

## Policy Committee Meeting 1 Considerations

### Policy Committee Overview

**Duties and responsibilities of the Policy Committee:** At the Cabinet meeting on February 21<sup>st</sup>, the Policy Committee was established. The Policy Committee shall review, analyze, and make recommendations regarding policies concerning education and workforce development. Specifically, the Policy Committee shall ensure there is strategic alignment across programs governed by the WIOA Combined Plan and other state or federal programs that impact the education and workforce system. The Policy Committee shall meet at least monthly, and may meet as determined by the Chair.

### Policy Committee Meeting 1 Agenda Overview

#### 1. Flame Methodology

Currently, DWD's flame methodology for ranking in-demand occupations is used for a number of programs. The methodology is used for determining how CTE courses are designated, which certifications are eligible for WRG and WorkIN, and the INDemand Jobs Rankings.

Considerations given to the methodology include, but are not limited to:

- a. Should this methodology be used in and of itself to set eligibility criteria for state programs?
- b. Does the methodology accurately reflect the priorities of the administration?
- c. Is the data utilized accurate enough to be used in the manner that it is being used?
- d. What does changing various aspects of the methodology do to prioritize various occupations?

#### 2. WorkIN Transition

In October, the Cabinet approved a recommendation to move away from the WorkIN certification program to direct more funding to the non-credit bearing programs under the Workforce Ready Grant program. Additionally, there is direct overlap between the certifications eligible for WorkIN (state funded) and the Integrated Education and Training program within Adult Education (combined state and federal funding).

The intent in starting the conversation now is to outline some sort of transition from WorkIN to WRG. Some questions that will need to be answered more than likely by sometime in early to mid-May include but are not limited to:

- a. Do we create flexibility in what certifications are included on the WRG list?
- b. If so, is it for a limited amount of time only?
- c. Do we direct individuals differently? Considering the fact that our community colleges are open enrollment and most certificate programs do not require a HSD/HSE, should we allow for leads to be generated for non-credit bearing programs without directing students to Adult Education first?
- d. Should we consider utilizing set-aside dollars to incentivize WBD's to work with individuals to get enrolled in WRG programs to allow for them a year or more to account for the administrative funding being lost as a result of WorkIN going away?

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### 3. Workforce Ready Grant Certification Determination and Review

Now that the Workforce Ready Grant program has been up and running for a few program years, and given the fact that we have opened up the non-credit bearing programs to entities outside Ivy Tech and VU, there are a number of things to consider moving forward. These items include, but are not limited to:

- a. Is utilizing the flame methodology the best way to determine if a certification qualifies for the list?
- b. Should there be criteria that allows for exceptions to be made in terms of what qualifies for the list?
- c. Should we develop some type of review process that would allow us to remove programs from the list?
- d. If so, should that include job placement, wage, and completion information?
- e. If so, should that align to the criteria that is used for providers to be eligible for the Eligible Training Provider list?