provides thought leadership related to Indiana’s WBL ecosystem.



Recommendation Summary

Based on a series of discussions and input from key stakeholders across the WBL ecosystem, the WBL Subcommittee presents the following recommendations to the Policy Committee.

1. Vision and Guiding Principles

- **1.A:** GWC should adopt the proposed guiding principles as the north star for GWC’s decision making regarding scaling high-quality WBL opportunities for Hoosiers.

2. Shared Definitions

- **2.A:** GWC and OWBLA should align on clear definitions for career training and preparation experiences across the WBL continuum to ensure consistency related to the outcomes and characteristics of the experience, including examples, recommended grades for participation, hours required, wages, aligned related instruction, and competencies developed. The GWC should adopt the definitions as revised.
- **2.B:** GWC and OWBLA should provide clarity and guidance on the proposed roles and responsibilities of state agencies, educators, employers, students, and intermediaries engaged in high-quality WBL, including: 1) outcomes of the experience across stakeholder roles, 2) defined expectations across stakeholder roles related to student selection, matriculation, onboarding, WBL experience, and post-student completion of experience, and 3) the requirements for program participation across stakeholder roles. The GWC should adopt the roles and responsibilities as revised.
- **2.C:** GWC and OWBLA should develop a comprehensive communications strategy to clearly articulate the need for high quality WBL experiences across the continuum that spans the spectrum from exposure to careers and includes robust experiences like apprenticeships, SEALs, and Advanced CTE courses. The GWC should support and enable the communications strategy.

3. Parameters

- **3.A:** Industry associations, in partnership with the Indiana Chamber of Commerce, the GWC, CHE, DWD, Indiana Department of Education (IDOE), postsecondary and secondary school leaders, and employers, should develop and validate occupational competency standards to ensure alignment with industry needs and practical implementation considerations.

4. Build

- **4.A:** OWBLA, in consultation with other state agencies, employers, and non-government stakeholders, should align on minimum requirements for paid experiences, program outcomes, credit attainment, and competencies and skills developed within each type of WBL experience to ensure consistency and understanding across stakeholders. The GWC should adopt the minimum requirements as revised.



- **4.B:** OWBLA, in partnership with local schools, employers, and intermediaries, should design and share statewide tools and resources that enable start-up, facilitate best practice sharing, and provide strategic guidance for how to build WBL experiences.
The GWC should adopt the tools and resources and support the distribution.

5. Implementation

- **5.A:** OWBLA, with support from the Office of Career and Technical Education (OCTE), IDOE, and other stakeholders, should identify wraparound services to reduce barriers to participation in WBL experiences, including access to transportation, access to professional clothing, and maintaining “on-track” status for graduation. In addition to identification of available funding for technical assistance and capacity building for employers and schools to provide support to students is necessary. The GWC should adopt a technical resource guide to include the wraparound services for barrier reduction as those are developed.

6. Monitoring

- **6.A:** GWC should define the state’s monitoring role, as well as agency ownership, in supporting ongoing continuous improvement processes that elevate programs to higher levels of quality and bolster performance of lower performing programs where needed.
- **6.B:** OWBLA, with support from the OCTE, IDOE, CHE, DWD, schools, employers, and other non-government stakeholders, should identify a mechanism to measure demonstrated student proficiency of competencies within WBL experiences. The GWC should adopt the evaluation mechanism.
- **6.C:** OWBLA, in consultation with a diverse stakeholder group, should develop tools and templates to enable data sharing across partners to identify post-employment outcomes. The GWC should adopt the tools and templates.

7. Evaluation Mechanism

- **7.A:** OWBLA, in consultation with a diverse stakeholder group, should support the development of tools and resources to evaluate impact, monitor equity, and identify best practices to inform continuous improvement for students, employers, schools, career centers, and intermediaries. The GWC should adopt the tools and resources and make them available to schools, intermediaries, and employers.

8. Quality Assurance

- **8.A:** GWC should align the roles and responsibilities of the OWBLA and the OCTE within the GWC and the WBL continuum.
- **8.B:** GWC should ensure that proper data collection and monitoring happen at the both the state and local level and identify and highlight best practices to promote scaling high quality WBL.

Recommendations

1. Vision and Guiding Principles

The WBL Subcommittee reviewed best practices from Rhode Island, New Hampshire, Idaho, Colorado, North Carolina, and Illinois related to vision setting for WBL experiences. The best practices made clear that a set of guiding principles were needed to define the quality characteristics of the WBL ecosystem. With insights from the national Partnership to Advance Youth Apprenticeship (PAYA) and the Indiana Youth Apprenticeship Community of Practice (COP) around these quality characteristics, the WBL Subcommittee provided robust feedback on statewide guiding principles to inform the following recommendations.

Recommendation 1.A: GWC should adopt the proposed guiding principles as the north star for GWC's decision making regarding scaling high-quality WBL opportunities for Hoosiers.

WBL opportunities are growing across our state, but there is significant variation in program design and quality. This fragmentation complicates the state's shared efforts to start and scale WBL experiences and sends mixed signals to employers, students, parents, and policymakers about the desired outcomes of these experiences. As a result, Indiana stakeholders need a set of shared principles to define the quality characteristics of the WBL ecosystem required to create a better future for Hoosiers. Outlined below are the following guiding principles for WBL: 1) *adaptable*, 2) *career-oriented*, 3) *data-driven*, 4) *equitable*, 5) *intentional*, and 6) *portable*. These principles create guideposts for building, scaling, and measuring progress as we design and implement high-quality WBL opportunities.

Adaptable: *Learning builds on industry standards that are valued across employers, and an industry or sector.*

To create adaptability of experiences across the WBL continuum, there is opportunity to clearly communicate learning objectives for each WBL experience by working alongside representative cross-sector groups of employers to ensure alignment of competencies and standards to a common language for stakeholders. To enable practical implementation of experiences, there is opportunity to develop clear guidance that supports employers in executing high-quality WBL experiences for their company and the student as part of their talent strategy.

Career-oriented: *Learning is structured around in-demand skills and skills in emerging industries that lead to economic mobility and family-sustaining wages.*

There is opportunity to outline intended outcomes of WBL experiences for stakeholders around career preparedness, skill development, and effectiveness of the experience in advancing student career readiness for the workforce. There is further opportunity to communicate to students the value proposition of in-demand careers and skills training that can provide students with increased opportunities for college and careers upon graduation. This work must be done to better align student opportunities to workforce needs.

Data-driven: *Student, employer, and program outcomes support continuous improvement.*

There is opportunity to articulate success across experiences by determining outcomes through quantitative metrics for students, employers, educators, career centers, and intermediaries. By defining clear quality standards and outcomes to be measured across experiences for these stakeholders, it will enable assessment of a stakeholders' outcome in comparison to the intended outcomes. To ensure that stakeholders are meeting intended outcomes, there is further opportunity to develop guidance around continuous

improvement and the supports offered to programs to ensure they reach a high-quality threshold. This work must be done to better align student opportunities to workforce needs.

Equitable: Learning is accessible to every student across race and ethnicity, socioeconomic group, and geographic location.

To create equitable experiences, there is opportunity to increase guidance, technical assistance, and wraparound service support to all districts, including clarity related to the role of educators and employers.

This guidance also includes clearly outlining program outcomes for all stakeholders to support building and implementation of high-quality experiences to ensure consistency and equitability of meaningful WBL experiences across the state. To support students entering these experiences, there is an opportunity to integrate career exploration into the student’s K-8 curriculum. This work must be done to better align student opportunities to workforce needs.

Intentional: Targeted supports assist those adversely impacted by long-standing inequities in our education system and labor market.

There is opportunity to provide career guidance to students early into their academic experience (K-8) to identify the full array of career options and understand career paths. This guidance should include how to access resources for students, including transportation, professional clothing, and maintaining “on track” status for graduation, in addition to identifying available funding for technical assistance and capacity building for employers and schools to provide support to students. The GWC should adopt a technical resource guide to include the wraparound services for barrier reduction as those are developed.

Portable: Learning leads to credentials, transferable college credit, and transferable skills that expand options for students.

There is opportunity to clearly articulate outcomes of experiences, including the tangible outcomes that expand options for students like credentials, transferable college credit, and transferable skills. To integrate portability, there is opportunity to align WBL experiences to course standards and credit awarding experiences. This work must be done to better align student opportunities to workforce needs.



2. Shared Definitions

The WBL Subcommittee reviewed and was asked to provide additional feedback on current definitions of WBL experiences, as outlined in the [Indiana K-12 Work-Based Learning Manual](#), to guide recommendations. The WBL Subcommittee’s reactions to existing guidance enabled the group to discuss where further clarity is needed for state agencies, educators, employers, students, and intermediaries across the WBL continuum.

Recommendation 2.A: GWC and OWBLA should align on clear definitions for career training and preparation experiences across the WBL continuum to ensure consistency related to the outcomes and characteristics of the experience, including examples, recommended grades for participation, hours required, wages, aligned related instruction, and competencies developed. The GWC should consider adopting the definitions as revised.

There has been significant work over the past several years to build out WBL across the state.

Upon review of existing WBL opportunities as outlined in the Indiana K-12 Work-Based Learning Manual, stakeholders identified remaining challenges related to definitions and characteristics of opportunities. This included being unclear as to which experiences stakeholders should implement to meet their needs. To

overcome these uncertainties, the WBL Subcommittee came to a consensus that OWBLA should develop a comprehensive WBL guide that includes clear and definitive definitions and consistency of understanding for each included experience across stakeholder groups, including students, employers, educators, career centers, and intermediaries. The WBL Subcommittee further recommends that OWBLA lead input gathering from employers (Indiana Chamber, local chambers, Indiana Manufacturers Association, Central Indiana Corporate Partnership, etc.) and schools (k-12 and higher education) around defining clear parameters across experiences.

Recommendation 2.B: GWC and OWBLA should provide clarity and guidance on the proposed roles and responsibilities of state agencies, educators, employers, students, and intermediaries engaged in high-quality WBL, including:

- **Outcomes of the experience across stakeholder roles**
- **Defined expectations across stakeholder roles related to student selection, matriculation, onboarding, WBL experience, and post-student completion of experience**
- **The requirements for program participation across stakeholder roles The GWC should adopt the roles and responsibilities as revised.**

Reviewing the Indiana K-12 Work-Based Learning Manual and other states' WBL manuals, WBL Subcommittee members indicated that they were unclear about the roles and responsibilities of stakeholders who build and participate in WBL experiences.¹ This includes lack of clarity around how to engage with stakeholders across experiences and lack of understanding related to the governance of designing and implementing opportunities across regions. The WBL Subcommittee strongly recommends that roles and responsibilities be clearly defined and formalized through a Memorandum of Understanding or shared expectations document to ensure consistency across experiences.² To evaluate if expectations are being met across roles and responsibilities, a clear feedback loop should be developed for educators, employers, students, and intermediaries.

¹ WBL Subcommittee members noted there are numerous state entities that engage in WBL, including OCTE, OWBLA, IDOE, DWD, CHE and others. Sharing additional clarity related to the roles, responsibilities, and levels of engagement across those organizations will enable local actors to design and implement high-quality experiences more clearly.

² WBL Subcommittee members emphasized a strong need for greater clarity around the alignment of Career and Technical Education and work-based learning opportunities to support the build and design of experiences.

Recommendation 2.C: GWC and OWBLA should develop a comprehensive communications strategy to clearly articulate the need for high quality WBL experiences across the continuum that spans the spectrum from exposure to careers and includes robust experiences like apprenticeships, SEALS, and Advanced CTE courses. The GWC should support and enable the communications strategy.

WBL Subcommittee members identified that a major barrier to scaling high-quality WBL is the lack of clarity around the value of these opportunities for stakeholders. For parents and students, this has been largely driven by misperceptions about WBL experiences that limit student interest. For employers, there is no clear understanding of the long-term Return on Investment these opportunities afford companies, with most viewing WBL opportunities as a form of Corporate Social Responsibility. Recognizing various stakeholder perceptions, a targeted communications strategy led with key messaging is recommended for students, parents, employers, educators, and intermediaries.

3. Parameters

Parameters are the quality thresholds and expected outcomes of a program. The WBL Subcommittee members spoke to the need to define and differentiate intended outcomes for experiences to ensure consistent application of high-quality and meaningful programs for students.

Recommendation 3.A: Industry associations, in partnership with the Indiana Chamber of Commerce, the GWC, CHE, DWD, IDOE, postsecondary and secondary school leaders, and employers, should develop and validate occupational competency standards to ensure alignment with industry needs and practical implementation considerations.

WBL Subcommittee members emphasized the lack of student preparation for postsecondary education or the workforce upon graduation from high school, noting this was a direct result of low student participation in training opportunities to develop these readiness skills (speaking also to an awareness issue as addressed in Recommendation 2.C). The WBL Subcommittee emphasized the necessity of aligning competencies learned on the job and learning objectives within a classroom. By standardizing competencies across the state, this enables consistency across experiences and student readiness for both college and careers. Within this standardization, the WBL Subcommittee recommends that there be flexibility for employers at the local level to integrate company- or region-specific competencies.³ Additionally, the WBL Subcommittee noted the urgency for industry groups to define standards and validate these in partnership.

4. Build

To enable high-quality experiences, the design of programs is imperative to both ensure consistency across the state, and to ensure programs are equitable for all students. These experiences can deliver superior outcomes for all stakeholders, which begin with the foundational strength outlined in a clear build process. The WBL Subcommittee provided key insights into programmatic build elements to ensure quality scale statewide.

³ The WBL Subcommittee referenced the Pareto principle of 80% of competencies having standardization and 20% of competencies having flexibility to meet local demand.

Recommendation 4.A: OWBLA, in consultation with other state agencies, employers, and non-government stakeholders, should align on minimum requirements for paid experiences, program outcomes, credit attainment, and competencies/skills developed within each type of WBL experience to ensure consistency and understanding across stakeholders. The GWC should adopt the minimum requirements as revised.

Expanding upon the need for shared definitions, WBL Subcommittee members emphasized that the lack of clarity around the definition of outcomes related to WBL experiences impacts quality assurance when building programs. As stakeholders build structures for WBL, there is a need for clear thresholds related to certifications (e.g., industry certified and aligned to industry demand). For dual credit, thresholds should define credit portability and ability to “stack” onto existing degree programs to expand postsecondary opportunities for students. Skills and competencies learned should have defined thresholds related to building upon industry standards and transferability across sectors and occupations.

Recommendation 4.B: OWBLA, in partnership with local schools, employers, and intermediaries, should design and share statewide tools and resources that enable start-up, facilitate best practice sharing, and provide strategic guidance for how to build WBL experiences. The GWC should adopt the tools and resources as those are developed.

To scale high-quality programs, WBL Subcommittee members cited a lack of capacity from schools and employers to design programs, including lack of capacity of career centers to support students across the WBL continuum. These specific barriers signaled that there is a greater need for OWBLA to provide guidance on existing resources and tools for stakeholders including intermediaries and workforce boards in localities to build and scale WBL experiences.

5. Implementation

To enable the execution of high-quality experiences, the WBL Subcommittee weighed in on key elements like technical assistance, governance, and resources and tools to stand up programs. Successful experiences are built on intentional design and scaled based on utilizing resources to support stakeholders in implementing with fidelity.

Recommendation 5.A: OWBLA, with support from the Office of Career and Technical Education (OCTE), IDOE, and other stakeholders, should identify wraparound services to reduce barriers to participation in WBL experiences, including access to transportation, access to professional clothing, and maintaining “on-track” status for graduation, in addition to identifying available funding for technical assistance and capacity building for employers and schools to provide support to students. The GWC should adopt a technical resource guide to include the wraparound services for barrier reduction as those are developed.

WBL Subcommittee members noted very specific barriers students and employers face to participating in WBL, ultimately speaking to the lack of awareness related to existing resources and funding available to support stakeholders across these opportunities. Educators have cited recent Perkins funds as an opportunity to leverage for student support, but do not have clear guidance on how these funds can support student matriculation and persistence through WBL experiences. Intermediaries spoke to the need for clearer guidance on funds to support innovations to overcome student barriers that have been exacerbated because of COVID 19 across both rural and urban areas. Regardless of how wraparound services are provided whether

by several organizations or one centralized agency, clear guidance from OWBLA on where stakeholders can go to find resources to resolve access-related issues will contribute to greater success in scaling experiences. The GWC should support the distribution of these resources.

6. Monitoring

Monitoring refers to the data that the state collects to track a program's progress for evaluation. WBL Subcommittee members were asked to consider a monitoring framework for Indiana's more intensive career training experiences, speaking to the need for a robust evaluation of program quality that includes measures of student skill gain and program alignment to industry/sector standards.

The dialogue from WBL Subcommittee members resulted in two themes for a recommended monitoring framework: 1) a joint system-level and 2) student-level approach. The system-level approach collects program data that assesses career readiness of students completing programs and equitability of student access to experiences. The student-level approach collects data of skills gained by students through mechanisms like assessments, portfolios, or evaluations. These approaches can be developed and implemented simultaneously to ensure a holistic monitoring framework to scale high-quality WBL. In addition, they require robust commitment from employer, secondary, and postsecondary partners to provide data and support in the monitoring process.

Recommendation 6.A: GWC should define the state's monitoring role and agency ownership in supporting ongoing continuous improvement processes that elevate programs to higher levels of quality and bolster performance of lower performing programs.

To date, there is no defined monitoring process to ensure that programs are operating with fidelity and adhering to parameters (*see Recommendation 2.A above*). WBL Subcommittee members strongly recommend that programs be designed, operated, and evaluated at the local level, but recommended that parameters for periodic tracking of a program's progress through data collection and analysis be defined at the state-level. Additionally, WBL Subcommittee members spoke to the importance of integrating existing data systems, like INTERS and RAPIDs, into a more user-friendly system to enable clear management and monitoring of experiences. It was recommended that data be tracked with employer and educational input to determine program success and ongoing improvement opportunities, in addition to integrating feedback from stakeholders.

As part of the state's defined role in monitoring, it is recommended that the OWBLA and the OCTE provide guidance to local level stakeholders and programs around required updates to ensure programs continue to operate at higher levels. A deliberate data collection strategy can help states ensure program quality, identify and scale successful programs, and share promising practices for improving program performance at the local level.

Recommendation 6.B: OWBLA, with support from the OCTE, IDOE, CHE, DWD, schools, employers, and other non-government stakeholders, should identify a mechanism to measure demonstrated student proficiency of competencies within WBL experiences. The GWC should adopt the evaluation mechanism.

There is no formal mechanism to evaluate student proficiency of skills developed during a WBL experience to ensure that programs are operating at quality levels for scale. The WBL Subcommittee spoke to various

mechanisms – skill proficiency checklists, portfolios, formal assessments – to consider for measuring student skill gain. The mechanism must also have a clearly defined rubric, with parameters identified by the state, local schools, industry associations, and employers, that describes performance across proficiency levels to ensure consistency and reliability of experiences.

Recommendation 6.C: OWBLA, in consultation with a diverse stakeholder group, should develop tools and templates to enable data sharing across partners to identify post-employment outcomes. The GWC should adopt the tools and templates.

To date, there is no formal data sharing agreement across partners to identify post-employment outcomes. A defined data sharing process with clear roles and responsibilities of partners for collecting and transferring post-employment related data puts in place protocols to ensure data security and learner privacy. Bringing together key partners across the system enables often siloed data collection processes to come together to illuminate the full picture of WBL participation and success.



7. Evaluation Mechanism

To promote high-quality WBL experiences, the WBL Subcommittee recommends that the state adopt a strong data collection and evaluation strategy to measure participant outcomes versus the intended outcomes of a program. This could include any subsequent ROI analyses for students, employers, and the state.

Recommendation 7.A: OWBLA, in consultation with a diverse stakeholder group, should support the development of tools and resources to evaluate impact, monitor equity, and identify best practices to inform continuous improvement for students, employers, schools, career centers, and intermediaries. The GWC should adopt the tools and resources and make them available to schools, intermediaries, and employers.

What remains a challenge for scaling WBL is the gathering of actionable data and making data-driven decisions to evaluate impact, monitor equity, and identify best practices.⁴ The WBL Subcommittee recommends the following tools and resources be adopted:

Students: WBL Subcommittee members recommend that student evaluations assess how well-prepared students felt they were going into WBL experiences, what new skills were developed during their experience, and how effective the supports (i.e., supervisor, WBL Coordinator, wraparound supports) were in advancing their training plan. The evaluation is recommended to be assessed from a system-level approach, with the OWBLA deploying an assessment to measure overall program quality.⁵ At the student- and school-level, employers and schools should partner to understand student performance.

Employers: WBL Subcommittee members recommend that employer evaluations assess student preparedness for the experience, the effectiveness of their contribution, and skills developed. The evaluation

⁴ Retrieved from the national Partnership to Advance Youth Apprenticeship: <https://careertech.org/resource/improving-youth-apprenticeship-data-quality>

⁵ The system-level evaluation framework aligns with the Governor's Workforce Cabinet strategic plan of having at least 60% of Hoosiers attain a quality credential beyond a high school diploma by 2025.

is recommended to be assessed from a system-level approach, with the Indiana Chamber of Commerce and statewide industry associations deploying an assessment to measure overall program quality. At the student- and regional-level, industry associations should partner with schools to assess student outcomes and the effectiveness of employer supports.

Schools: WBL Subcommittee members recommend that WBL program effectiveness evaluations assess how well students were prepared for experiences, supports or assistance needed to support students in program participation, the number of students participating in experiences, socioeconomic background of students participating in experiences, the number of on-the-job hours students are receiving, and the outcomes of the experience like wages, certifications, or postsecondary credits. The evaluation is recommended to be assessed from a system-level approach within WBL training plans to deploy an assessment that helps measure overall program quality.

Career Centers: WBL Subcommittee members recommend that career center evaluations assess similar metrics to schools. The evaluation is recommended to be assessed from a system-level approach using the same mechanism used by traditional schools.

Intermediaries: WBL Subcommittee members recommend that intermediary evaluations assess how effective the intermediary is at designing and implementing high-quality experiences and the effectiveness of supports that it offers to stakeholders. The evaluation is recommended to be assessed from a system level approach, using the same mechanism used by traditional schools and career centers.

8. Quality Assurance

Quality assurance refers to the setting of minimum criteria for expected outcomes, specifically as it relates to high school students. This is the response mechanism to an evaluation that measures the adherence of specific learning objectives and predefined learning outcomes. It is recommended by the WBL Subcommittee to develop a robust quality assurance framework to ensure that all stakeholders implementing a WBL program are sufficiently committed and well-informed on goals, processes, and mechanisms for program delivery.

Recommendation 8.A: GWC should align the roles and responsibilities of the OWBLA and the OCTE within the GWC.

The move to more closely align and integrate the functions of the GWC, OWBLA, OCTE, and related state level entities is an important step toward establishing a more coherent and consistent WBL system for Indiana. With that foundation in place, this will lead to a productive public-private governance structure that guides and sustains this work moving forward.

Recommendation 8.B: GWC should ensure that proper data collection and monitoring happen at the both the state and local level and identify and highlight best practices to promote scaling high-quality WBL.

To enable the replication and scaling of high-quality WBL experiences across the state, it is advised that the GWC adopt and promote the data collection and monitoring tools and resources as outlined in Recommendation 7.A to identify and elevate best practices.

Path Forward

These recommendations are a critical step to lay the foundation for scaling high-quality WBL experiences across the state. WBL continues to be a critical mechanism for connecting students to meaningful opportunities and economic mobility particularly as our state focuses on economic recovery. The WBL Subcommittee will continue to be an important mechanism for understanding the barriers, challenges, and opportunities for scaling these experiences. Throughout 2021, the WBL Subcommittee will continue to meet on an as-needed basis to review and provide feedback on the development of resources and evaluate the implementation of these recommendations.

Appendix A: Governor’s Workforce Cabinet Work-Based Learning Subcommittee Participants

The Governor’s Workforce Cabinet Work-Based Learning Subcommittee is grateful to the following stakeholders for their efforts to create these recommendations.

Name	Organization
Jason Bearce	Indiana Chamber of Commerce
Patrick Biggerstaff	Wayne Township, Area 31 Career Center
Denise Dillard	Methodist Hospital
Claire Fiddian-Green	Richard M. Fairbanks Foundation
Josh Garrison	Commission for Higher Education
Aleesia Johnson	Superintendent, Indianapolis Public Schools
Mark Kara	International Union of Operating Engineers, Local 150, Apprenticeship and Skill Improvement Program
Jason Kloth	Ascend Indiana
Carrie Lively	Office of Work-based Learning and Apprenticeships
Chris Lowery	Ivy Tech Community College
Kyle Marshall	Conexus Indiana
PJ McGrew	Governor’s Workforce Cabinet
Joe McMichael	Ivy Tech Community College – Fort Wayne
Blair Milo	State of Indiana, Career Connections and Talent
Andrea Neely	United Negro College Fund

Amanda Pennington	UnitedHealthcare
Brad Rhorer	Conexus Indiana
Jeffrey Rice	Parkview Health
Stephanie Sample	Commission for Higher Education
Bruce Watson	Fort Wayne Metals
BJ Watts	Indiana State Board of Education

*Meeting materials and recommendation development was supported by the team at Ascend Indiana including Stephanie Bothun, Jill Armington, and Alex Maggos.