



Implementation Taskforce

February 9, 2016

Congratulations **Samantha Vidal**, National School Counselor of the Year Finalist:

<https://www.youtube.com/watch?v=PxxisHRsUxk&feature=youtu.be>

Congratulations ISCA Counselor Award Recipients:

Dr. Eric Green, Exemplary Counselor Educator

Diana Bowman, Supportive Staff

Stacey Schwuchow, Outstanding Administrator

Allison Joy and **Nicole Howard**, Graduate Students

Stephanie Kozuch, Exemplary Elementary School Counselor

Lauri Waldner, Exemplary Middle School Counselor

Sara Graham, Exemplary High School Counselor

Senator Pete Miller and **Representative Ed Clere**, Legislators of the Year

Marco Products, Partner of the Year

Demand-Driven Workforce System: The right skills at the right time in the right way

ENGAGE

Are employer needs being met?

Establish Job and Skill Demand

- 800 job categories forecast
- Identify associated skills

Validate Inputs

- Gather information from employers
- Confirm utilizing updated technological resources including INK, improved case management system, etc.

Analyze

- Identify gaps between employer required skills and competencies and what is being taught.

ALIGN

Are we teaching those skills and building talent pipelines?

Inform all Hoosiers of Current and Future Job Demand

Share employer demand data with educators to inform curriculum development

Align all workforce training against employer-driven demand

Counseling/Advising Systems

- Incorporate Employer demand model

K-12

- CTE, JAG, Youth Assistance Programs, Skill Up, etc.
- Work and Learn

Postsecondary

- Certifications/Credentials
- Work and Learn

Workforce Training

- Adult Basic Education
- WorkINdiana
- Vocational Rehab
- Skill Up
- Work and Learn

ADVANCE

Are we raising personal income in Indiana?

Identify with IEDC and economic development partners desirable high-wage sectors and related jobs

- Includes growing existing and attracting new high-wage sectors and related jobs

Coordinate with Educators

- To teach skills relevant to growing existing and high-wage business

Proactively Market a Skilled Workforce

- To grow existing businesses and attract new business to Indiana

PROVIDE FEEDBACK, MEASURE AND IMPROVE

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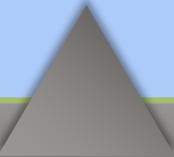
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PROVIDE FEEDBACK, MEASURE AND IMPROVE

Adult Career Readiness Standards



Format

- General format of the standards:
 - Pillars: 3 pillars
 - Competencies
 - Skills

Implementation

- How will these be used?
- Future:
 - Market standards
 - Provide technical assistance to implement
 - Encourage curriculum development, assessment of these competencies
 - Collect best practices

Next Steps

- How will these be updated over time
 - Revise these every four years with the state plan
 - Consider how to recognize levels of competency

NGA Policy Academy on Work-based Learning

Towards a WBL Framework

Clear Work-based Learning Partnership Agreement

A **clear** articulation of the work-based learning partnership between the participant, the educational institution or intermediary organization, and the sponsoring employer. The agreement describes terms and expectations of the experience, including learning objectives aligned with a career pathway, duration, and the financial or educational compensation afforded to the participant.

Authentic Work Experience Component

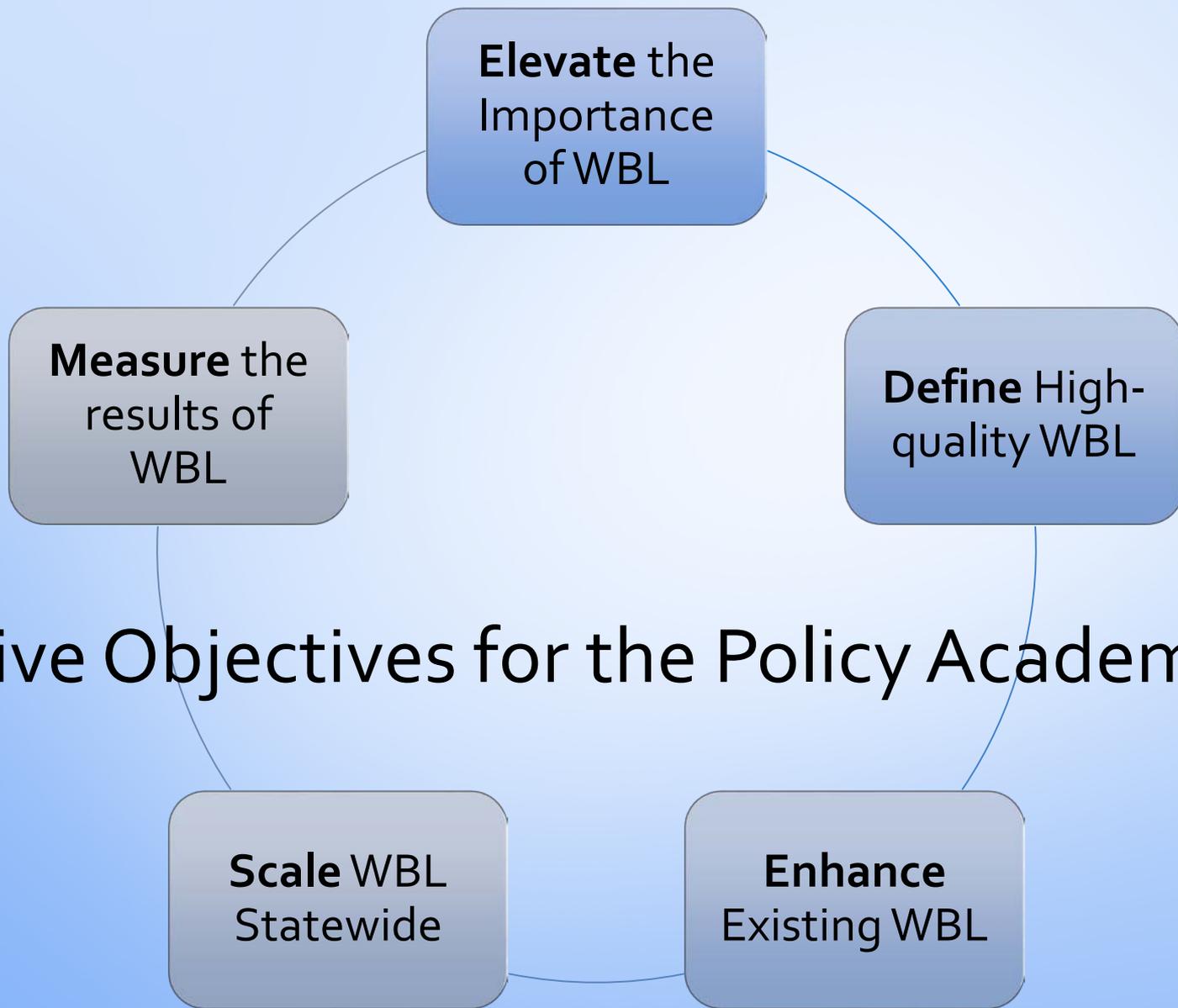
Participant engages in an **authentic** work experience that is of value and relevant to the sponsoring employer partner(s) workforce needs. Participant is supervised and mentored in the completion of assigned tasks and projects.

Structured Learning Component

Participant engages in **structured** learning activities to enrich and enhance knowledge, skills, and abilities. That includes curricula linked to the sponsoring employer's skills needs and the concepts participants encounter in the workplace.

Culminating Assessment and Recognition of Skills

The experience culminates in an assessment to gather sponsoring employer feedback and garner formal **recognition** of participants' learning and acquired skills. A partner educational institution or third party intermediary organization carries out the assessment to ensure that recognition is aligned with the attainment of a credential or progress along a career pathway.



Five Objectives for the Policy Academy

Required State Activities

- **Elevate:** Hold an in-state Governor's Summit
- **Define:** Map existing support for WBL
- **Enhance:** Assess supply and demand data
- **Scale:** Develop an action plan to expand WBL
- **Measure:** Develop an assessment plan

Action Plan

- Elevate
- Define
- Enhance
- Scale
- Measure

Strategic Plan

3 Pillars of Transformation:

System Alignment



- Share information, align missions, integrate strategies along career development continuum

Worker-and Student-Centric Services



- Moving from being *program-focused* to being *client-centered* across system of partners/services

Demand-Driven Programs & Investments



- Align investments and program offerings to primary sectors of Indiana economy and known skills/credential needs of employers

Indiana Career Council Metrics to Measure	Data Source	Baseline Data for 2013	Progress Data for 2014	Progress Data for 2015
Increased job placement in priority industry sectors*** Increased number of individuals and percentage of total workforce annually placed in priority industry sectors.	IEDC, DWD	---	---	
Number and percentage of individuals/students, exiting educational programs in a cohort year that enter into employment and their corresponding wages**	DWD	46% \$38,880	46% \$38,574	
Increased number and percentage of individuals, exiting educational programs in a cohort year, with quality workforce credentials and/or degree	CHE ROI/ Reports - from IWIS Currently	73,563	4197*	
HS Certifications	DWD	2160	3571	
Postsecondary certification/credential	CHE, ICI	70,595	--	
WorkIN Certifications	DWD	808	626	
Increased number and percentage of students and workers that pursue and complete post-secondary studies in priority employment sectors	CHE	30,588	31,132	
Number and percentage reduction in remediation needed by high school graduates that transition to public post-secondary institutions annually.	CHE Readiness Reports	23%/7,888 graduates	NA	
Number of sector partnerships, defined by ICC Strategic Plan, across the state by region and sector		NA	4****	
Increase the number and percentage of individuals who receive any state service (K12, HE, WO, ABE, VR, DOC) that receive up-to-date and relevant career counseling		NA	NA	
Number of employers participating in work-and-learn programs	Intern.net; CHE, ICI, Track One, DOE/DWD	NA	NA	
Number of students completing work-and-learn experience during the school year (July-June)	Intern.net, CHE, ICI, Track One, DOE/DWD	--	36,225	
Percentage of adult workforce that transitions off of public assistance that were in an Education and Training program*****	Track One, FSSA	NA	NA	

Next Steps