Designing Indiana PK-16 Career Pathways
We would like to thank the Indiana Pathways Advisory Council for its members’ efforts to compile these resources:

Area 31 Career Center
Department of Workforce Development
EmployIndy
Fleck Education
Grow Southwest Indiana Workforce
Indiana Association of Career and Technical Education Districts
Indiana Commission for Higher Education
Indiana Construction Roundtable
Indiana Institute for Working Families
Indiana Manufacturers Association
Ivy Tech Community College
Mid-America Science Park
Regional Opportunity Initiative
South Bend Regional Chamber
Vincennes University
Westfield Washington Schools
Building Sector Partnerships and Pathways Systems

CELL’s Education Workforce Innovation Network (EWIN) has worked in every Indiana workforce development region coaching collaboratives on sector partnerships and pathways system development. Through this experience and the input of the Indiana Pathway Advisory Council, the Hallmarks of Exemplary Partnerships were developed. By following the basic principles outlined throughout this booklet, partnerships have been able to successfully launch full pathway systems that connect Hoosiers to high-wage, high-demand careers. The following workbook uses this framework as a guiding reference point to help you build partnerships in your community that align the many initiatives that already exist.

1. **Data Transformation**  Understanding your workforce development systems (K-12, postsecondary, business/industry) are the key to beginning a successful transformation. Use state workforce data systems to begin and ensure that you have real-life conversations with educators, employers, and community stakeholders all in the same room to validate that data. Realistic data will assist you in understanding the gaps in the workforce system rather than just one program’s goals.

2. **Collaborative Teams**  After you gain an understanding of your local workforce development data, it becomes apparent that working across systems is essential to developing career pathways. Whether through an already established sector partnership or a local education-workforce team, blending systems is critical to connecting learners to stackable credentials and local high-wage career pathways. Together, develop a vision based on local needs and ensure that all key stakeholders are at the table.

3. **In-Demand Employee Skills**  Before identifying or building programs, your partnership needs to understand local career opportunities. Your collaborative team must have ongoing conversations with the employers who will be hiring those coming out of the pathway, while also ensuring that you are building long-term solutions instead of short-term programs. Through skills mapping, your partnership will reach consensus on the critical jobs necessary for that region by looking at not only the current need, but also future needs.

4. **Pathway Design**  Once the partnerships clearly understand local high-wage, high-demand jobs, and the skills, certificates, and/or degrees needed, it is time to collaboratively design a local pathway system. One program will not fix a systemic issue, but partnerships can learn from many best practices in Indiana and across the nation. The goal should be to mutually benefit both the workforce and learners while also increasing the number of aligned postsecondary degrees and certificates.

5. **Marketing in Community**  Tell your story! People who will be helped by the system and people who will be hiring out of the system need to be aware of the benefits and outcomes. Your partnership must determine how, when, and what to communicate with parents, students, educators, counselors, businesses, community stakeholders, etc.

6. **Data Evaluation**  Is your partnership moving the needle? Are you bridging the workforce gap with your system? What are your continuous improvement metrics? Speaking with data will help your partnership maintain momentum by tracking, evaluating, making changes, and communicating via dashboards and reports.
1. Transformation Begins with Data

**Speak with Data:** Identify Important Metrics

Before implementing a program, understand what the current reality is and use data to tell that story. What opportunities currently exist? How many students are taking advantage of those opportunities? What happens when your students graduate from college? Where are the jobs in your community? Having a clear picture will help you decide on strategy.

<table>
<thead>
<tr>
<th>System</th>
<th>Data Points</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce</td>
<td>What industry exists in your area?</td>
<td>IN Career Ready, Labor Demand by Industry</td>
</tr>
<tr>
<td></td>
<td>a. Top 5 “Industries” in your area that pay over $50,000</td>
<td><a href="https://bit.ly/2J4hTJJ">https://bit.ly/2J4hTJJ</a></td>
</tr>
<tr>
<td></td>
<td>Industry</td>
<td>Average Wage</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
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<td></td>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

Other data points to consider:
Figure 1. Get to know what Economic Growth Region (EGR) you are a part of so you can take advantage of the resources offered through the state. Go to
- www.in.gov/dwd/sectorpartnerships.htm
- in.gov/inwc/2335.htm
### Post-secondary

What percentage of students from your institution attends postsecondary education?

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All options</td>
<td></td>
</tr>
<tr>
<td>Indiana Public</td>
<td></td>
</tr>
<tr>
<td>2-year</td>
<td></td>
</tr>
</tbody>
</table>

What are the Top 3 areas of Program Type?

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Percentage Studying</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

### K-12

What are the top 5 CTE programs your school either has or sends students to?

<table>
<thead>
<tr>
<th>Program</th>
<th>Industry/Job</th>
<th>% of Your Students Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No state-level data system exists to easily access this information. You will need to access the following:

- In-school data reporting
- Local CTE Center InTERS Report

**Tips:**

- Use your Student Management System.
- Talk to the person responsible for reporting CTE data in your school.
- Talk to your regional CTE director.
Tell Your Data Story:
We have ________ jobs in the industries of ________________________________,
________________________________, and ___________________________. The percentage of
our students attending postsecondary is ______, and we expect ______ of them to com-
plete.* Our K-12 system has ________ students enrolled in __________________________
programs, but we could improve our programming in __________________________ industry.
* Based on Indiana’s 6-year completion rate of 54.2%

Other Considerations & Recommended Questions to Answer

What workforce needs exist in our region?
● Review regional and local workforce data needs.
  ○ Indiana’s priority sectors currently are advanced manufacturing, building & construction,
    health sciences, information technology & business services, transportation & logistics,
    and agriculture.
● What sectors do we have?
● What jobs are the most high-wage, high-demand?

What education pipelines currently exist?
● Indiana Commission for Higher Education (ICHE) data: Where is your current student body
  going?
● Consider including the CTE director for your district to see the number of students enrolling
  in various programs. (See DOE InTERS report for your district.)
  ○ What are other districts around you offering (avoid redundancy – start to form partner-
    ships)?
  ○ How many are enrolled in CTE? Concentrators/completers? What programs are offered
    compared to the business sectors in the area?
● How many students go to 2- or 4- year postsecondary?
● What are they studying?
● How many are completing? (See College Navigator: nces.ed.gov/collegenavigator)

What supports are in place?
● Are your students interested in or aware of the top careers? (Are ICE or Naviance being
  used?) Do students each have a five-year plan?
● How many students participate in work-based learning such as job-shadowing, career
  chats, manufacturing days, hour of code, career fairs, etc.?
● How many teachers participate in externship programs within businesses or industry?

Where are the gaps?
● What gaps are you starting to see?
● Consider using state partners (InTERS, DWD, Management Performance Hub [MPH]) to pull
  data, especially for larger projects.
● Americorps Vista Members can help you build capacity in this area.
2. Collaboration Is the Foundation

**Sector Partnerships:** Build Community Consensus

**Does a partnership exist?** Using Figure 1 on Page 3, go to https://www.in.gov/dwd/sectorpartnerships.htm and determine if a sector partnership already exists in your area. If so, representatives of that partnership are good contacts to help you start your work.

**Are you a consortium of organizations that could start a partnership?** If so, the graphic below is a good resource to get you started.

![Diagram showing sector partnerships](image)

*Figure 2*—The model above from the Indiana Department of Workforce Development shows an example of how sector partnerships align education and training programs, industry, and community to produce readily employable workers.

**Local Education-Workforce Partnerships:** Another Option

If you are unable to work through a regional sector partnership to expand your programming, consider launching or strengthening a local education-workforce partnership. As you begin to form a partnership, here are some steps to consider:

1. **Find an industry champion.**
   - **Do:** Think regionally – a business doesn’t have to be next door to be your partner.
   - **Do:** Consider contacting a local chamber of commerce, economic development, or foundation that already has relationships with the industry.
   - **Don’t:** Get discouraged if industry is not nearby. Where do students’ parents work? Is one local business partner already giving to your school?
2. Identify your partners.

Do: Think through an asset map (see table below for suggestions).

Do: Use 211 database through United Way to find organizations that can help.

Do: Use DWD’s regional asset lists. (www.in.gov/irwc & select “Region Websites” to reach yours)

Don’t: Pull partners together unless you are willing to listen and consider their input. Listening doesn’t equal promising full-scale change, but the core team should be open to the ideas of new active partnerships.

Industry Sector Focus: ___________________________________

<table>
<thead>
<tr>
<th>Organization Type</th>
<th>Organization Name</th>
<th>Organization Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postsecondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Workforce &amp; Representatives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chamber of Commerce</td>
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<td></td>
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<tr>
<td>Economic Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WorkOne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry/Business</td>
<td></td>
<td></td>
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<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philanthropy</td>
<td></td>
<td></td>
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<tr>
<td>Human Services</td>
<td></td>
<td></td>
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<tr>
<td>Other Non-profit</td>
<td></td>
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</tr>
</tbody>
</table>

3. Determine your “pitch.”

Don’t: Decide on the solution before forming your partnership.

Do: Have an elevator pitch for what the needs are and how your students can help address those needs.

Do: Use your data story from above to make the case.

Sample pitch: “We estimate around 40% of our graduates are not attending any postsecondary and another 30% attend but don’t complete. Our local hospitals have hiring shortages, but we have no healthcare program. We think if we work together, we can build a program to help students earn healthcare postsecondary credentials in high school. Will you help us think this through?”
3. Identify employer skills

Standardize Language & Identify Jobs: Identify Existing Jobs in Your Area

Industry Sector: ____________________________________________

<table>
<thead>
<tr>
<th>Job Title</th>
<th># of Job Openings</th>
<th>Average Starting Wage</th>
<th>Level of Education/Certificates Needed</th>
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<tbody>
<tr>
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</table>

As a partnership, choose 1-2 jobs that make the most sense for you to tackle first. For example, if the main education partner is a K-12 institution, select jobs that need 1-2 year certificates and pay a living wage. Indiana’s Living Wage Calculator can be found at http://www.indianaselfsufficiencystandard.org/calculator

Goals of This Exercise & Other Considerations:

- **Goal:** To organize employers in one sector to standardize language
- **Goal:** To listen to employers through skills mapping session
- **Goal:** As a partnership, to identify 1-2 specific job titles that pay a living wage so that you can design an accelerated pathway to self-sustainability

- **Consideration:** If you have a larger regional group, validate state data with local employers, projecting out 5 to 10 years.
  - Consider automation vs non-automation in the local community; where will the jobs be? Behind a computer or hands-on?
  - Ensure your local economic development data and leadership are included from the beginning.
- **Consideration:** Identify gaps between local workforce demand and supply.
  - Help manage upcoming retirements, certifications lacking in younger workforce.
Skills Mapping: Identify Skills & Knowledge Needed for local Jobs

Industry Sector Focus: ______________________________________
Specific Job: _____________________________________________

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Professional Skills</th>
<th>Technical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Other Considerations:

**Do:** Ask businesses for specific examples of the academic, technical, and professional skills needed within jobs listed above.

○ For example, what does “Leadership” look like in your business setting?

**Do:** Include core content area teachers in this process.

**Don’t:** Accept only surface-level professional skills. Of course, students should show up and be drug free; but what can they aspire to be able to do?

Professional Skills & Work Ethic (Can be across multiple sectors)

**Portrait of a Graduate**
*What are the top three to five professional skills your graduates will demonstrate?*

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

**Do:** Work together as a partnership to decide how you will all contribute to building these skills in your students.

**Do:** Integrate these skills across all classrooms and work-based learning experiences.
4. Pathway Design

**Identify Existing Programming:** Map Out Existing Programming in Your Area

<table>
<thead>
<tr>
<th>Industry Sector _________________________________</th>
</tr>
</thead>
</table>

**Map Out Existing Programming in Your Area**

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. STEM Block, 3rd grade</td>
<td>i.e. Manufacturing Day, 8th grade</td>
<td>i.e. Early College CTE pathway, Jr/Sr. year</td>
<td>i.e. Certificate in Industrial Maintenance</td>
</tr>
</tbody>
</table>

**Pinpoint Your Focus Area.** PK-16 pathways are critically important, but you cannot do it all at once. As a partnership, use the above data and your workforce data to decide which area has the largest gap and makes the most sense to focus on.

**Explore Models of Career Pathways.** Research and visit best practices in pathways systems work by visiting EWIN’s website at www.iewin.org

*Indiana EWIN Grant Recipient Showcases*
- Perry County Manufacturing
- Jay/Blackford County Manufacturing
- Ripley County’s Cybersecurity
- Boone County Manufacturing
- Plymouth Manufacturing

*National Promising Practice Examples:*
- PTECH, Hudson Valley – Ulster BOCE
- Ford Next Generation Learning (NGL)
  - Alignment Nashville: Academies of Nashville
  - Coachella Valley, California
- Cardinal Manufacturing, Eleva-Strum School District, Wisconsin

- Apprenticeship website: www.in.gov/dwd/apprenticeship.htm
- CELL’s Early College: http://cell.uindy.edu/our-work/early-college-high-school/
Figure 4 – Pathways Framework – CELL’s PK-16 pathways framework can help your community align programs into an intentional system.
Design your pathway. A workforce “solution in a box” doesn’t exist so use the strengths of your partnership to design a local pathway that works for your community.

Do: Remember the power of blended systems. For example, if you are building the same pathway for high school and adults, use the same resources.

Do: Ensure resources are used to connect learners to high-wage, high-demand occupations.

Do: Strive for accelerated postsecondary completion through blended systems models such as Early College and youth apprenticeships.

Do: Build out a work-based learning continuum in partnership with your businesses in order to teach professional skills well before graduation – ideally it would span grades 8-14.

Don’t: Think a single curriculum is going to solve your community problems. Tools and engaging curriculum are essential, but to be sustainable and impactful requires a system.

Don’t: Develop a program without the input of partners or validation of data.

Considerations:

- If local skills are not tied to current state assessments, then find or develop new assessments and apply to have them accepted at the state DWD level. (DWD resources: www.in.gov/dwd/2852.htm)

- Use the Indiana Postsecondary Crosswalk: www.doe.in.gov/ccr/dual-credit

- Work with the State Board of Education (SBOE) to validate and approve your local pathway for graduation purposes: www.in.gov/sboe/index.htm

- Reach out to ICHE, Ivy Tech, Vincennes, or other higher education outreach coordinators.

Employer Engagement & Work-Based Learning Sequence

- Do: Engage employers in the overall vision and design of the pathway in order to ensure true collaboration.

- Don’t: Begin your relationship with businesses by asking for fiscal support.

- Do: Invite the decision-makers to the table and request their support in engaging the “doers” at their organizations in the work.

- Do: Build a work-based learning sequence that engages businesses in building professional skills in students in a scaffolded manner – i.e., 8th grade career fair, 9th grade career mentor, 10th grade industry challenge, 11th grade internship, 12th grade youth apprenticeship.

- Do: Insist on higher standards for your learners beyond showing up and passing a drug test; use work-based learning to teach critical thinking, teamwork, and in-depth problem solving.

Career Counseling Resources

- Do: Remember how important counseling and advising supports are throughout the K-14 pathway.

- Do: Integrate other statewide efforts within your pathways vision:
  - Gear UP (Indiana Commission for Higher Education)
  - Indiana Career Explorer/Naviance
  - Ivy Tech Community College & Vincennes Univ. College/Career Readiness Coaches
  - Early College High School
  - Lilly Endowment School Counseling Initiative
5. Marketing in Community

**Build Awareness: Marketing Generates Buy-in & Sustainability**

- Is your partnership (not your organization) branded?
- Can everyone in your partnership clearly state your vision and purpose?
- Can you share your vision and story in three minutes or less?
- Do you have a timeline to share your brand/story?
- Who is aware of your brand and story?
  - Think about recruitment, placement, and funding.
- Can your participants clearly identify what program they are in and why?
- Do you document success stories?

**Do:** Have a story all partners can tell that connects your data, vision, and the “Why” of your audiences.

---

**Do:** Consider all parties – businesses, community, education, teachers, parents, students.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Their “Why”</th>
<th>Methods of Outreach</th>
<th>Partner Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. Parents</td>
<td>Kids’ success &amp; happiness</td>
<td>Parent nights, postcards</td>
<td>Schools</td>
</tr>
<tr>
<td>i.e Businesses</td>
<td>Strong workforce</td>
<td>Community meetings</td>
<td>Chamber of Commerce &amp; Economic Development</td>
</tr>
</tbody>
</table>

**Do:** Show the postsecondary options after this program – not just work, but also continued learning opportunities. Your pathway should lead to many growth opportunities, not just jobs.
**Menu of Options:** Give Businesses Meaningful Ways to Engage

Often, employers are passionate about building a strong workforce in order to strengthen their community. However, as they are not educators by trade, it can be confusing how to be involved in the efforts. Having a menu of options that clearly defines a wide range of commitments can help both small and large businesses identify how their efforts can help move your community toward the vision.

Examples of business engagement include visiting a K-12 school system to discuss industry needs, hosting a career awareness event, serving on a committee to provide information on hiring standards, or committing to interview graduates of your program. Use the chart below to begin to build your customized menu of options based on the needs of your pathway.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Activity</th>
<th>Time Commitment</th>
<th>Monetary Commitment</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. 9th Grade</td>
<td>Career Chats</td>
<td>1 hour/month</td>
<td>N/A</td>
<td>4--5</td>
</tr>
<tr>
<td>i.e. 10th Grade</td>
<td>Mentor</td>
<td>Minimum 4 hours/month</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>i.e. 11th grade</td>
<td>Internship</td>
<td>40-100 hours over 4 months</td>
<td>Company decides wage</td>
<td>Company determines</td>
</tr>
<tr>
<td>i.e. any grade</td>
<td>Donates cases of water</td>
<td>0</td>
<td>$20</td>
<td>100</td>
</tr>
</tbody>
</table>

**Other Resources:**

- Indiana Build Your Future: http://indiana.byf.org/
- Local postsecondary program partners for marketing help
- Social Marketing Efforts: https://ctb.ku.edu/en/implement-social-marketing-effort
Evaluate Your System: Continuous Improvement Is Key

Tracking the progress of your partnerships is important in both the short- and long-term. Short-term keeps you on track and helps maintain partner engagement, while long-term measures the actual program outcomes. Process metrics will help your partnership identify how changes are being made, while impact metrics will show what changes are being made.

Process Data Examples:
- Student enrollment numbers
- Number of students interacting with an employer
- Number of students in work-based learning (WBL)
- Number and demographics of meeting attendees
- Monthly employer interactions with students
- Number of students addressed during outreach events

Impact Data Examples:
- # of students earning CTE credits (InTERS, DOE)
- Student progress toward credential (i.e. number of credits earned, semesters completed)
- # of students earning certificates
- # of students earning postsecondary credentials
- # of students getting a job in the field, salary, future pathway, etc.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Responsible Partner</th>
<th>Frequency Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. Dual credits earned</td>
<td>School</td>
<td>Semester</td>
</tr>
<tr>
<td>i.e. Credentials earned</td>
<td>Community college</td>
<td>Semester</td>
</tr>
<tr>
<td>i.e. Turnover rate</td>
<td>Businesses</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

Continuous Improvement
Looking back at the baseline data from the first section of this workbook, what data points were you trying to change? How do you know if they have been impacted?
- Consult InTERS to determine if enrollment numbers increase.
- Number of students enrolling in specific programs is aligned with goal.
- Track your WBL.
  - Identify courses on transcript that qualify as WBL and track per semester.
  - Build a system for your school that also communicates accurately to your partners.
**Data Dashboards:** Turning Data into A Continuous Story

Sector Partnerships and Pathways Systems are surrounded by an abundance of complicated data points. However, when sharing your progress, be aware that partners who are not part of the core team can only process so much information. Using your audience “Whys” from the marketing section, identify 3-4 data metrics that align to the vision of your partnership.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

Example of data metrics that might be important to your partnership are the number of students enrolled in a pathway, the number of open jobs, and the turnover of new hires. This can show where weak spots or “leaks” are occurring in the pipeline. Your dashboard for this situation might look something like the following:

<table>
<thead>
<tr>
<th>Occupation</th>
<th># of Students in Pathways</th>
<th>Jobs Needed</th>
<th>Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. Welder</td>
<td>18</td>
<td>200</td>
<td>25% quarterly</td>
</tr>
</tbody>
</table>

By connecting the pieces, you have your story. For example, by looking at the above dashboard, your story might become, “We are actively working to enroll more students in our welding pathway because of a large discrepancy in the number enrolled versus the job market. At the same time, another task force within our partnership is working to better understand the Generation Z and Millennial workforce to reduce turnover when our graduates are placed.”

**Final Note:** Continuous Improvement

Remember, pathway development is a ongoing circle. Continue to consult with your partnership, check and monitor the data, and expand pathways programming. The work is never done!
EWIN’s Statewide Impact

- **Elkhart County**: Manufacturing, Early College and career pathways across 7 school districts, adult education and career center.
- **Marshall County**: Precision Machining for Plymouth High School students to gain access to local high-wage, high-demand jobs.
- **Cass County**: Lewis-Cass Polytechnic Academy, a rigorous engineering & manufacturing academy.
- **Tippecanoe & surrounding counties**: Building out a new career center with a focus on manufacturing pathways for high school.
- **Jay/Blackford counties**: Competency-based adult manufacturing at the John Jay Learning Center with plans to expand to high school programming.
- **Boone County**: Partnership between Lebanon Community Schools & Gene Haas Center to expand manufacturing pathways and maximize resources.
- **Marion County**: (NEW) Republic Airlines with partners such as Area 31 Career Ctr. will build an aviation maintenance pathway to meet demand.
- **Marion County**: MSD Decatur Township’s Computer Science Pathway & Innovation Hub connecting students to tech sector.
- **Marion County**: EmployIndy & IPS Crispus Attucks Health Sciences Career Academy, where over 1,200 students will have access to CTE & work-based learning experiences.
- **Lawrence County**: County Coalition to increase high school & adult training opportunities in the manufacturing sector.
- **Posey County**: (NEW) Partner with advanced manufacturing to build certificate programs & training for high tech, high skill jobs.
- **Perry County**: Commodore Manufacturing with student-led manufacturing business in partnership with Jasper Engines & Transmissions & Waupaca Foundry.
- **Ripley County**: Genesis Pathways to Success with over 400 students in cybersecurity K-16 pathways.
- **Decatur County**: (NEW) Greensburg H S. will create a healthcare pathway with community partners.