

# Learner- Centered, Future-Focused Education

# TODAY'S FOCUS

- **Refocusing Indiana Education for the Future**
- **Strategic Priorities**
- **Indiana Graduates Prepared to Succeed (GPS)**
  - Overview
  - Progress & Timeline
  - Data Story & Proposed Indicators
  - Next Steps

# Refocusing Indiana Education for the Future



# Strategic Priorities

# PILLAR 1: STRATEGIC PRIORITIES

## *Quality, Purposeful Educational Opportunities for Each Student*

- Expand and support quality, **affordable and accessible learning opportunities**, including **early learning** options
- Strengthen the capacity to deliver the **educational fundamentals** to every child by grade 10 (age 16)
- Help schools and communities strengthen, expand & create effective **post-K-12 pathways & linkages**
- Expand access to, training for and use of **technology options** that support expanded contexts for learning
- Create capacity and flexibility to drive effective **learning-focused innovation** in all aspects of K-12 education
- Re-envision how **educational progress is measured** and tailored to individual students
- Strengthen systems to provide improved **information regarding K-12 educational programs and results**

## PILLAR 2: STRATEGIC PRIORITIES

### *Elevating and Supporting Indiana's Educators*

- Elevate the mission and value of Indiana's K-12 educators
- Recruit more of Indiana's best and brightest to serve in the classroom and in leadership roles, including racially and ethnically diverse candidates and candidates for high-need subject areas
- Work with educators to improve access to **effective professional and leadership development**
- Improve guidance, support, and accessible data, for those **recruiting, educating and mentoring rising educators**
- Create networks & other capacity for sharing **information, practices and ideas** with/among educators

## PILLAR 3: STRATEGIC PRIORITIES

### *Aligned, Effective and Efficient Support*

- Reduce **unnecessary state laws/regulations** and their costs, bureaucracy and barriers
- **Align available state data and fiscal resources** to the student and the student's learning

### *Partnerships and Aligned Support*

- Increase IDOE support for **school and community capacity-building** to improve results
- Assist local educators in **solution-finding for real-time issues** (e.g., hybrid learning, transitions to post-K-12 activity)
- Partner with lawmakers and other stakeholders to ensure the IDOE strategic vision is supported and implemented



# Indiana Graduates Prepared to Succeed (GPS)

## PILLAR 1: STRATEGIC PRIORITY SPOTLIGHT



### **STUDENT** LEARNING & OPPORTUNITY

Re-envision how **educational progress is measured** and tailored to individual students

# INDIANA GPS: GUIDING PRINCIPLES

- Foster **learner-centered, future-focused** systems that prioritize individual student growth and development
- Create **access to pathways and opportunities** that prepare students for **employment, enrollment, or enlistment leading to service**
- Encourage **strategic partnerships** between schools, communities, and the state leading to improved outcomes for students
- Develop a dashboard that is **transparent and nimble** as the global marketplace continues to change and as technology continues to advance

## INDIANA GPS: LEVEL SET

- This is a major **paradigm shift**, in terms of accountability, for the state of Indiana.
- Students are so much more than a **single test score**.
  - Moving forward, we will measure **a number of key characteristics** critical to a student's lifelong success.
- These characteristics are **not new**, but will be **elevated** in the future, based on stakeholder feedback regarding how much **knowledge and skills matter!**

## INDIANA GPS LEVEL SET CONTINUED

- The goal of this accountability system will be to provide us a **more robust view** of student performance on a **variety of important indicators**, including both leading AND lagging data points.
- **Extensive stakeholder engagement** to gather feedback has been a critical part of this process, and it will continue to be important **every step** of the way.
- This is designed by Hoosiers, **for Hoosiers**, putting information all in **one place!**
- This framework is designed to **empower** state and local collaboration to **best serve students!**

# VISION FOR THE FUTURE

- Authentic measures of student experiences will require **time, research and development to implement.**
- While some of the proposed dashboard measures already exist and are reported by IDOE, **some are new and require innovative methods for collecting or accessing new data.**
- To accomplish the vision of Indiana GPS, **some measures are aspirational and need to be developed:** the measures don't yet exist and will need to be built through a **multi-year research and development process.**
- Additional future considerations, based on feedback, could include **educator pipeline and financial dashboards.**
- **Indiana educators will continue to be involved** in this project from start to finish, and Indiana GPS will ultimately help guide support to educators.

## **HOOSIERS ENGAGED IN PROCESS**

To inform our efforts on Indiana GPS to date, including the list of indicators proposed in this presentation, IDOE conducted (and will continue to conduct) extensive stakeholder outreach and engagement to seek feedback. These stakeholders represent:

- educators
- community organizations
- other state agencies
- colleges and universities
- philanthropy
- parents
- advocacy groups
- business and industry
- the Indiana General Assembly
- policy experts

# Progress & Timeline



# INDIANA GPS: PROGRESS TO DATE

- Collaborative effort yielding great progress
- Approval of indicators marks an important milestone allowing for next steps
- Work ahead requires continuing collaboration

Aug - Sept

Stakeholder engagement & draft continuum

Sept - Oct

Targeted research & design on how to best measure continuum benchmarks

Oct

Public comment & final continuum to SBOE

Nov

Discuss indicators relative to GPS continuum

Ongoing

Gather stakeholder feedback; align programs & support to GPS Continuum

# NEXT STEPS

## SBOE Action...

DECEMBER

- Affirm headline indicators and alignment with Indiana GPS

## Ongoing Updates to SBOE...

WINTER '22

Stakeholder engagement...

- Dashboard design and user experience
- Individual indicator rules and specifications

SPRING '22

Updates on...

- Aspirational indicator initiatives
- Final indicator specs & business rules
- Final expectations for local indicators

FALL '22

Launch...

- Initial iteration of Indiana GPS School Performance Dashboard
- Determine state and local goals
- Programs and supports designed to promote actions related to dashboard outcomes

# Data Story & Proposed Indicators

# INDIANA GPS: CHARACTERISTICS

ACADEMIC MASTERY

CAREER & POSTSECONDARY READINESS: CREDENTIALS & EXPERIENCES

COMMUNICATION & COLLABORATION

WORK ETHIC

CIVIC, FINANCIAL & DIGITAL LITERACY



# INDIANA GPS: CHARACTERISTICS

	PRIMARY	GRADE 3 to 5	GRADE 6 to 8	GRADE 9 to 12	GRADUATION & BEYOND
Academic Mastery					
Career & Postsecondary: Credentials & Experiences					
Communication & Collaboration					
Work Ethic					
Civic, Digital, & Financial Literacy					

# DASHBOARD: DATA STORY

## The Student Journey: Preparing for Success

Focus is on the learner.

Communicates that success demands persistence, each step of the way.

IN GPS characteristics work together - not in isolation.

Education extends beyond K-12.

Pre-Kindergarten & Early Learning

Elementary & Middle School

High School

Career & Postsecondary

*Graduates Prepared to Succeed*

# INDICATORS: HEADLINE & INFORMATIONAL

## Headline Indicators

- Appear on the primary landing page for each school. Dashboard users will see and interact first with these metrics.
- Intended to signal school performance in the dashboard, though they may not be included in the A-F letter grade calculation.

## Informational Indicators

- Provide additional context about schools. Dashboard users may have to click through to access these metrics; need to be nimble to adjust for new data
- Provide important context about schools aligned to the GPS characteristics, but are not intended to signal school performance or quality to the degree that headline metrics do.

**Goal: User will be able to disaggregate both headline and informational metrics by student population.**

PRIMARY (PK-2)

GRADE 3-5

GRADE 6-8

**Proposed PK-8 Headline Indicators**

Kindergarten Readiness\*  
PK-2 Literacy Progress\*

3rd Grade Literacy

8th Grade Math Proficiency  
Advanced Coursework\*  
9th Grade On Track\*  
21st Century Scholars Enrollment

ELA/Math Student Proficiency & Growth Across Grades 3 Through 8, as Determined by the State  
Attendance  
Employability Skill Microcredentials\*

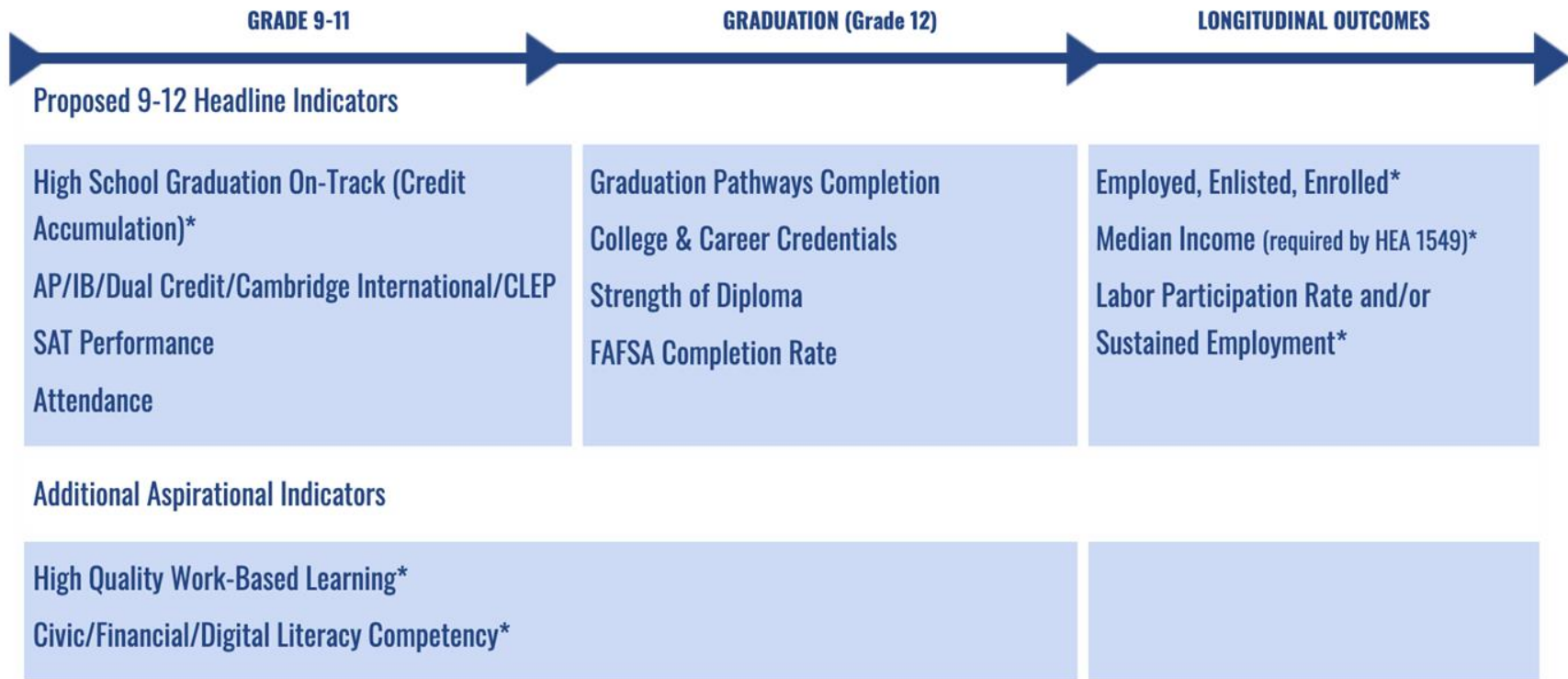
**Additional Aspirational Indicators**

Extra/Co-Curricular Participation\*  
Career Exploration\*

*\* Aspirational indicators for which the Indiana Department of Education will have to conduct research and develop an indicator that most effectively captures school performance.*

*Note: Additional indicators, including those required under IC 20-31-8-5.5(b) but not listed as headline, will be included as informational metrics to complement and expand upon the information shared in the headline metrics.*





*\* Aspirational indicators for which the Indiana Department of Education will have to conduct research and develop an indicator that most effectively captures school performance.*

*Note: Additional indicators, including those required under IC 20-31-8-5.5(b) but not listed as headline, will be included as informational metrics to complement and expand upon the information shared in the headline metrics.*

## INDICATOR DETAILS

- [Summary of Indicators for Grades K-8](#)
- [Summary of Indicators for Grades 9-12](#)

# Next Steps

# TIMELINE & NEXT STEPS

## SBOE Action...

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***THANK YOU!***



Indiana **Achievement Wallet**



NATIONAL  
**GOVERNORS**  
ASSOCIATION



Indiana  
Achievement  
Wallet

Profile



Skills



My Records



Career  
Pathways

**Myhub** Powered by **NSC** Profile Skills My Records Career Pathways

Profile completion

**Profile**

**Personal**

**Maria R**  
Student

**Skills**

AT A GLANCE

**95**  
Total number of skills

32 Technical 16 Professional 47 Operational

**MY SKILLS T** Choose role: **Medical Assistants**

Professional skills

Technical Skills Operational Skills

My Skills Role Skills

View larger version

See More →

**Education**

Your education is important information to share with an employer.

View My Records

**Experience**

Add your work experience here and gain a competitive advantage. Get Started!

Add Experience

**Portfolio**

A fully filled out portfolio looks more attractive to employers. You can add any media here that you want. This is your portfolio. You can highlight featured projects and associate any projects with your education or experience!

Add a Portfolio Item

Contact Us or Terms of use or Privacy Policy or 2900 Dulles Station Blvd, Suite 200, Herndon, VA 20171

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Profile  
•  
•  
Skills  
•  
•  
My Records  
•  
•  
Career  
Pathways

The screenshot shows the 'My Records' page on the Myhub platform. The page has a navigation bar with 'Myhub Powered by K12' and tabs for 'Profile', 'Skills', 'My Records', and 'Career Pathways'. The main heading is 'My Records' with a sub-heading 'Manage My Record'. A notification 'Accept New Achievements' with a red '2' badge is highlighted in a yellow box. Below this, there is a section to 'Select the credentials that you want to make public to employers.' with a 'Filter' button and a 'Sort by: Name' dropdown. A table lists three records:

Name	Issuer	Award Date	Status
Indiana Core 40 High School Diploma	Goodwill - Indiana Achievement Wallet	10/18/2021	Private
Senior Seminar	Goodwill - Indiana Achievement Wallet	10/18/2021	Private
Vincennes University for Medical			Private

Each record has a 'Private' status with a toggle switch and a dropdown arrow. A yellow box highlights the 'Private' status for the Vincennes University record. Another yellow box highlights the 'Accept New Achievements' notification in the top right corner of the page. The footer includes the National Student Clearinghouse logo and copyright information: '© 2021 National Student Clearinghouse. All Rights Reserved.'





Indiana  
Achievement  
Wallet

Profile



Skills



My Records



Career  
Pathways

**Myhub** Powered by **OK4** Profile Skills My Records Career Pathways

**My Records**

**Manage My Record** **Accept New Achievements** <sup>2</sup>

Select the credentials that you want to make public to employers.

Filter Sort by: Name View All 1-3 of 3

Name	Issuer	AW
Indiana Core 40 High School Diploma	<a href="#">Goodwill - Indiana Achievement Wallet</a>	10/2
Senior Seminar	<a href="#">Goodwill - Indiana Achievement Wallet</a>	10/2
Vincennes University Workforce Education Badge for Medical Assisting	<a href="#">Goodwill - Indiana Achievement Wallet</a>	09/2

**Alignments**

**Framework - OSMT**

- Administer IV
- Administer Medication
- Appointment Schedules Management
- Appropriate Personal Protective Equipment (PPE) Selection
- Assist Provider
- Bank Deposit Preparation
- Body Mechanics
- Coach Patients
- Coach Patients Appropriately
- Community Resource List Development

**Alignments**

**Framework - OSMT**

- Administer IV
- Administer Medication
- Appointment Schedules Management
- Appropriate Personal Protective Equipment (PPE) Selection
- Assist Provider
- Bank Deposit Preparation
- Body Mechanics
- Coach Patients
- Coach Patients Appropriately
- Community Resource List Development

**BADGE**

**Description**

This badge verifies completion of the non-credit medical assisting course offered by Vincennes University. This program will provide the necessary training and skills required to challenge the National Healthcareers Association (NHA) Certified Clinical Medical Assistant (CCMA) national examination.

[Learn More](#)



Indiana  
Achievement  
Wallet

Profile

Skills

My Records

Career  
Pathways

The screenshot displays the MyHub Skills Management interface. On the left, a sidebar shows 'Manage Skills' with a total of 95 skills and a grid for 'Medical Assistants'. The main area lists skills such as 'Ambulatory Care', 'Basic Life Support', 'Basic Math', 'Billing', 'Blood Pressure', 'CPT Coding', and 'Cardiopulmonary Resuscitation (CPR)'. A yellow callout box highlights the detailed view for 'Ambulatory Care', which includes a description, a link to Wikipedia, and tabs for 'DESCRIPTION', 'SOURCES', and 'LEARNING RESOURCES'.

**MyHub** powered by **Q&A** Profile Skills

**Manage Skills**

AT A GLANCE

**95**  
Total number of skills

32 Technical 16 Professional 47 Operational

MY SKILLS T

Medical Assistants

**Ambulatory Care** **HARD** **TECHNICAL**

DESCRIPTION SOURCES LEARNING RESOURCES

Ambulatory care or outpatient care is medical care provided on an outpatient basis, including diagnosis, observation, consultation, treatment, intervention, and rehabilitation services. This care can include advanced medical technology and procedures even when provided outside of hospitals.

[Read more on Wikipedia](#)

Basic Life Support **HARD** **TECHNICAL**

Basic Math **INTERMEDIATE** **PROFESSIONAL**

Billing **HARD** **OPERATIONAL**

Blood Pressure **HARD** **TECHNICAL**

CPT Coding **HARD** **OPERATIONAL**

Cardiopulmonary Resuscitation (CPR) **HARD** **TECHNICAL**

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Indiana  
Achievement  
Wallet

Profile

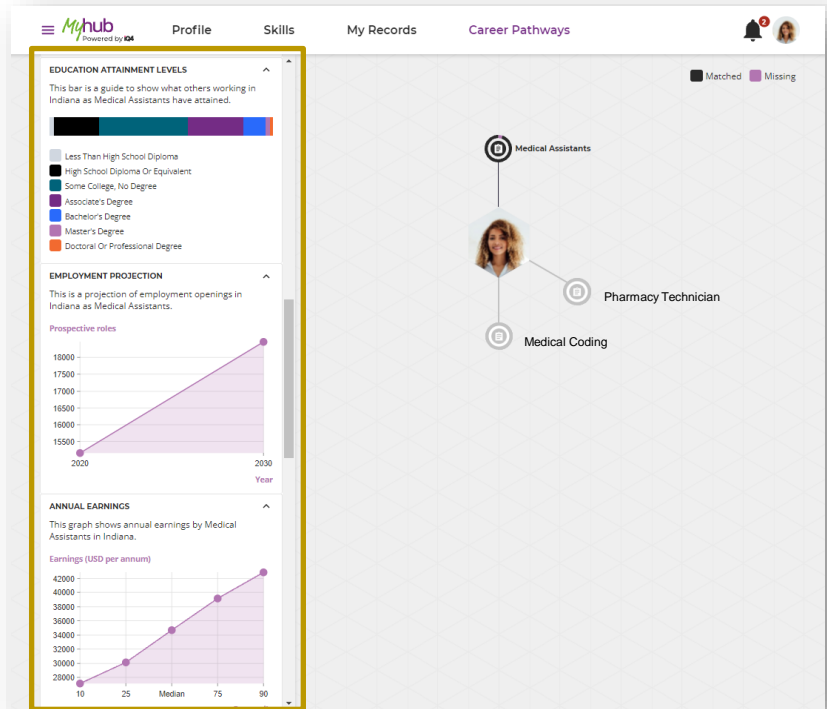
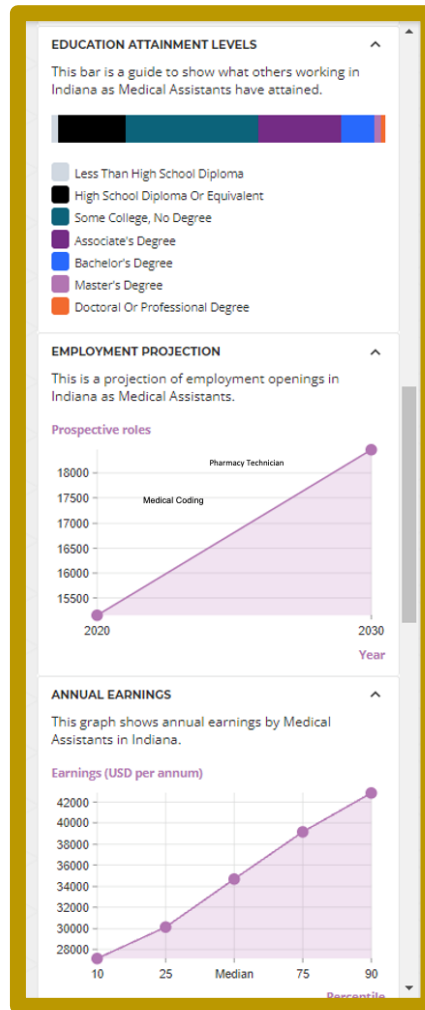


Skills

My Records



Career  
Pathways





Indiana  
Achievement  
Wallet

Profile



Skills



My Records



Career  
Pathways

**Actalent**

What: Medical Assistant in New Albany, Indiana  
Where: New Albany, IN

**Medical Assistant in New Albany, Indiana**

Description:  
Responsible for work with an "Oncology patients taking chemotherapy. Job is for working with an organ care assessment. Job can be performed 20% of time in a role that will be working directly with OHS software.

Skills:  
Must possess a medical background, prior patient, computer/technology, organizational, problem-solving, physical, laboratory, BLS, training, customer service, communication, and safety. Must be a graduate from an approved program, Medical Assistant (MA), Medical, Exp. One.

Top Skills/Qualifications:  
Must possess a medical background, prior patient, computer/technology, organizational, problem-solving, physical, laboratory, BLS, training, customer service, communication, and safety. Must be a graduate from an approved program, Medical Assistant (MA), Medical, Exp. One.

Blue Boxes: 21 years of experience as a Medical Assistant in OHS/Organizational Care (Oncology) position or an equivalent position. Medical (Oncology) Certified (Equivalent: Candidates with less than 1 year experience)

Education level:  
Entry level  
Associate's

Additional information and position: Our scalable talent solutions and services capabilities are what set us apart and provide the expertise to help our customers achieve their goals. We are looking for individuals who are self-motivated, team players, and highly organized. We are seeking individuals who are highly organized, team players, and highly organized. We are seeking individuals who are highly organized, team players, and highly organized.

The company is an equal opportunity employer and will consider all applications and requests for accommodation. Age, race, gender, religion, ethnicity, marital status, disability, sexual orientation, gender identity, genetic information or any characteristic prohibited by law.

Apply Now

©2023 Working Solutions/Provisioned Services  
For information on requesting reasonable accommodation in the application process, visit the Company career page.

**LIVE ROLES**

- Medical Assistant**  
Actalent  
Corydon, Indiana [Learn More](#)
- Medical Assistant**  
Goshen Health  
Goshen, Indiana [Learn More](#)
- Medical Assistant**  
Reid Health  
Brookville, Indiana [Learn More](#)

**MyHub** Powered by **ORA**

Profile Skills My Records Career Pathways

Matched Missing

**LIVE ROLES**

- Medical Assistant**  
Actalent  
Corydon, Indiana [Learn More](#)
- Medical Assistant**  
Goshen Health  
Goshen, Indiana [Learn More](#)
- Medical Assistant**  
Reid Health  
Brookville, Indiana [Learn More](#)
- Medical Assistant**  
Actalent  
New Albany, Indiana [Learn More](#)
- Medical Assistant**  
Reid Health  
Richmond, Indiana [Learn More](#)
- Medical Assistant**  
Reid Health  
Richmond, Indiana [Learn More](#)
- Medical Assistant**  
Reid Health  
Winchester, Indiana [Learn More](#)
- Medical Assistant**  
Actalent

Medical Assistants  
Pharmacy Technician  
Medical Coding



Indiana  
Achievement  
Wallet

Profile



Skills



My Records



Career  
Pathways

The screenshot shows the 'Myhub' interface. At the top, there are navigation tabs: Profile, Skills, My Records, and Career Pathways. A purple box highlights the 'MISSING SKILLS 5' header. Below it, a list of skills is shown: 'Good Driving Record' (Professional, Common), 'Intravenous Therapy' (Technical, Hard), 'CPT Coding' (Operational, Hard), and 'Transcribing' (Professional, Common). A yellow box highlights the 'CPT Coding' skill entry, which includes a '5 Training Resources' link. On the right, a career pathway diagram shows a central profile picture connected to 'Medical Assistants', 'Pharmacy Technician', and 'Medical Coding'. A legend indicates 'Matched' (black square) and 'Missing' (purple square) skills.



Indiana  
Achievement  
Wallet

Profile



Skills



My Records



Career  
Pathways

← CPT CODING

**LEARNING RESOURCES**

To get educational support for this skill have a look at these available programmes:

- Associate of Applied Science in Medical Assisting**  
Ivy Tech Community College of Indiana  
 MEAS - AAS
- Outpatient Insurance Basic Coding**  
Ivy Tech Community College of Indiana  
 MEAS 137
- Technical Certificate in Medical Assisting**  
Ivy Tech Community College of Indiana  
 MEAS - TC
- Certificate in Medical Office Administration**  
Ivy Tech Community College of Indiana  
 MEOA-CT
- Certificate in Outpatient Insurance Coding**  
Ivy Tech Community College of Indiana  
 OINC - CT

Myhub  
Powered by IQM

Profile Skills My Records Career Pathways

← CPT CODING

**LEARNING RESOURCES**

To get educational support for this skill have a look at these available programmes:

- Associate of Applied Science in Medical Assisting**  
Ivy Tech Community College of Indiana  
 MEAS - AAS
- Outpatient Insurance Basic Coding**  
Ivy Tech Community College of Indiana  
 MEAS 137
- Technical Certificate in Medical Assisting**  
Ivy Tech Community College of Indiana  
 MEAS - TC
- Certificate in Medical Office Administration**  
Ivy Tech Community College of Indiana  
 MEOA-CT
- Certificate in Outpatient Insurance Coding**  
Ivy Tech Community College of Indiana  
 OINC - CT

Matched Missing

```

    graph TD
      MA[Medical Assistants] --- P[Pharmacy Technician]
      P --- MC[Medical Coding]
      style MA fill:#e0e0e0
      style P fill:#e0e0e0
      style MC fill:#e0e0e0
  
```



Indiana  
Achievement  
Wallet

Profile



Skills



My Records



Career  
Pathways



My Records Career Pathways

Matched Missing

A hub-and-spoke diagram with 'Medical Assistants' at the center. Spokes connect to various roles: 'Managers, All Other', 'Surgical Assistants', 'Registered Nurses', 'Radiologic Technologists', 'Licensed Practical and Licensed Vocational Nurses', 'Computer User Support Specialists', 'Exec Secretaries & Exec Admin Assistants', 'First-Line Supervisors of Office Support', 'Pharmacy Technician', and 'Medical Coding'. Each role is represented by a circular icon with a document symbol. A legend indicates 'Matched' (black square) and 'Missing' (purple square).

drawing blood, and administering medications as directed by physician.

0:00 / 1:20

View Core Tasks

**SKILLS OVERLAP**

Select the bar to expand skills information and view potential courses for roles where you need skills you don't have.

Matched 95 → Missing 5 →

**RECOMMENDED LEARNING RESOURCE**

- Health Science Education II: Special Topics (HSE II ST)
- Goodwill Education Initiatives, Inc.
- 5286



# Indiana **Achievement Wallet**

## *Background and Progress on the Learning and Employment Record with Achievement Wallet*



The solution supports personas across the end-to-end user journey with tailored applications and privileges.

### Full & Part-time Students

Students, Professionals, Workers, Holders

- Need guidance to assist them in building a career in Healthcare
- Want to be able to accrue and share their collection of learning records and achievements.



NSC Myhub Wallet

### Community of Care & Counselors

Guidance Counselors, Career Counselors

- Provide guidance to students about their achievements, potential careers, and opportunities to enhance their skills and education profile.



iQ4 Counselor Application

### Schools & Colleges

Registrars, Curricula analysts, skills analysts

- Create skills-based curriculums that align to in demand jobs
- Provide and help learners manage their education credentials in an increasingly competitive job market



Badgr platform

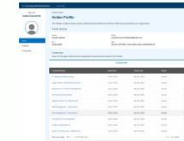


IBM LCN Platform

### Healthcare Employers

Talent Acquisition, Hiring Managers, Credential Assessors

- Start promoting skills-based hiring
- Need to efficiently find and verify credentials to assess job candidates with the right skills



Candidate	Credential	Issued	Expires	Verified
John Doe	Healthcare Assistant	2023-01-01	2024-01-01	Yes
Jane Smith	Registered Nurse	2022-06-15	2025-06-15	Yes
Mike Johnson	Medical Assistant	2023-03-10	2024-03-10	Yes
Sarah Lee	Pharmacy Technician	2022-09-01	2023-09-01	No
David Kim	Healthcare Aide	2023-02-20	2024-02-20	Yes

IBM LCN Verifier App



*How does the LER Achievement Wallet benefit students, employers, and institutions?*

# Indiana Achievement Wallet

A collaborative effort to improve people's lives



Made possible by:



Lilly Endowment Inc.  
A Private Philanthropic Foundation



# Governor's Workforce Cabinet

December 16, 2021



**MISSION:** The Institute for Workforce Excellence is dedicated to helping Indiana **attract, develop and retain** the **Hoosier talent** needed to drive a **highly skilled and equitable workforce**.

**STRUCTURE:** The Institute is a **nonprofit** (501c3) subsidiary of the Indiana Chamber of Commerce led in collaboration with stakeholders representing **business, community, education and government**.

# INSTITUTE GOALS:

- 1) **PARTNERSHIPS:** Strengthen talent pipeline partnerships across Indiana's business, community, education + government sectors.
- 2) **PROGRAMS:** Help Hoosiers better navigate the ever-expanding wealth of talent programs + providers available across Indiana.
- 3) **POLICY + PRACTICE:** Inform workforce policy and practice through relevant research and consumer surveys that strengthen the feedback loop between Indiana's public + private sectors.

# INSTITUTE INITIATIVES:

- **Enhanced Employer Engagement:** Statewide communications campaign + competency/skill validation
- **Expanded Programs + Services:** Increased programmatic impact through *Work + Learn Indiana* (formerly *Indiana INTERNnet*) and *Talent Resource Navigator* (launching Q1 2022)
- **Extended Workforce Insights:** Ongoing research to gauge labor market perspectives, trends + opportunities, including statewide surveys of Indiana employers + employees.



**EARN Indiana:  
Expanding  
Work-Based Learning  
Opportunity**

[www.workandlearnindiana.com](http://www.workandlearnindiana.com)



## Employment Aid Readiness Network (EARN) Indiana

- State work-study program originally created to support low-income Hoosier college students
- Since 2013, Chamber has partnered with the Indiana Commission for Higher Education
- Employers receive state matching funds (reimbursement up to 50% of intern hourly wages)

**In 2019, IN General Assembly expanded EARN program to include high school students (beginning with graduating class of 2023).**

# High School Expansion Grant Pilot

Seeking applications from Indiana school communities for a \$1 million pilot grant opportunity to build local capacity to connect area high school students with high-quality internships/pre-apprenticeships beginning summer 2022 through 2023.



INDIANA COMMISSION for  
HIGHER EDUCATION



# High School Expansion Goals



GRADUATION  
PATHWAYS



STUDENT  
OPPORTUNITY



EMPLOYER  
ENGAGEMENT

# Graduation Pathways

## Graduation Requirement #1

- High School Diploma

## Graduation Requirement #2

- Learn and demonstrate employability skills

## Graduation Requirement #3

- Postsecondary Ready Competencies



Work-based  
Learning

Service-  
based  
Learning

Project-  
based  
Learning

Employer  
Wage Subsidy

One-Time  
School  
Funding

Internship  
Management  
Support

# Internship Eligibility

## Graduation Pathway

- 75 hours/term
- Agreed upon learning outcomes
- Priority on high-demand, high-wage industries

## Next Level Jobs

- OCTE's Next Level Programs of Study

## Work-Based Learning Standards

- 8 Quality-Control Criteria



INDIANA COMMISSION for  
HIGHER EDUCATION



## TIMELINE

**DECEMBER 15** – Grant applications due

**JANUARY 10, 2022** – Grant award notification

**SPRING 2022** – Planning phase

**SUMMER 2022** – Start work-based learning experiences (student cohort 1)

**FALL 2022** – Continue work-based learning experiences (student cohort 2)

**SPRING 2023** – Continue work-based learning experiences (student cohort 3)

**JUNE 2023** – Final report and invoice

# Available Funding

Total funding amounts for each school/districts set by selection committee based on:

- 1. Number of participating students**
- 2. Grant capacity**



INDIANA COMMISSION for  
HIGHER EDUCATION



24+

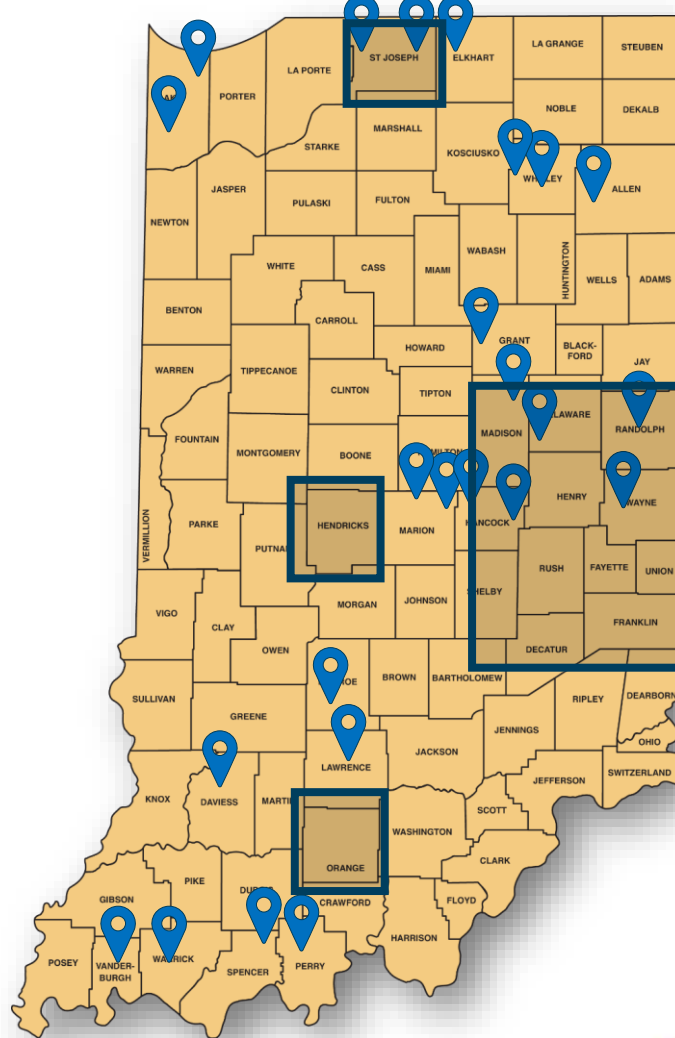
Letters of Interest

25+

Counties Represented

50+

Schools & Career Centers



## High School EARN Applications Received

12

Indiana School Applications

988

No. of Placements Estimated

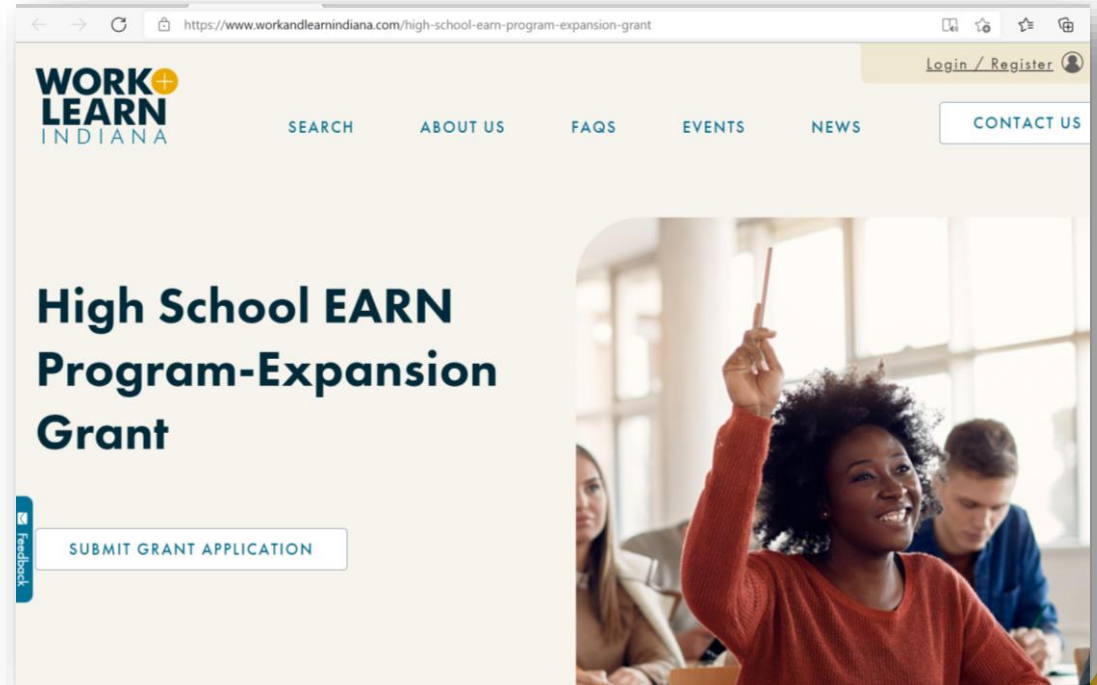
Applications are still coming in....



More  
information?

ONLINE:  
[WorkandLearnIndiana.com](https://www.workandlearnindiana.com)

CONTACT:  
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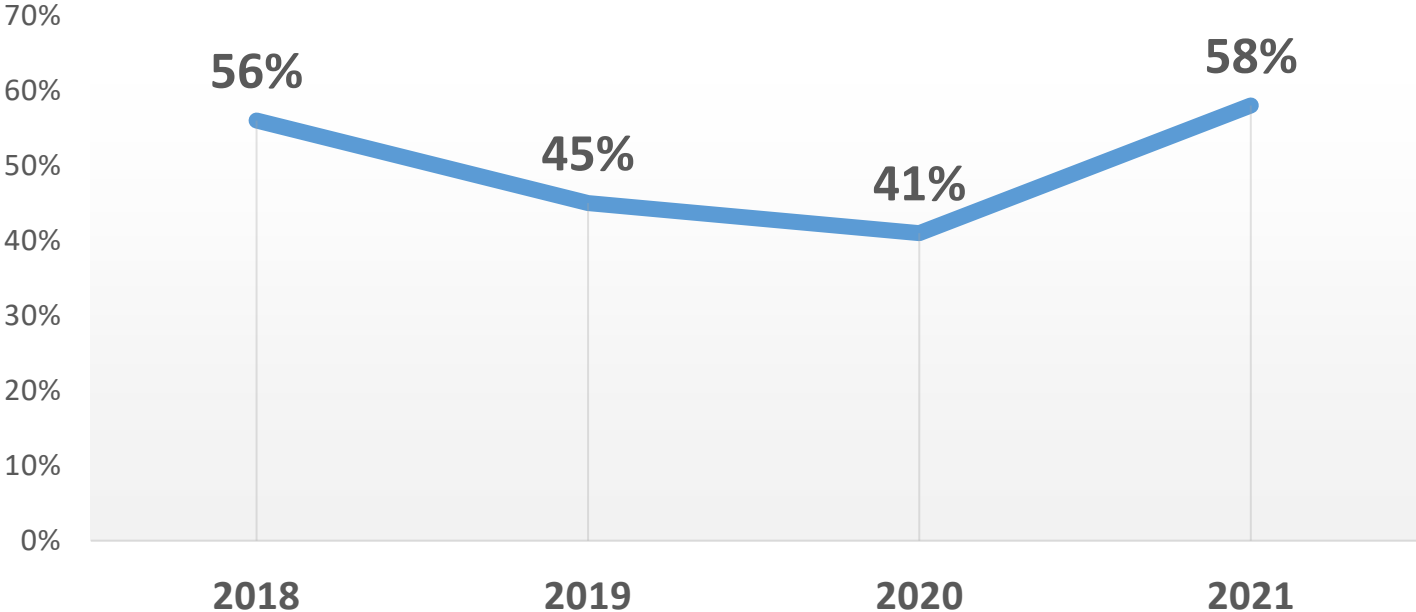
# 2021 Indiana Chamber EMPLOYER SURVEY



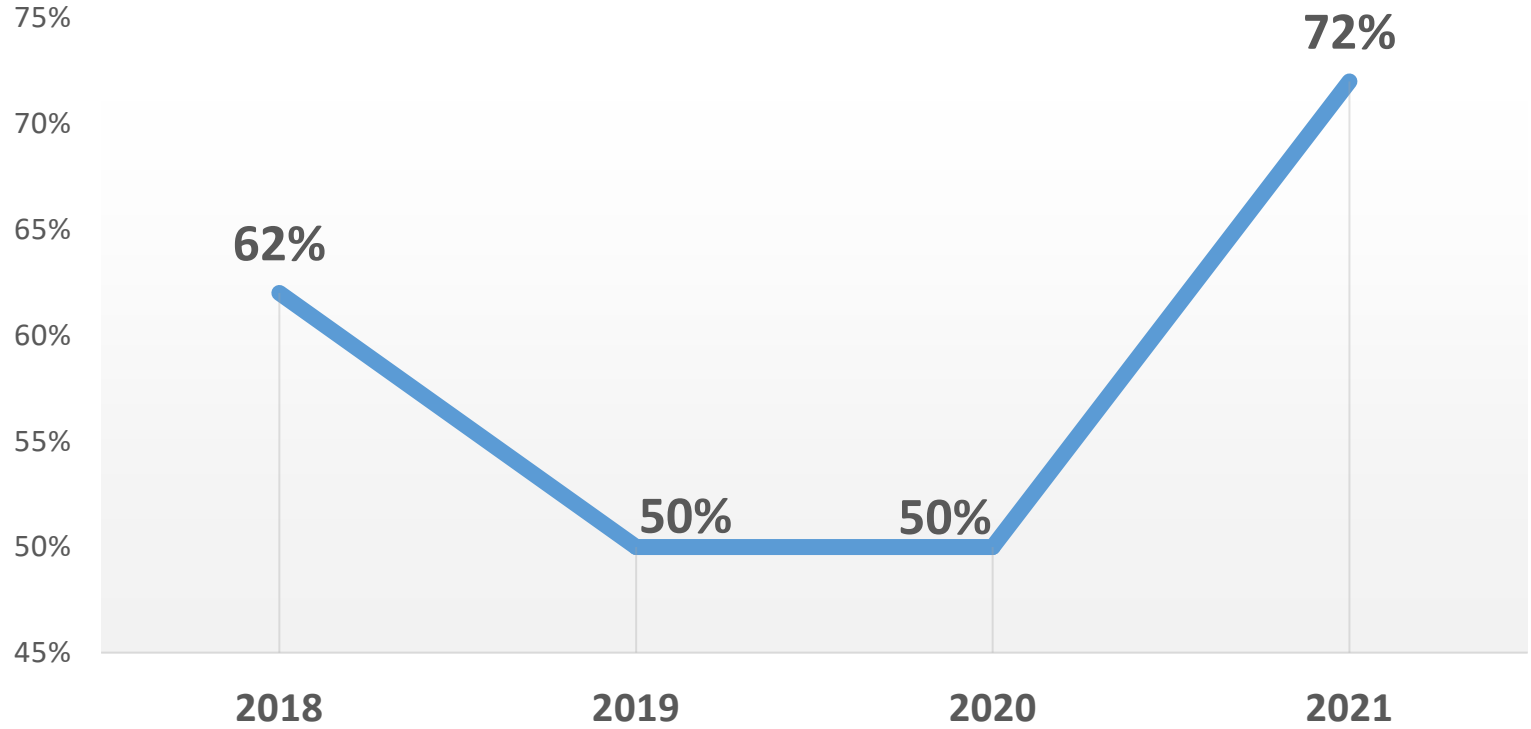
# Employer Survey Background

- **14<sup>th</sup>** annual statewide, cross-sector survey
- **905** responses, administered Q3 2021
- **73%** of responses from owner/management
- **62%** small/mid-size businesses (<100 employees)

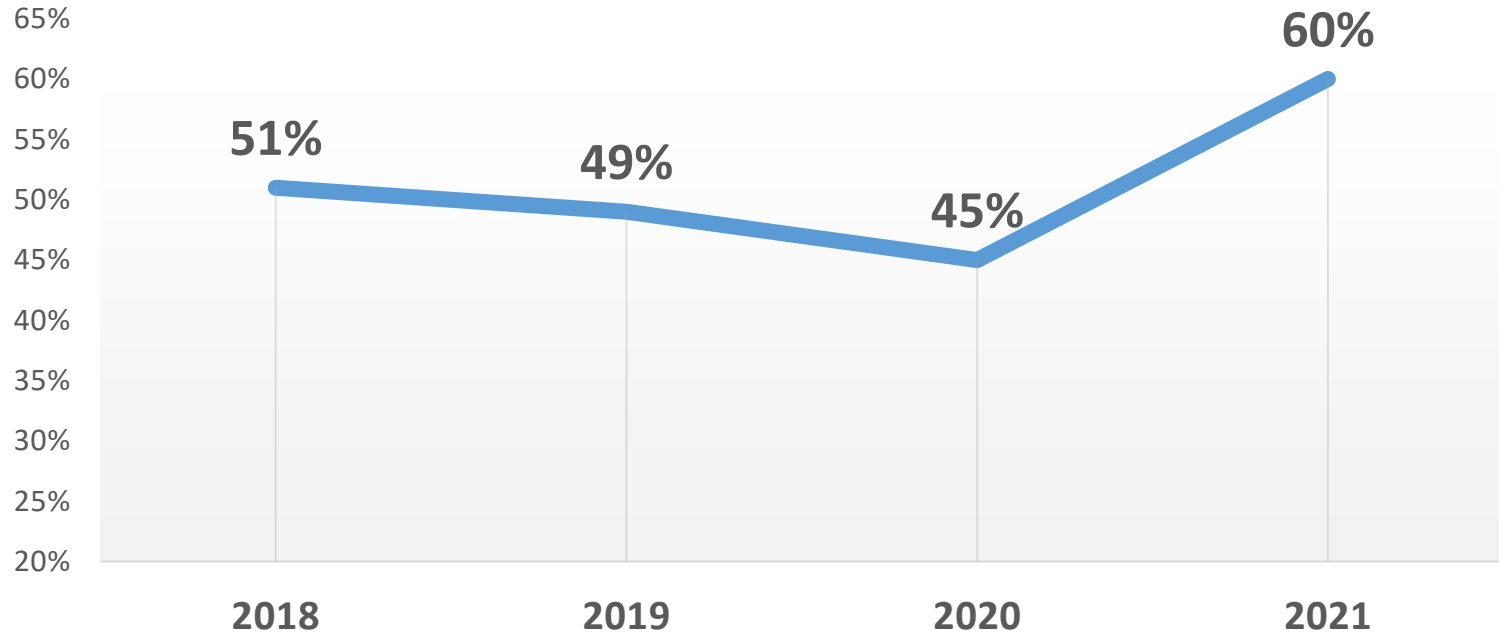
# Increase Size of Workforce Next 1-2 Years



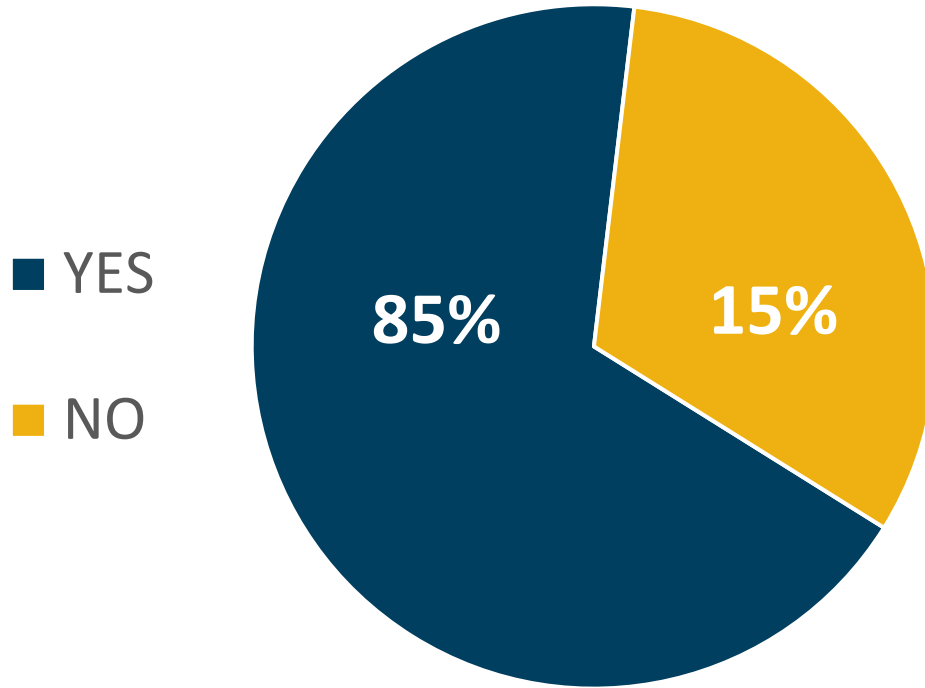
# Supply of Applicants Does Not Meet Needs



# Left Jobs Open in Past Year Due to Underqualified Applicants



# Is meeting your talent needs a challenge?



# Employer Response





# Changing Training Strategy (2021 vs. 2020)

Increased <b>on-the-job</b> training:	<b>33%</b>	<b>+17</b>
Increased <b>investment</b> in training:	<b>31%</b>	<b>+14</b>
Increased <b>time allowed</b> for training:	<b>27%</b>	<b>+7</b>
<b>Automating/replacing</b> job functions:	<b>27%</b>	<b>+14</b>

# Current Employees: Skill-Up Support

	2021	3-Yr Trend
Flexible Work Hours	49%	+7
Tuition Support/Reimbursement	46%	+4
Onsite/Online Instruction	28%	+9
Assistance with Career Plan	24%	+3

# Future Employees: Work-Based Learning

	2021	3-Yr Trend
College Internships	51%	+13
Job Shadowing	27%	+3
Student Site Visits	25%	+3
High School Internships	23%	+3
Apprenticeships	18%	+6
None of the Above	30%	-10

# Challenges + Opportunities

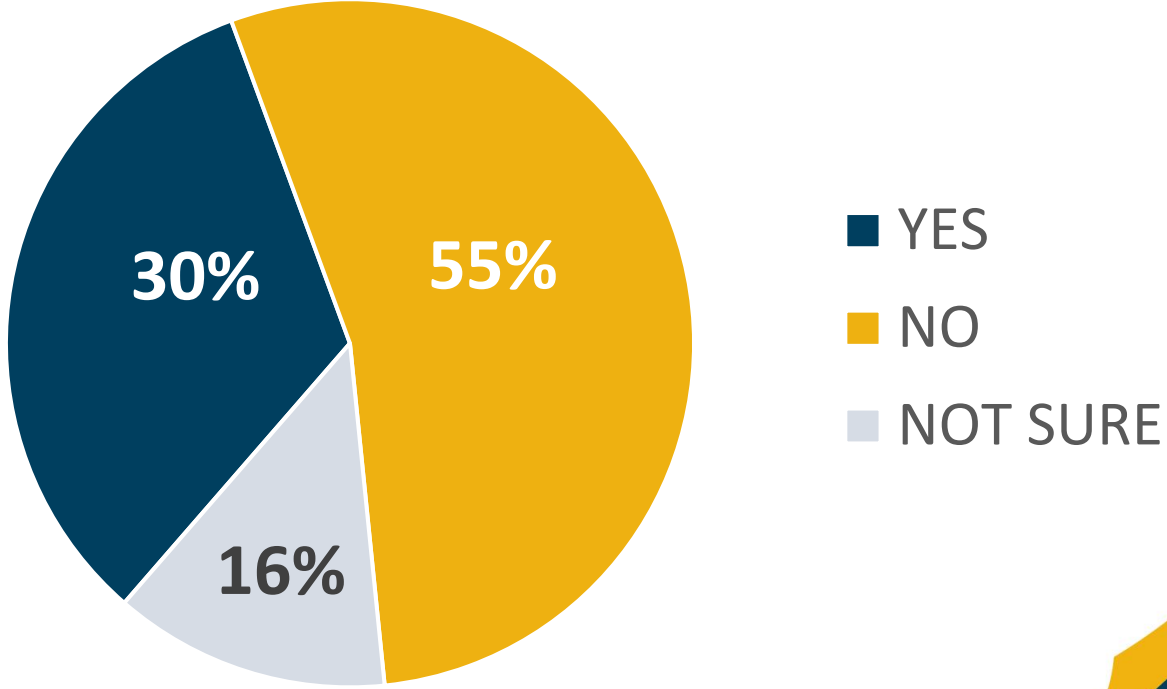


# Provide Career Awareness/Exploration Opportunities to Local K-12 Students

2021: **31%**

2019-21: **-3**

# Human Resources Staff Offers Career Coaching to Employees



# Awareness of “Next Level Jobs” Grants

2021: 45%

2019-21: +7

# External Factors Negatively Impacting Attracting and Retaining Workers

Childcare	24%
Housing	22%
Transportation	19%
Restaurants, Parks, etc.	10%
Broadband Internet	9%



# 2021 Indiana Chamber EMPLOYEE SURVEY



# Employee Survey Background

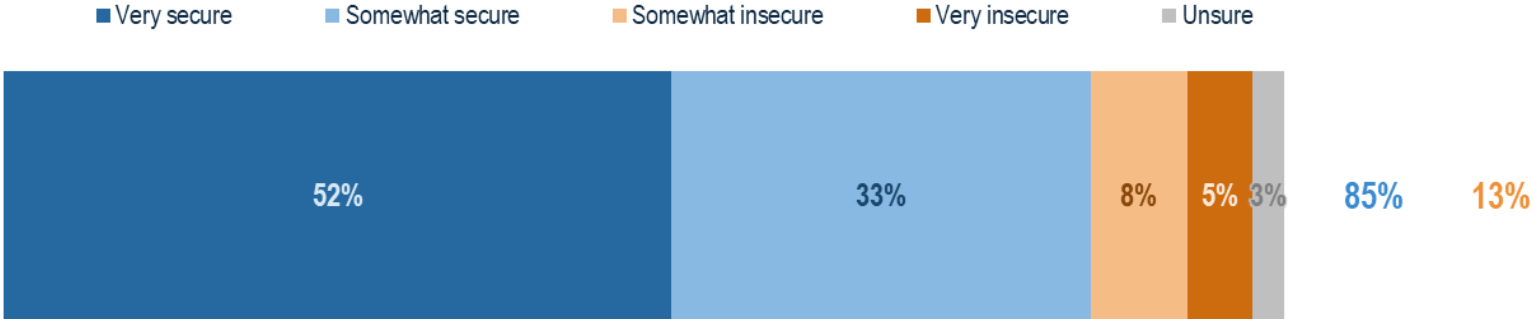
- Inaugural survey of **602 Hoosiers** (Q3 2021)
- Between the **ages of 18-60**
- **Employed, unemployed** and **under-employed**
- **Not** business owners or upper-level management

# Job/Career Outlook

## (Fully Employed Respondents)

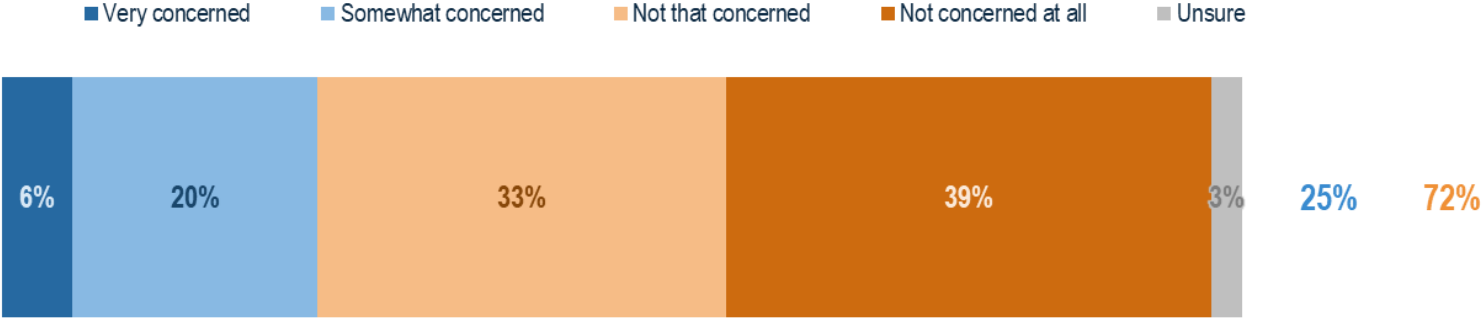
# Majority Not Worried About Jobs Being Eliminated

- **85%** think that their current job is secure for the next five years.
- This feeling is universal across demographic groups.



# Majority Also Not Concerned About Automation

- Nearly 3/4 not concerned about automation.
- Like job security, this feeling is universal across demographic groups.



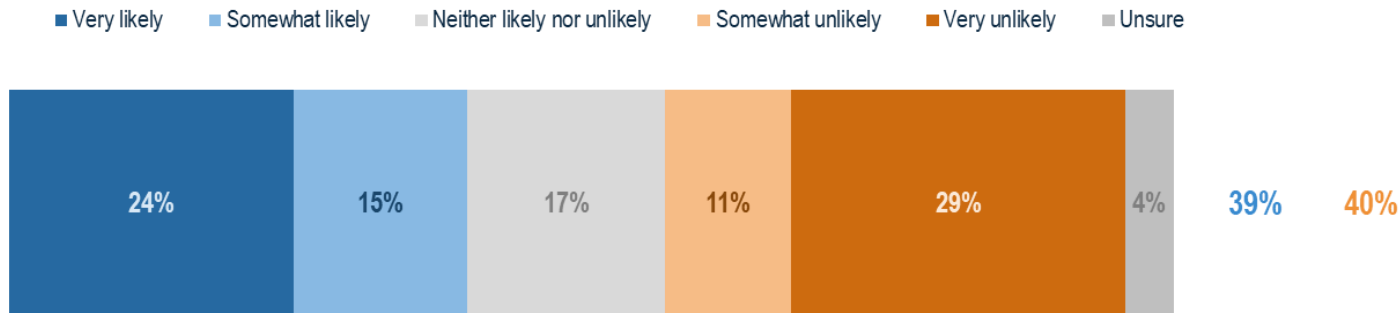
# Majority Said COVID-19 HAS NOT Impacted Their Income

- 78% of respondents said their income either INCREASED or STAYED THE SAME during the pandemic.
- Incomes of people under 25 were more likely to decrease than other demographic groups.



# Respondents Overall Are Split on Whether They'll Look for a New Job in the Next Year

- 39% of all respondents expect to search for new job opportunities in the year ahead.
- Nearly a quarter (24%) of those who feel secure in their jobs still expect to search for new opportunities in the next year.

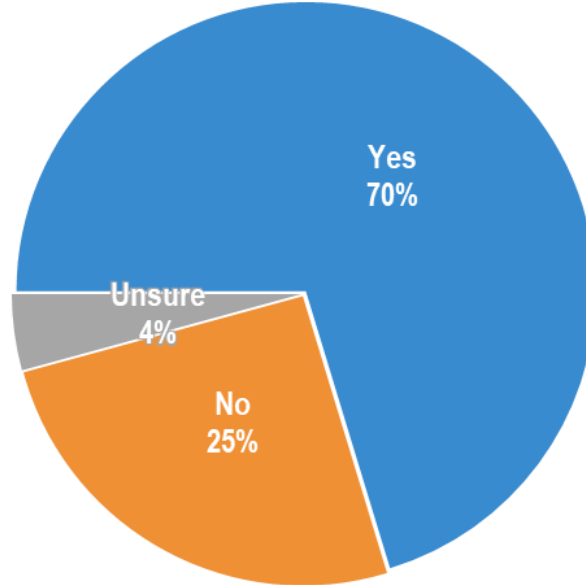


# The Unemployed + Underemployed



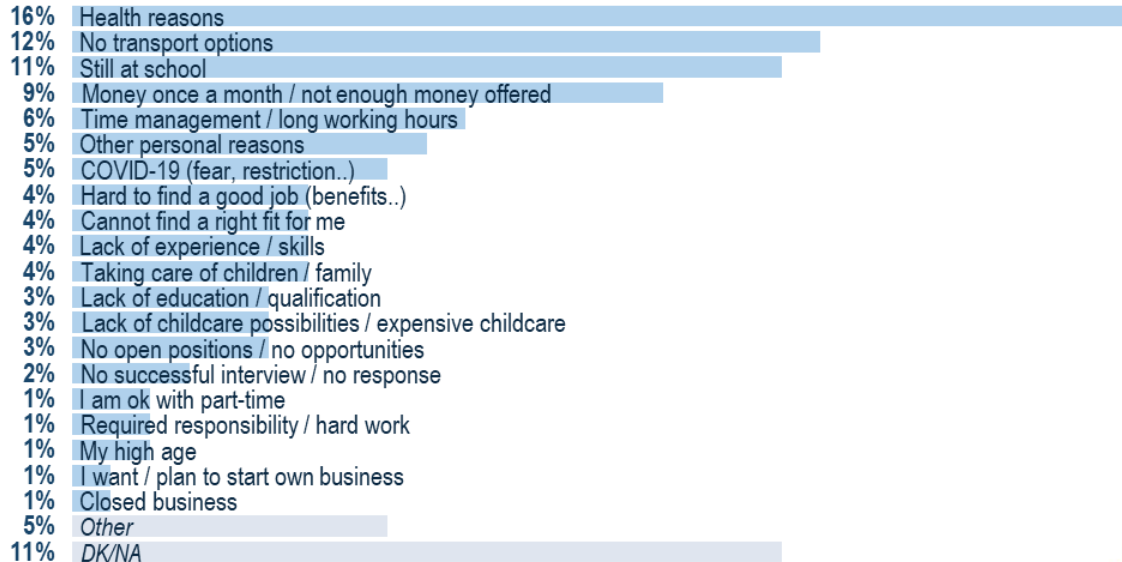
# 70% of Un/Underemployed Are Looking for Work

- The quarter of respondents who are NOT looking for work are more likely to be women, age 55+, underemployed, married, and/or live in the suburbs.
- More than half of the unemployed have been without a stable job with a living wage for more than 6 months.



# Health + Transportation Issues Among Most Frequently Cited Barriers to Employment

- **WOMEN:** Much more likely than men to cite health reasons.
- **MEN:** Transportation and “still in school” were more common.
- **EX-OFFENDERS:** Most likely to cite transportation issues + their criminal record.

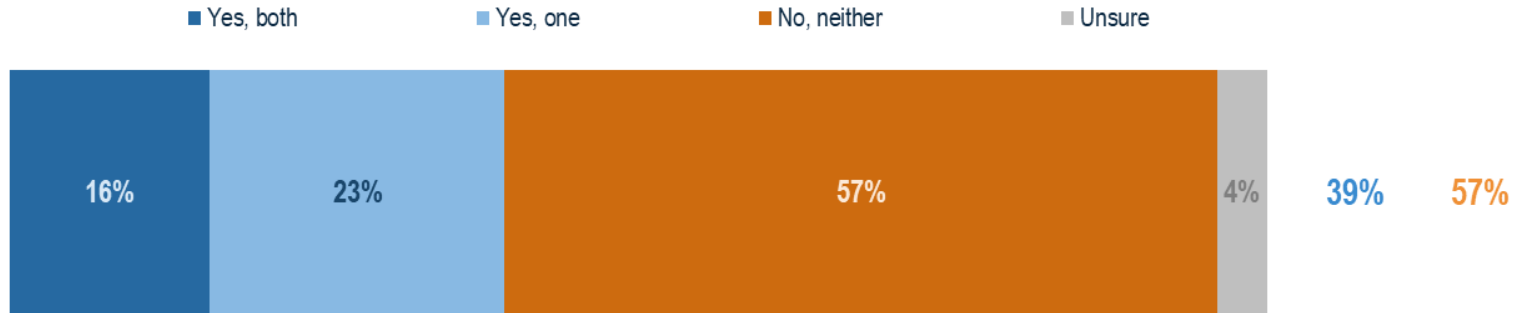


# Education/Training Outlook



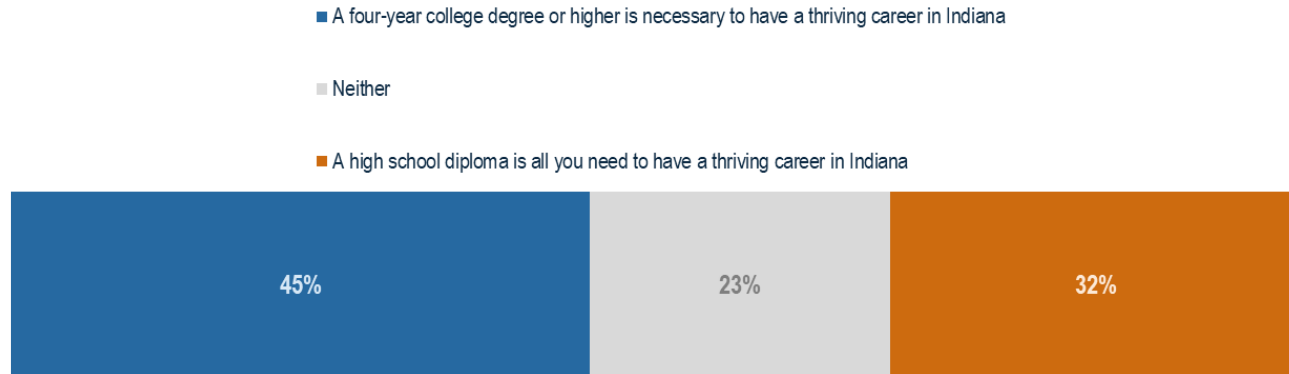
# Majority of Respondents' Parents NOT COLLEGE GRADUATES

- Only 16% of respondents are the product of two college graduates.
- BUT, the younger the respondent, the more likely they are to have parents with degrees.



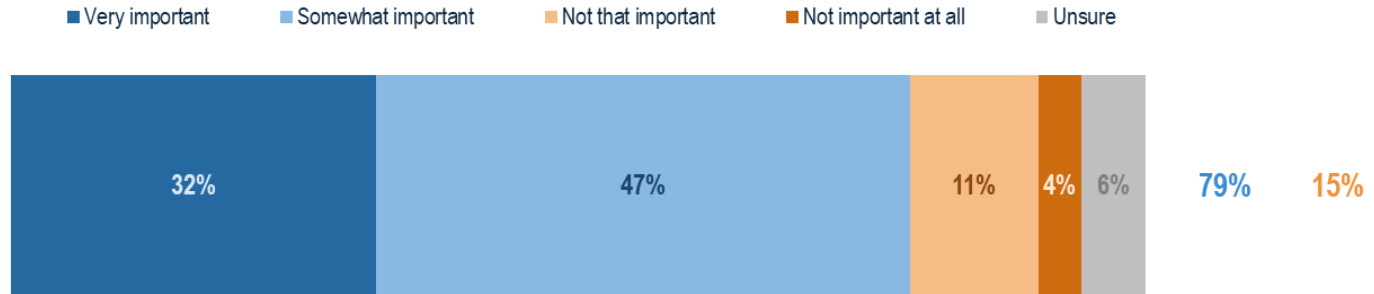
# Nearly 1/3 Think a High School Diploma is All They Need to Have a Thriving Career in Indiana

- Those most likely to feel this way are people aged 25-34, people with a household income between \$20K-\$40K, and people without a college degree.
- **Minority workers are more likely to consider a college degree necessary for a thriving career.** (57% among Hispanics, 48% among Blacks, 44% among Whites)



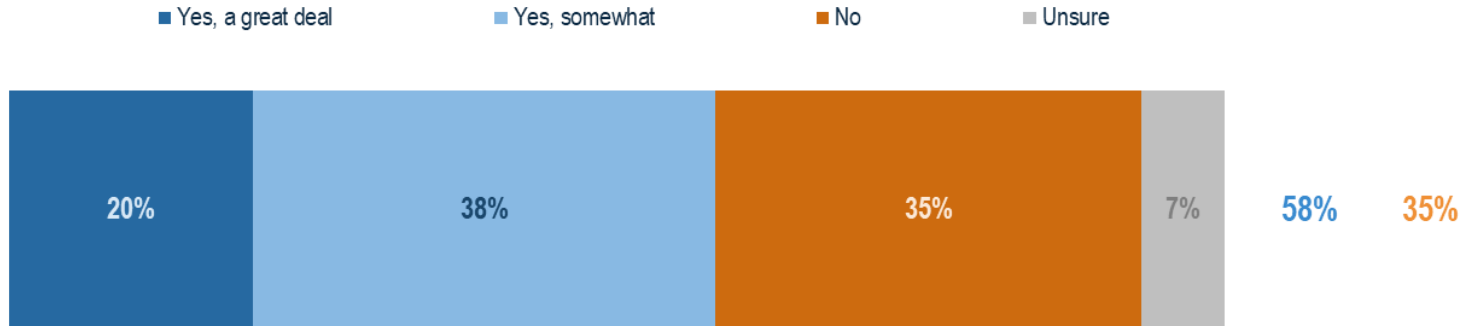
# BUT... 8-in-10 Say a College Degree Is Important When It Comes to GROWING IN A CAREER

- Even among respondents who think they can thrive without it, 67% say a degree is important when it comes to growing in a career.



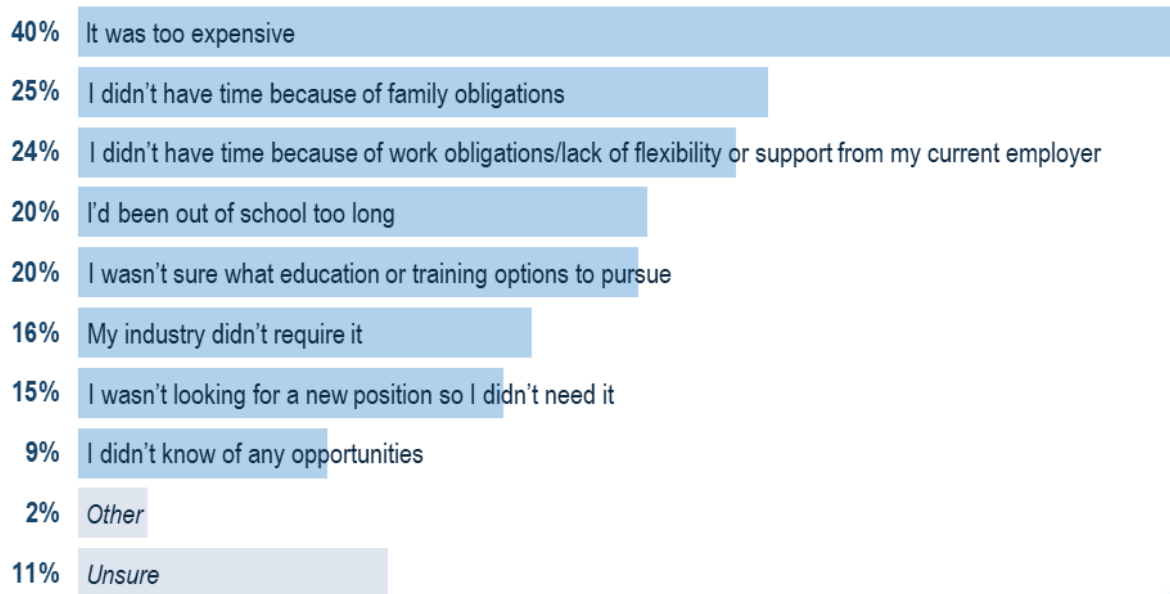
# Majority Are Considering Additional Education

- BUT, most (74%) of those contemplating enhancing their skills have ALREADY COMPLETED education/training beyond high school.



# EXPENSE Is by Far the Biggest Obstacle Cited to Continuing Education

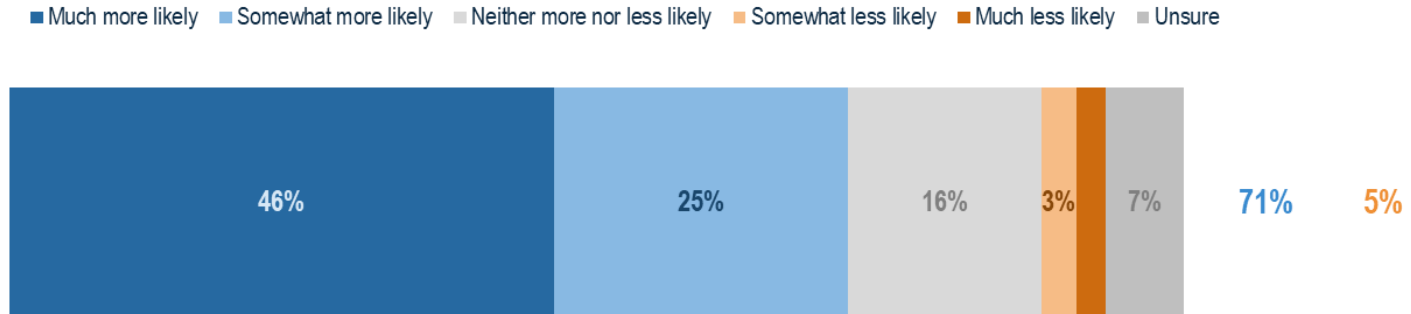
- Lack of time (especially for parents) + flexibility/support of employer are close seconds.





# Most Are More Likely to Enroll in Additional Education if It Was Free

- This is particularly true for women, people ages 35-44, people with a household income below \$50K, and people without children.

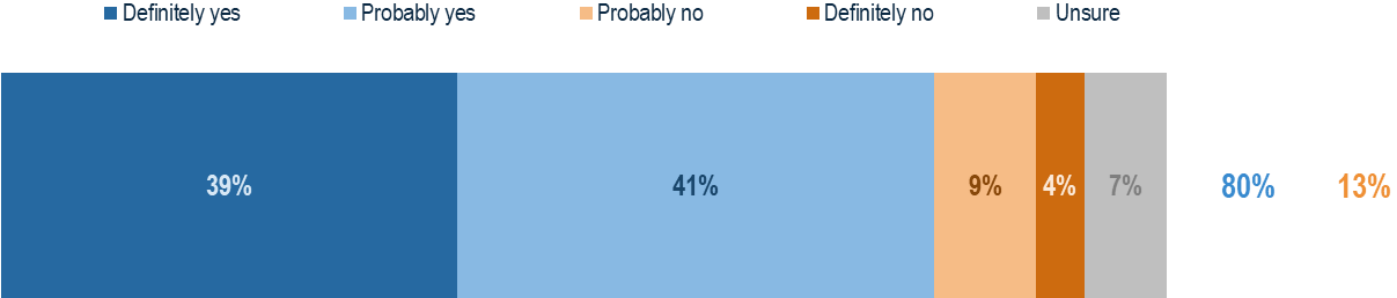


# The Employer Connection: Challenges + Opportunities



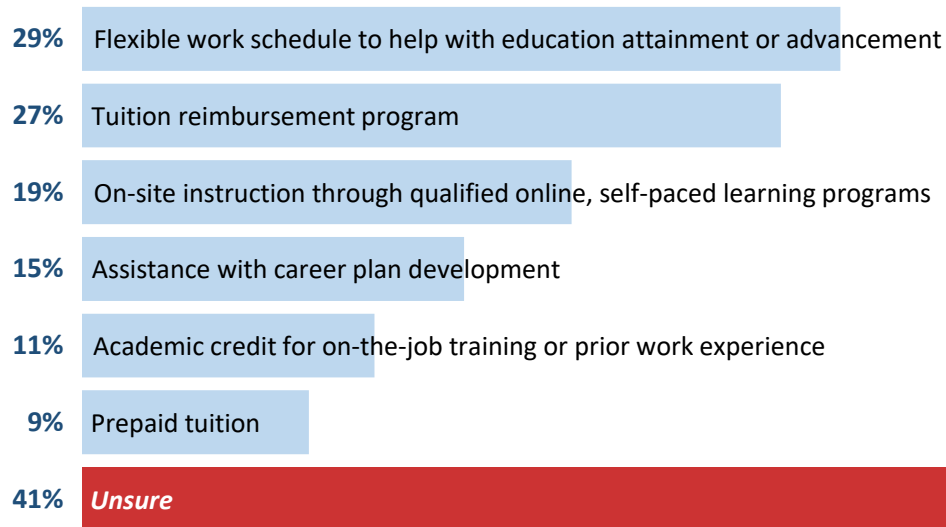
# Vast Majority Would Consider More Training If Their Employer Encouraged It

- 80% of respondents would consider more education/training if employer encouraged it.
- Particularly men, people under 45, and respondents with a \$20K-\$60K household income.



# 41% of Respondents Don't Know What Education/ Training Resources Their Employer Offers

- Less than 1/3 say their employer offers a FLEXIBLE WORK SCHEDULE that helps with education attainment or advancement and/or TUITION REIMBURSEMENT.



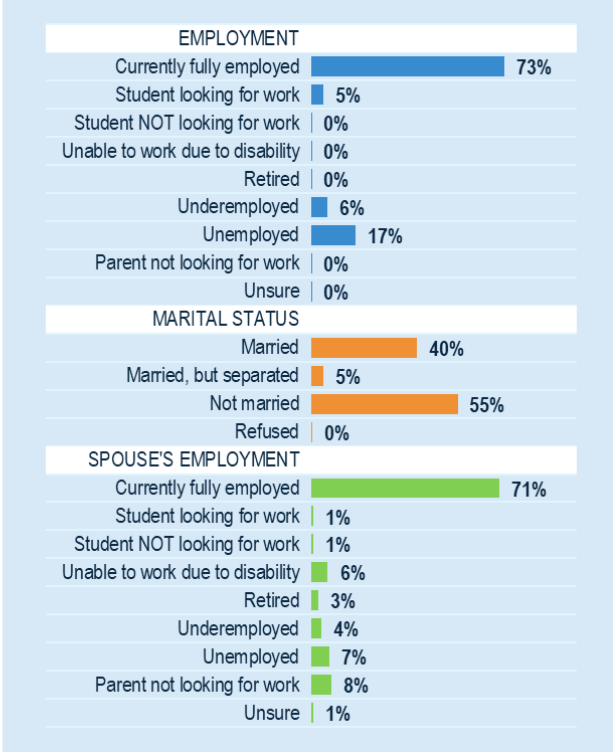
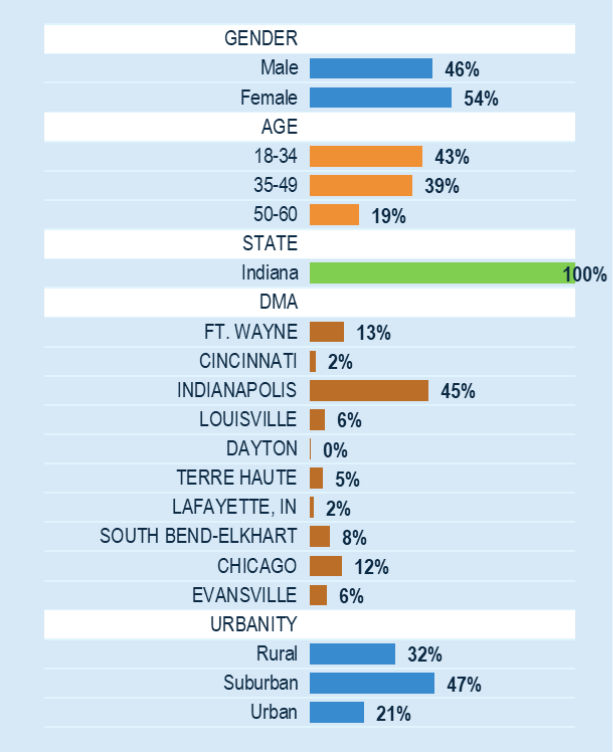
# KEY TAKEAWAYS

- Overall, more Hoosiers are making the connection between increased education attainment + economic/job opportunity.
- Most are willing to undertake some sort of additional training to move up + advance their careers.
- Lack of clarity among working-age Hoosiers re: what education/training they should pursue + how they can afford it.
- Indiana employers are a key driver for motivating + supporting Hoosiers to upskill/reskill.

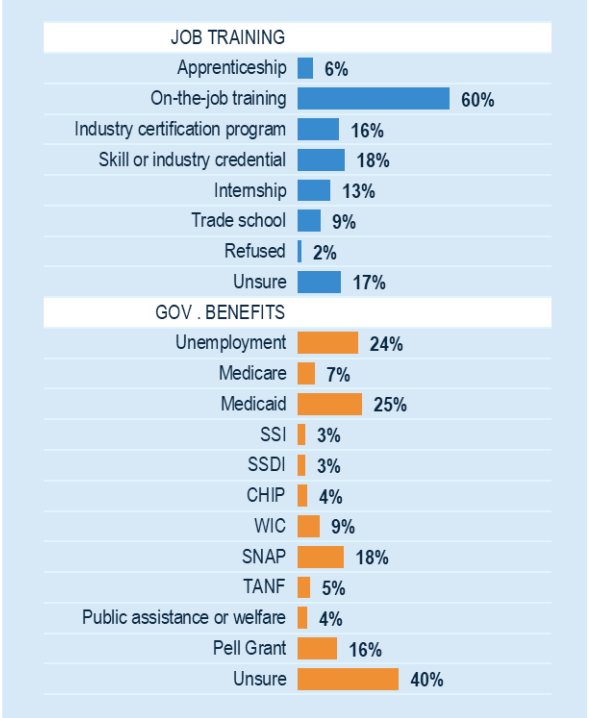
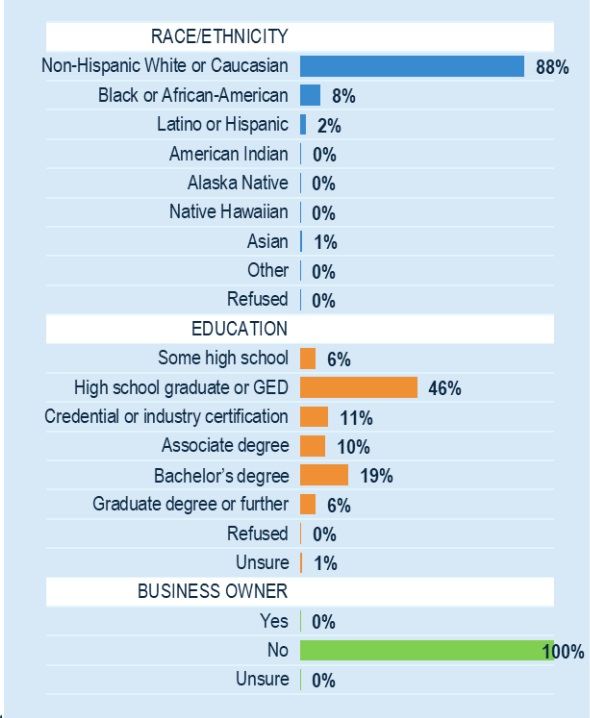


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# Survey Sample



# Survey Sample





# Survey Sample

