
2018 SURVEY OF INDIANA'S WORKFORCE- RELATED PROGRAMS

Office of Fiscal and Management
Analysis

Legislative Services Agency



Office of Fiscal and Management Analysis

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Preface

The Indiana General Assembly established an annual review, analysis, and evaluation process for Indiana's workforce-related programs with the passage of HEA 1002-2018. The annual review is to be conducted over a five-year cycle during which each program will be reviewed at least once on a schedule determined by the Office of Fiscal and Management Analysis, Legislative Services Agency (LSA). LSA must submit an annual report containing the results of the reviews to the Legislative Council and the Interim Study Committee on Fiscal Policy. The first review cycle will begin in 2019 and conclude in 2023. After the first cycle is completed, the programs will be reviewed for a second time.

Developing the inventory was a necessary first step since a listing of relevant workforce-related programs did not exist. LSA conducted an investigative audit during the interim of 2018 to develop the inventory of workforce-related programs (as defined by IC 22-4.1-1-7). LSA researched similar evaluations nationally and performance audits from other states. Seventy-eight surveys were distributed to Indiana state agencies, commissions, and higher educational institutions (herein referred to as the agencies). The response rate was 85%. The survey was designed to determine which agencies had relevant programs for review, and it contained questions regarding the program mission, target audience, funding levels, and existing performance measures. Please see Appendix IV for the survey instrument. LSA concurrently researched budgetary data, agency reports, and websites to develop an internal list of programs to compare against the survey responses.

This report provides information on the methodology of the investigation, documents the inventory, and establishes the 2019 to 2023 review schedule. It also provides a brief introduction to Indiana's workforce-related programs. This initial report does not evaluate any programs, nor does it make any recommendations.

We would like to acknowledge the following agencies for their assistance in providing information that was used in preparation of this report:

- Alcohol and Tobacco Commission
- Commission for Higher Education
- Criminal Justice Institute
- Department of Child Services
- Department of Correction
- Department of Education
- Department of Local Government Finance
- Department of Transportation
- Department of Workforce Development
- Family and Social Services Administration
 - Division of Disability and Rehabilitative Services
 - Division of Mental Health and Addiction
 - Office of Medicaid Policy and Planning
- Indiana Arts Commission
- Indiana Economic Development Corporation
- Indiana Housing and Community Development Authority
- Indiana State Police
- Office of Community and Rural Affairs
- Office of Judicial Administration
- Professional Licensing Agency
- State Board of Accounts
- State Library
- State Personnel Department
- State Educational Institutions
 - Ball State University
 - Indiana State University
 - Indiana University
 - Ivy Tech Community College
 - Purdue University
 - University of Southern Indiana
 - Vincennes University

Executive Summary

The state funds workforce development and related activities through indirect and direct means. Indirect methods include tax incentives aimed at economic development through business expansions, community revitalization, or investment. The state directly funds elementary, secondary, and post-secondary educational institutions in large part by a formulaic process. The state also provides direct funding and oversight to a myriad of employment assistance, student aid, and workforce-training initiatives. These latter types of programs will be the focus of this report and future evaluations.

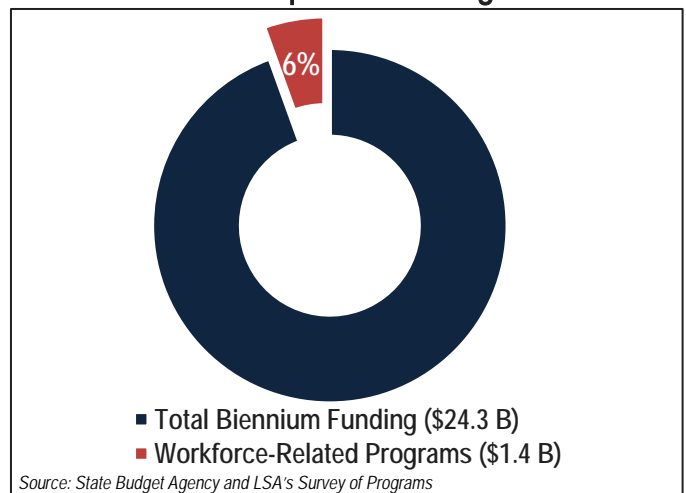
During the interim of 2018, LSA conducted an investigative audit to set the foundation for future evaluations. This process considered programs and activities across the state at 78 agencies to arrive at a listing of 54 programs across 10 agencies (15 divisions). This initial investigative audit sought to answer a few basic questions while developing an inventory of workforce-related programs. The following key questions will be addressed in this report.

- What are Indiana's workforce-related programs?
- How are they funded and administered?
- Which populations do they serve?
- Do they have existing performance metrics in place for review?

Education and workforce development systems are governed by multiple agencies, boards, and commissions that have authority over program design and funding allocations. The oversight process may span across agencies and sectors. Programs implemented at the local level operate within a complex workforce development system, forming a web of layered funding and service provision. There are challenges and benefits with this model. While local oversight allows for flexibility in implementation, it also causes challenges in providing consistent services across the state and in measuring performance outcomes. It will be essential for the review process to recognize this multi-layered framework when evaluating the effectiveness of individual programs.

The 54 workforce-related programs that will be evaluated were funded at \$1.4 billion over the current biennium including \$400 million in federal funding and \$1 billion in state funding¹. This represent 6% of Indiana's funding towards education and economic development (Figure 1). The majority of education and economic development funding supports K-12 and higher education. LSA consciously excluded certain education and workforce development initiatives in order to allow for thoughtful analysis over the course of the review. These programs cover a targeted share of workforce-related initiatives that offer aid or assistance to individuals and employers.

Figure 1. Education and Economic Development Funding



¹ The inventory of 54 workforce-related programs includes two programs administered by the Department of Child Services, the Older Youth Initiative and Youth Advocacy Program. These programs assist youth with education, training, and other supportive services. These programs are in scope for future reviews. At the time of this report, DCS was unable to provide financial and participant data and thus the totals, figures, and charts herein do not include information from these relevant programs. These two programs will be on the review schedule during 2021.

Acronyms and Abbreviations

CHE	Commission for Higher Education
CTE	Career and Technical Education
DCS	Department of Child Services
DMHA	Division of Mental Health and Addiction
DOC	Department of Correction
DOE	Department of Education
DWD	Department of Workforce Development
EARN	Employment Aid Readiness Network
FSSA	Family and Social Services Administration
IEDC	Indiana Economic Development Corporation
IMPACT	Indiana Manpower and Comprehensive Training
LSA	Legislative Services Agency
OCRA	Office of Community and Rural Affairs
SBOE	State Board of Education
SNAP	Supplemental Assistance Nutrition Program
STEM	Science, Technology, Engineering and Math
SWIC	State Workforce Innovation Council
TANF	Temporary Assistance for Needy Families
WIA	Workforce Investment Act
WIOA	Workforce Innovation and Opportunity Act

SEIs	State Educational Institutions
BSU	Ball State University
ISU	Indiana State University
ITCC	Ivy Tech Community College
IU	Indiana University
PU	Purdue University
USI	University of Southern Indiana
VU	Vincennes University

Introduction

Workforce-Related Program Review Process

IC 2-5-42.4-3 establishes an annual review, analysis, and evaluation process for Indiana's workforce-related programs. The full text of IC 2-5-42.4-3 can be found in Appendix I. The statute requires LSA to annually submit a report to the Legislative Council and the Interim Study Committee on Fiscal Policy by October 1. The statute also requires the Committee to annually hold at least one public hearing in October at which LSA presents its report and the Committee receives information concerning workforce-related programs. The Committee shall submit to the Legislative Council any recommendations related to the review.

Definition of a Workforce-Related Program

IC 22-4.1-1-7 defines a workforce-related program to include any program operated, delivered, or enabled, by a state provider using public funds to offer incentives, funding, support, or guidance for job training, employment assistance, and/or the attainment of a degree or credential. Determining the programs that could meet this definition and narrowing the scope was a significant aspect of the investigative process during the 2018 interim. Some programs were determined to be out of scope and were excluded despite the fact that their activities may be important to the development of the future workforce. LSA will be evaluating the programs and not the providers, with recognition of the vital role that service providers, schools, and institutions perform in the implementation of program activities. See Appendix II for the description of the process to determine the project's scope and the type of programs that were excluded.

The Report

IC 2-5-42.4-5 requires LSA to submit a report including the following components before October 1 of each year: (1) an explanation of the program; (2) the history of the program; (3) an estimate of the cost of the program for each state fiscal year of the next biennial budget; (4) a detailed description of the review, analysis, and evaluation for the program; (5) information to be used by the General Assembly to determine whether the program should be continued, modified, or terminated, the basis for any recommendation, and the expected impact of the recommendation; and (6) information to be used by the General Assembly to better align the program with the original intent of the legislation that enacted the workforce-related program. This preliminary report provides revenue, expenditures, and participant information with the list of programs that will be reviewed in the future. The information provided is based on the FY 2015-2017 budget and is current for most programs as of the close of FY 2017.

The Schedule

The evaluation schedule was developed during the interim of 2018 after establishing the inventory of workforce-related programs as published herein. LSA performed the following steps to arrive at this inventory:

- Reviewed the relevant statutes regarding workforce-related programs and program reviews.
- Reviewed workforce-related performance audits from other states.
- Reviewed national studies evaluating the effectiveness of workforce-related programs.
- Surveyed all state agencies, relevant commissions, and public higher educational institutions.
- Interviewed survey respondents, agency subject matter experts, and legislative liaisons to verify data.
- Reviewed survey data and responses to refine the definition of programs.

The schedule was then defined and developed through a multi-layered decision process. This process considered the following aspects of each program:

- How many years has the program been in existence?
- Does the program have existing data collection processes and/or systems in place to allow for the evaluation of measures for LSA's review?
- Does the program have applicable existing state, federal, or agency-designed outcome measures for evaluation?
- What are the funding levels and sources for the program?
- Which population is the program intended to serve?

Figure 2 contains the biennium appropriations, expenditures, and average annual participants for the programs scheduled for review in 2019. A total of 54 programs will be evaluated over the course of the five-year review schedule. Table 1 contains the full evaluation schedule sorted by the average annual number of participants. Data not available in Table 1 includes that of newly established programs, or programs that were not able to provide data for the 2015-2017 biennium.

Figure 2. Programs Scheduled for Review in 2019

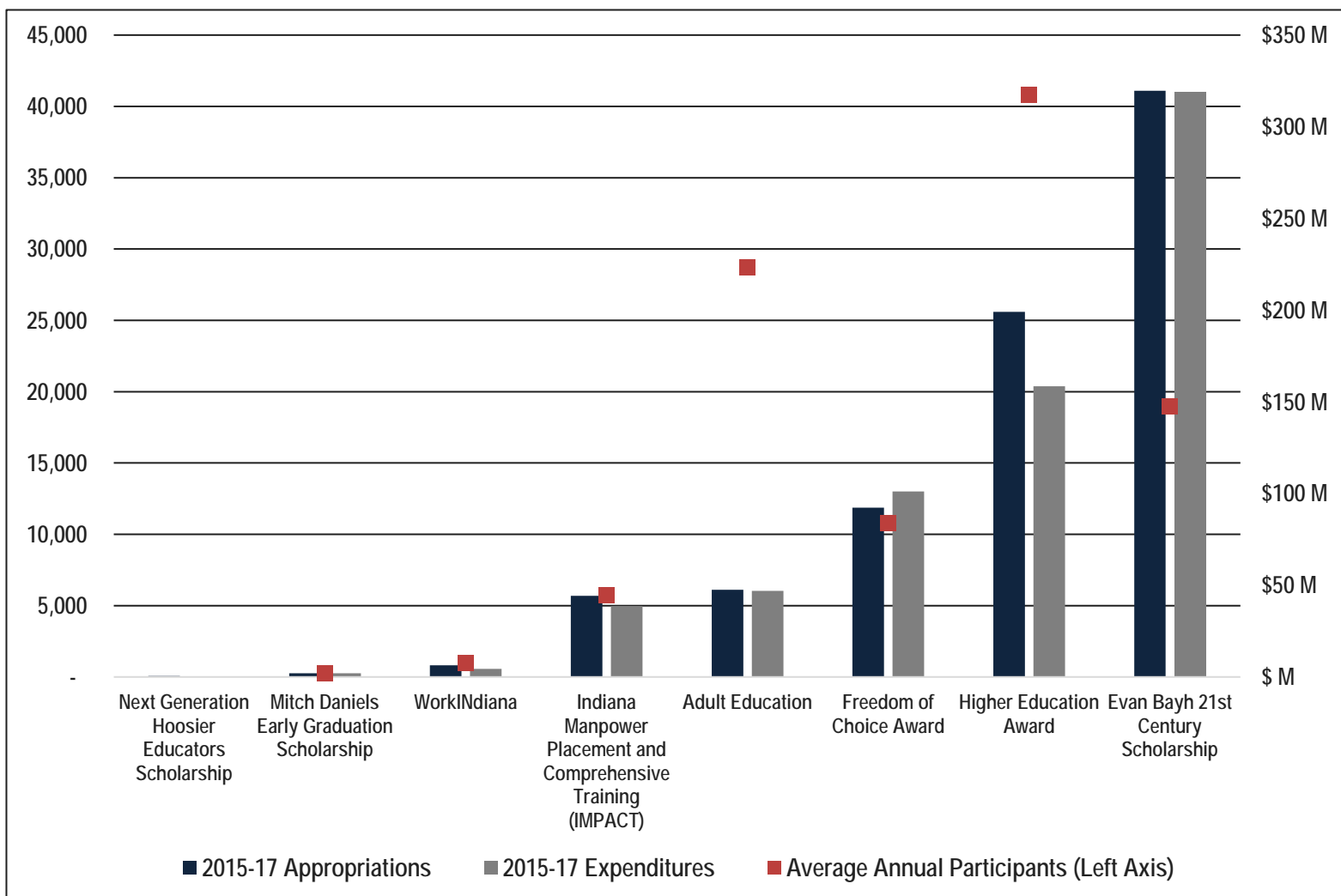


Table 1: Full Review Schedule

Year of Review	Program	2015-17 Funding (\$ in Millions)	2015-17 Expenditures (\$ in Millions)	Average Annual Participants
2019	Higher Education Award	\$199.1	\$158.5	40,828
	Adult Education	\$47.6	\$47.0	28,689
	Evan Bayh 21st Century Scholarship	\$319.6	\$318.9	18,980
	Freedom of Choice Award	\$92.3	\$101.2	10,755
	Indiana Manpower Placement and Comprehensive Training (IMPACT)	\$44.3	\$38.8	5,722
	WorkINDiana	\$6.4	\$4.4	983
	Mitch Daniels Early Graduation Scholarship	\$2.0	\$2.0	243
	Next Generation Hoosier Educators Scholarship	\$.5	\$.3	n/a
2020	CTE Secondary	\$266.1	\$251.4	168,520
	WIOA (WIA) Adult	\$29.2	\$31.1	134,905
	Re-Employment Services and Jobs for Hoosiers	\$11.2	\$8.8	58,924
	CTE Postsecondary	\$14.9	\$15.2	25,632
	Vocational Rehabilitation Services	\$78.2	\$70.6	21,343
	Dislocated Worker Program (WIA/WIOA)	\$28.4	\$33.4	7,911
	Rapid Response	\$3.2	\$3.9	1,557
	Trade Adjustment Assistance	\$16.3	\$7.3	735
	CTE Performance Grants	n/a	\$8.3	n/a
	Workforce Development Program (WDP)	\$3.3	\$3.0	n/a
2021	Wagner Peyser	\$25.8	\$24.4	218,320
	Migrant and Seasonal Farm Workers/Foreign Labor Certification	\$.2	\$.2	4,025
	WIOA (WIA) Youth	\$33.1	\$32.9	2,548
	Jobs for America's Graduates	\$16.5	\$16.4	1,484
	Serve Indiana	\$10.0	\$7.2	252
	Senior Community Service Employment Program	\$4.3	\$4.1	208
	Governor's Work Ethic Certificate	\$.0	\$.7	158
	Gateway to Work	n/a	n/a	n/a
	Older Youth Initiative*	n/a	n/a	n/a
	On-Ramp Creative Entrepreneur Accelerator	n/a	n/a	n/a
Youth Advocacy Program*	n/a	n/a	n/a	

Year of Review	Program	2015-17 Funding (\$ in Millions)	2015-17 Expenditures (\$ in Millions)	Average Annual Participants
2022	Skills Enhancement Fund	\$25.4	\$27.6	28,744
	Adult Student Grant Fund	\$15.2	\$5.6	5,235
	Skill Up Indiana!	\$10.8	\$9.1	1,130
	STEM Teacher Recruitment Fund	\$10.0	\$11.3	320
	William A. Crawford Minority Teacher Scholarship	\$.8	\$.9	159
	Student Teaching Stipend for High-Need Fields	\$.9	\$.9	152
	EARN (Employment Aid Readiness Network) IN	\$1.2	\$.8	149
	Primary Care Scholarship	\$4.0	\$2.1	69
	Mental Health and Addiction Services Loan Repayment Assistance	\$1.1	\$.0	42
	Earline S. Rogers Student Teaching Stipend for Minorities	\$.1	\$.1	36
	DMHA Employer Support Program	n/a	n/a	n/a
	Employer Training Grants	n/a	n/a	n/a
	Graduate Medical Education Board Medical Residency Grants	\$6.0	\$.3	n/a
	Workforce Ready Grant	n/a	n/a	n/a
2023	Work Opportunity Tax Credit	\$.8	\$.8	6,764
	Fee Remission Programs	\$57.4	\$54.6	5,337
	Hoosier Initiative for Re-Entry	\$2.0	\$2.0	5,194
	Jobs for Veterans State Grant	\$7.7	\$7.7	4,386
	Adult Education DOC	\$14.1	n/a	1,570
	National Guard Tuition Supplement Grant	\$7.4	\$6.2	673
	Transition To Employment / New Beginnings	\$.3	n/a	21
	Federal Bonding Program	n/a	n/a	5
	Honor Our Vets	n/a	n/a	n/a
	Welding / DOC	\$.2	n/a	n/a
	Westville Education Initiative / DOC	\$.3	n/a	n/a
TOTAL		\$1,417.9	\$1,261.3	812,707
<i>* Data from DCS not reported at the time of this report.</i>				

A Brief History of Workforce Development

Nationally, workforce development programs have existed for over 100 years. The Smith-Hughes Act of 1917 was the nation's first attempt to fund pre-collegiate vocational education. *[Indiana's Vocational Technical College, Ivy Tech, was founded in 1963.]* The Works Progress Administration during the Great Depression ushered in the first era of federal work relief programs, employment service agencies, and the civilian conservation corps. The Wagner-Peyser labor exchange program, initially implemented to match job seekers to employers in the 1930s, remains active today in funding the Indiana Career Connect job-matching system and a variety of additional programs. The Comprehensive Employment and Training Act of 1973 and the Job Training Partnership Act of 1982 delivered federal grants to states and localities. These programs signaled the gradual shift of funding and authority to states and localities from the federal government. Regional workforce boards and local offices expanded their community "one-stop" centers, which have evolved from the local "unemployment office" to America's Job Centers, now locally known as Indiana's WorkOne Centers. The blending of federal, state, and local programs and funding continues.

Recent state and federal legislation aims to increase access and align programs, services, and funding across a myriad of agencies, providers, and across public and private sectors.

The re-authorized Carl D. Perkins Career and Technical Education Act of 2018 and the Workforce Innovation and Opportunity Act of 2014 both build upon existing programs and aim to expand flexibility towards state and local oversight. Federal programs now require increased coordination of services, increased employer engagement, and new performance measures. Concurrently in Indiana, providers and agencies are making similar program adjustments to align training and education to meet employer demand, and/or to provide supportive services. Agencies, providers, and leaders across sectors have arrived at the same conclusion: the success of any one program or initiative depends in large part upon its connections to other programs that otherwise would have operated in isolation.

Public higher education funding towards student financial aid also has a long history. Indiana's largest student financial aid program, the Frank O'Bannon Award, has been operating for over 15 years, and the 21st Century Scholars need-based program was first established almost 30 years ago in 1990. Both include components first introduced by the Federal Higher Education Act of 1965, which established much of the framework for student financial aid programs. National Pell Grants were introduced in 1972, and student aid and loans proliferated over the following decades. Public institutions and students continue to face financial challenges as the state revenue share of operating funds decreases. Rising tuition costs have led to increases in student loan programs initially seen as beneficial; now these programs are facing requirements to change in response to rising student debt. State student financial aid programs continue to fill the gap for many students.

All of these programs operate today alongside one of the longest economic expansion periods on record. Nevertheless, continued pockets of high unemployment for certain individuals and demographic populations exists. Competition for a skilled workforce remains a challenge for businesses and state economies. Enrollment for training and education peaked for many providers during the economic downturn. Now providers and aid programs have to extend further into the labor force to target new audiences and non-traditional (adult or returning) students.

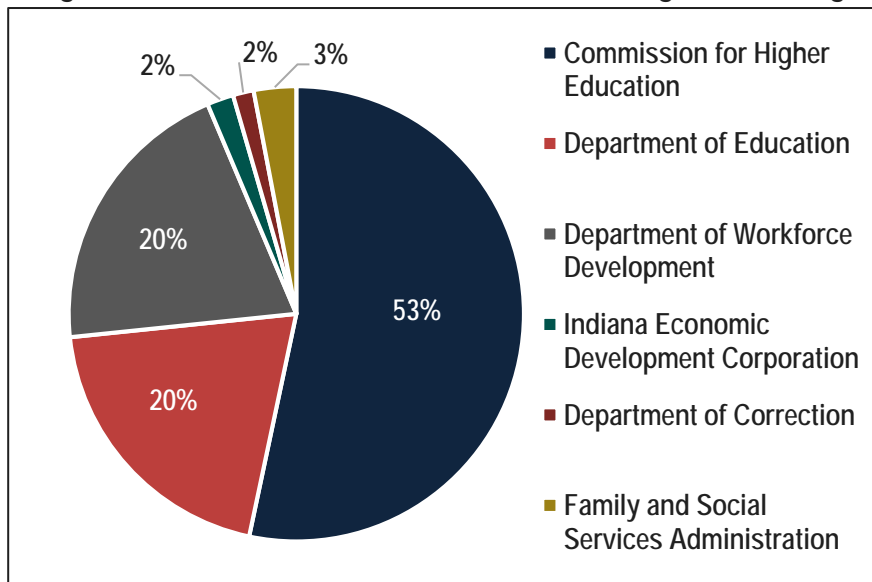
These evaluations will be conducted in light of the complexities of the workforce development and higher education systems and with consideration of recent economic and legislative trends. LSA will review existing literature and research while adding insight based on the growing availability of administrative data on Indiana's program participants.

Survey of Indiana's Workforce-Related Programs

What are Indiana's Workforce-Related Programs?

Indiana's workforce-related programs form a complex network of service provision across multiple divisions at 10 state agencies aiming to educate and put people to work. State funding is approximately \$1 billion per biennium with an additional \$400 million of federal funding per biennium. These programs reach an estimated 800,000 participants each year. The vast majority of these programs are administered by six state agencies: the Commission for Higher Education (CHE), the Department of Education (DOE), the Department of Workforce Development (DWD), the Indiana Economic Development Corporation (IEDC), the Department of Correction (DOC), and the Family and Social Services Administration (FSSA). See Figure 3 for an illustration of total FY 2017 funding, which includes federal funds for these programs. Table 2 documents state revenue, total revenue, and the average annual participants over the last five years.

Figure 3. FY 2017 Total Workforce-Related Program Funding



The public sector workforce development system was originally designed during the Great Depression to focus efforts toward individuals with significant barriers to work. While these priorities remain, the programs and funding now aim to target broader populations as states face workforce shortages and a renewed demand for skilled labor. Workforce development may have historically had a “work-first” philosophy, but today’s programs ask participants and program directors to consider the type of occupation, sector, or wages that will offer the greatest benefit to the individual and the employer. The program goals go beyond asking whether or not the participant found employment; the goals consider the type of

job and the wages received. The goals go beyond asking whether or not the individual obtained a degree or credential, but rather if that skill aligns more specifically to employer demand.

Table 2*. FY 2017 State Funding, Total Funding, and Annual Participants

Key Agencies	FY 2017 State Funding (\$ in Millions)	FY 2017 Total Funding (\$ in Millions)	Average Annual Participants**	Programs
Commission for Higher Education	\$358.4	\$358.4	82,936	16
Department of Education	\$110.1	\$134.6	168,520	1
Department of Workforce Development	\$34.5	\$136.2	503,810	22
Indiana Economic Development Corporation	\$12.5	\$12.7	28,744	1
Department of Correction	\$9.6	\$9.9	1,591	4
Family Social Services Administration	\$3.5	\$20.2	27,106	5
Total	\$528.5	\$672.1	812,707	49

*Not shown in table are the related programs from the Department of Child Services, the Indiana Housing and Community Development Authority, the Indiana Arts Commission, and the Office of Community and Rural Affairs.

**Participant information based on estimated enrollments or completions as reported by agencies. Some agencies do not capture enrollment, and some participants may be duplicated across multiple programs

Survey of Indiana's Workforce-Related Programs

The methods employed by programs to achieve their goals vary widely. Services range from basic job search assistance to intensive training and education offered alongside supportive services. Agencies reported services that fall into four distinct categories in response to LSA's survey:

Training and Education: Providing students or job seekers with post-secondary degrees or credentials, skill gains, or certifications qualifying them to enter or advance in the workforce.

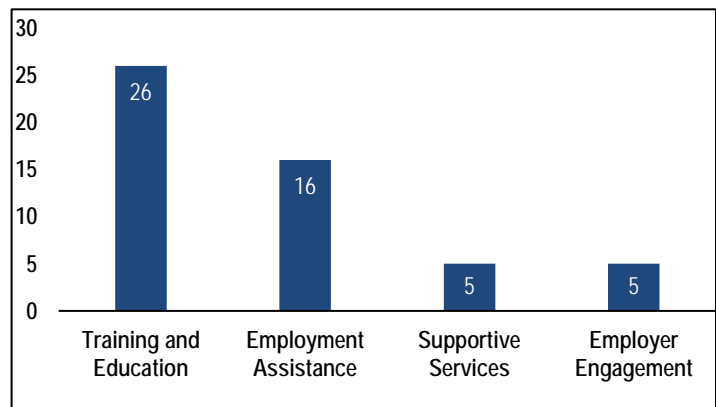
Employment Assistance: "Work-first", traditional workforce development programs that aim to help job seekers enter the workforce.

Supportive Services: Nontraditional workforce programs that aim to address and remove barriers to training and employment.

Employer Engagement: Programs that primarily serve or engage employers with incentives, or training assistance and funding.

Supportive services and employer engagement programs illustrate the recent evolution of workforce-related programs as agencies align their services to meet the needs of employers and/or individuals. A growing number of traditional employment assistance and training programs reported providing these services. LSA highlights the programs by their assumed primary activity (Figure 4). However, most of the program directors described activities that fell into multiple categories. Over 65% of programs offered at least two to three types of services as categorized here, and 40% of programs offered services in all four of the categories.

Figure 4. Workforce-Related Programs Under Review, By Primary Service Category



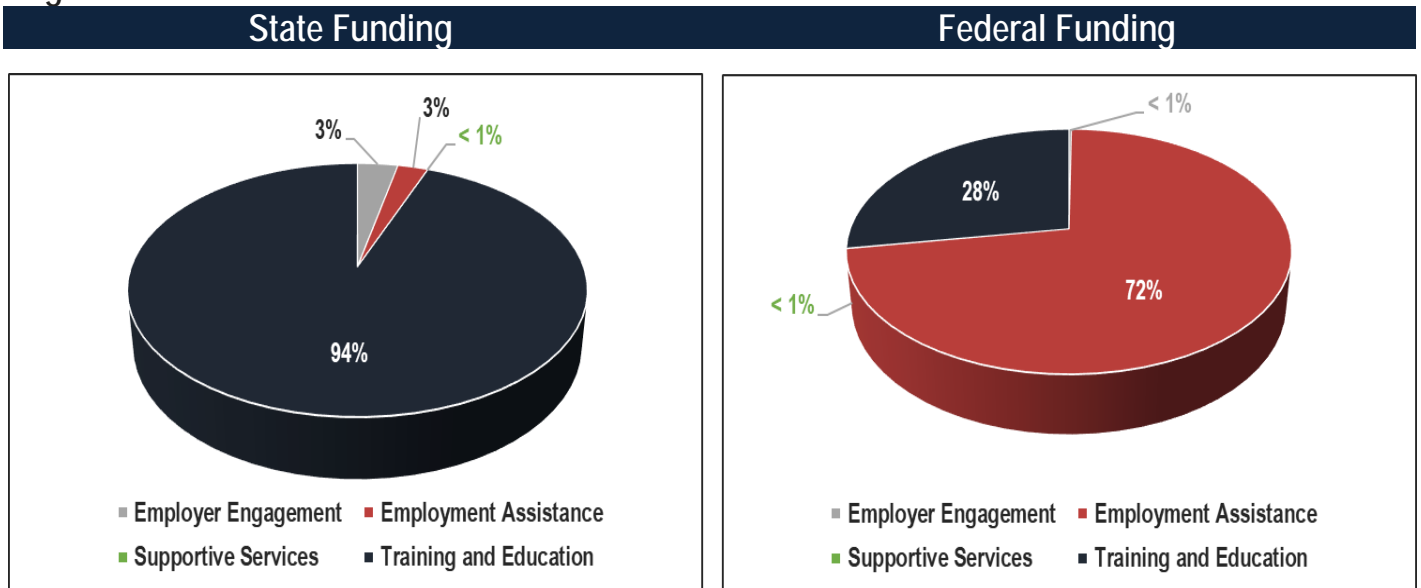
How are Indiana's Workforce-Related Programs Funded and Administered?

Funding

As seen in Figure 5, over 90% of state funding falls primarily into services aimed at training and education, with a small yet growing share of funding focused on employer engagement and supportive services. Federal funds target predominantly employment assistance programs. However, the levels of enrollment by category do not entirely align with the greatest share of funding. The "work-first" employment assistance and job search programs serve a greater number of participants with a smaller share of state and federal dollars. These are less intensive "front-line" services geared to help individuals find work fast. Training and educational programs also enroll a great number of participants, but at a greater cost per participant. These programs involve intensive services. Training programs range from short-term credentialing to financial aid programs that assist students to achieve a degree from Indiana's public or private institutions of higher education.

Recent trends suggest a potential shift in focus as states increasingly provide funding to programs that engage employers and connect individuals to supportive services. Consequently, funding directed towards traditional (baccalaureate) post-secondary students is declining. Slowing enrollment is another trend within the state's educational institutions. This is unsurprising during an economic recovery when more individuals may seek employment first.

Figure 5.



Numbers may not sum due to rounding

Administration

The workforce development system is known for its complex network of funding, oversight, and administration. Federal and state statutes complement, conflict, and overlap with agency performance measures, local goals, and program implementation. It is a balancing act between state or federal administration and local insight and flexibility. Oversight may be performed by one primary agency, yet programs are often administered in collaboration with another state agency, or at the local level.

Federal Oversight

Roughly 43% of the workforce-related programs that will be evaluated are governed by several federal statutes. The largest federal funding levels and oversight comes from the Carl D. Perkins Career and Technical Education Act, and Titles I through IV of the Workforce Innovation and Opportunity Act (WIOA). Yet, there are a number of additional programs with varying levels of overlap and leveraged state and federal funding: the Wagner Peyser Act, the Rehabilitation Act, the Supplemental Nutrition Assistance Program (SNAP), the Trade Adjustment Act, the Jobs for Veterans State Grants, and the Migrant and Seasonal Agricultural Worker Protection Act (AWPA or MSPA).

In addition to the U.S. Departments of Labor, Education, Health and Human Services, and Agriculture, other entities such as the Corporation for National and Community Service have a stake in program implementation and outcomes as well. While many of the student financial aid programs administered by the Commission for Higher Education may have more limited federal oversight, they are often still linked to federal eligibility requirements from the FAFSA (Free Application for Federal Student Aid).

State Oversight

The majority of workforce-related programs herein for review are administered by six state agencies as mentioned throughout this report: Commission for Higher Education, Department of Education, Department of Workforce Development, Family and Social Services Administration, Indiana Economic Development Corporation, and the Indiana Department of Correction. There are a few additional programs operated by the Department of Child Services, the Office of Community and Rural Affairs, the Indiana Housing and Community Development Authority, and the Indiana Arts

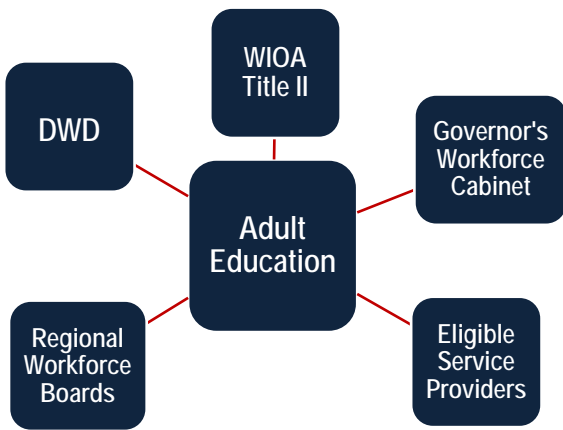
Commission also on the schedule for review. All of these agencies administer their respective programs in collaboration with other state agencies, boards, commissions, and units of local government. Programs may also be required to consider guidance originating from the State Board of Education, the Governor's Workforce Cabinet, formerly the State Workforce Investment Council, and/or regional boards. A variety of task forces and working groups have additionally offered insight and governance over the last decade, including the Indiana Career Council, the Works Councils, and the Workforce Innovation and Opportunity Act implementation working group.

Local Implementation

In the end, under the layers of federal and state oversight, the majority of these programs are administered at the regional or local level by schools, institutions, external (private) service providers, or employers. From multiple statutes and 10 state agencies, the programs are implemented across 12 Regional Workforce Development Boards, seven state educational institutions with over 50 local college campuses, and across 289 public school corporations.

A diverse population of clients interact with providers and programs that may face dissimilar objectives and requirements. Future reviews shall evaluate programs at the state (agency) level of oversight while recognizing that a variety of external service providers and localities influence implementation and final outcomes. The programs themselves are typically complex in nature. The review process will take into consideration the many factors that contribute to the operation, successes, and challenges each program faces. Programs that may be designed to offer flexibility at the local level are challenged to evaluate outcomes on a consistent basis statewide.

Figure 6: Adult Education



One example is Adult Education, which is scheduled for review in 2019. This is a program that has several layers of oversight, funding, and service provision (Figure 6). The program receives federal funding and thus has federal performance expectations, governed by Title II of WIOA. Additionally, the DWD has established agency metrics and leverages additional state funding to implement this program with a variety of state, regional, and local service providers. Grants are distributed by DWD throughout the state to regional and local units, and the grants are governed by regional workforce development boards. The grant-making process is competitive. The DWD has a process to determine which organizations are eligible service providers with "demonstrated effectiveness." The agency must balance between establishing a consistently delivered program that meets federal and agency required metrics while allowing for some local autonomy and decision-making authority.

Which Populations Do Indiana's Workforce-Related Programs Serve?

Indiana's workforce-related programs offer a wide variety of services to a diverse clientele. Over the last five years, these programs have reached upwards of 800,000 participants annually. This estimate is based on the reported number of enrollees and/or completers. Some programs do not capture total enrollment. Therefore, this count may under-represent the total population served. In other instances, a participant may be served by multiple programs or agencies and thus some populations may be over counted. Some programs target individuals and some target employers. For several programs, the count of enrollment (participation) refers to the total number of participants enrolled in any given program year, whereas completers are graduates from that single year. This makes it inaccurate to assume a success ratio by comparing total completers to total enrollees. As an example, consider that graduating seniors typically represent one-fourth of a high school's enrollment since high school is a four-year program. Drop-out rates and many other factors must be considered to arrive at an accurate graduation rate. LSA will consider these complexities during the review process for each individual program.

The evaluation process will also consider the goals of the program in recognition of the intended target audiences and individuals. Each individual participant has his or her own challenges to overcome. The programs scheduled for review reach upwards of 72,000 adult students and 200,000 youth students annually. The expected outcomes or performance measures for a young adult entering college versus an adult dislocated worker returning to obtain a degree and undergo a mid-life career change will be considerably different. Outcome expectations for the estimated 21,000 persons with disabilities, 67,000 dislocated workers, 9,000 incarcerated adults and ex-offenders, over 10,000 veterans, and upwards of 300,000 individuals interacting with the state's labor exchange and assistance programs will also vary widely. Figure 7 illustrates the number of programs serving each target population, and Figure 8 estimates funding levels and participation for each target population. While the greatest number of programs and funding is geared toward secondary and post-secondary students, a large share of adult participants engage with a variety of the state's programs.

Figure 7. Number of Programs by Target Population

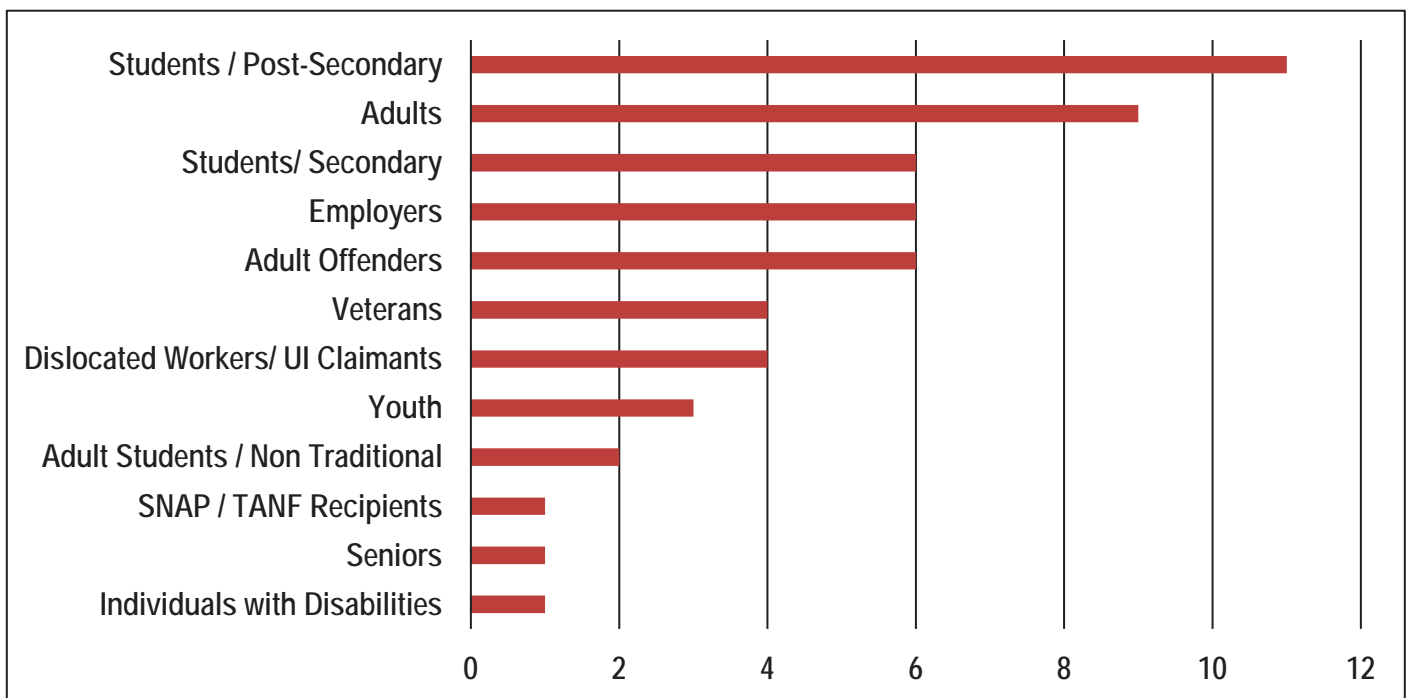
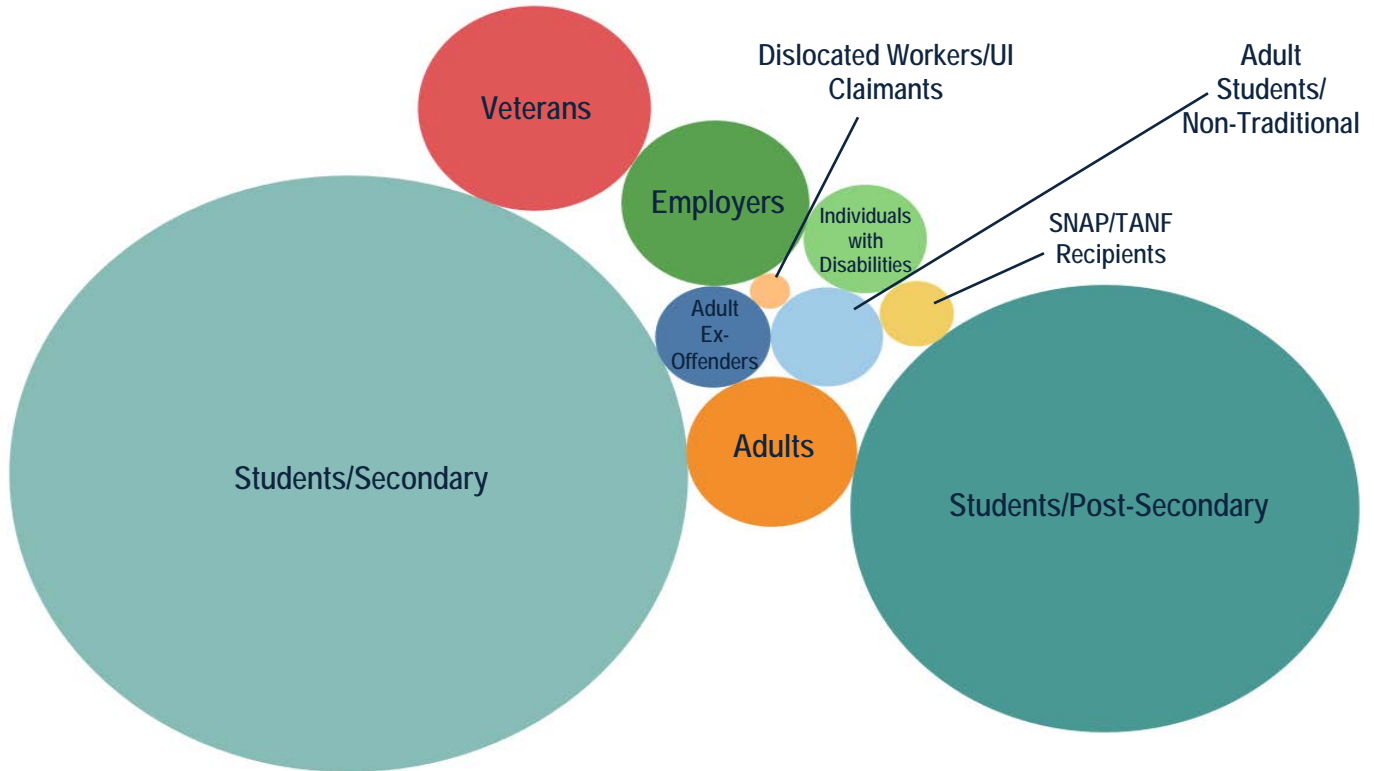
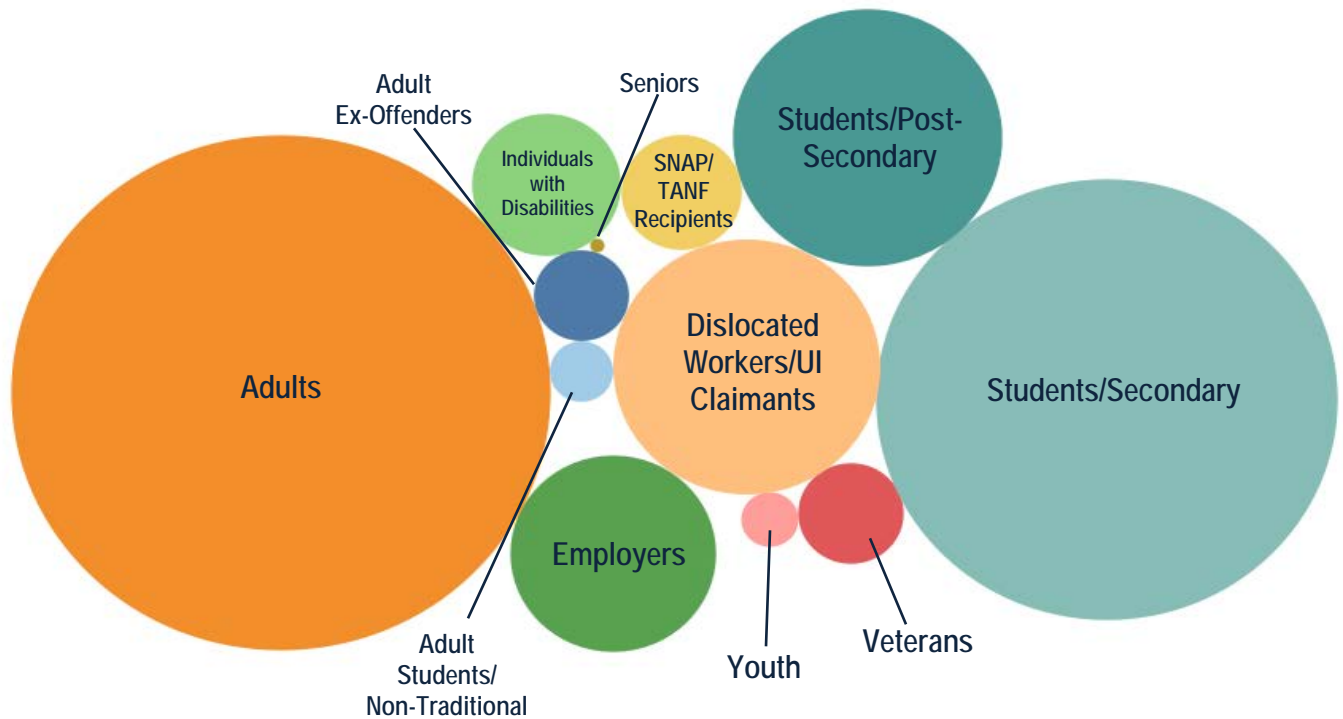


Figure 8.

Biennium State Funding by Target Population



Average Annual Participants



Questions exist about the efficacies of these programs in an economic climate that sees worker shortages across the state. If the programs reach large segments of the population, why does a disconnection between job seekers and jobs occur? Is this a shortage in skills, credentials, or licenses? Is it due to the location of workers versus job openings? These questions reflect the complex issues under review over the course of this five-year schedule.

Indiana's civilian labor force at 16 years of age and over is estimated at 3.4 million and consists of 3.3 million employed persons and 117,000 unemployed persons. Thus, the state's low unemployment rate (3.5% in August of 2018) contributes to labor shortages. This is just one measure that indicates Indiana is experiencing challenges in meeting employer demand. Multiple job posting analytic websites and reports also estimate that employers are currently posting 90,000 to 114,000 jobs monthly as of July 2018². With the number of the state's unemployed individuals hovering around 117,000, this indicates about one unemployed person (supply) to each job posting (demand). This is down from a high of over five unemployed persons per job posting during the most recent recession. With this potential 1:1 supply/demand ratio, if the individuals seeking employment are not precisely aligned with the occupation being posted, shortages will occur. A broader measure of potential labor supply includes discouraged workers and other persons not in the labor force, estimated at about 224,000 for Indiana. Including this population would bring the estimated supply/demand ratio closer to 2:1. Persons experiencing longer-term unemployment or other barriers to work may fall into these categories, and although they have temporarily removed themselves from the labor force, employers and programs may need to re-engage this population to fill demand. This is the current environment for workforce-related programs. There is an enhanced need for programs to extend beyond populations with limited barriers to employment and/or recently unemployed persons.

Do Indiana's Workforce-Related Programs Have Existing Performance Metrics in Place?

As part of the investigative process to develop the inventory of workforce-related programs, LSA gathered information regarding whether or not the programs were already being evaluated. In fact, there exists a long history of workforce training program evaluation both nationally and statewide. The U.S. Government Accountability Office has released numerous reports over the years evaluating the effectiveness of workforce-related programs, with the most recent evaluation of WIOA youth programs released in July of 2018³. The U.S. Department of Education was also mandated with the enactment of Perkins IV to provide an independent evaluation and assessment of CTE programs, and Interim and Final reports were released to Congress in 2013 and 2014⁴.

The future review process will consider current evaluation metrics and existing reports as a starting place for the analysis. The majority of the programs do have at least one level of existing performance expectations tied to federal or state funding. These metrics are often eligibility requirements for continued participation in the program. LSA found that about five programs receiving federal funding were unable to provide any relevant outcome measures, and three state-funded programs were unable to share consistent performance metrics. Some of these programs are being evaluated on a case-by-case basis by the agency. Others are evaluated using federal metrics to the extent the program has a mix of federal and state funding. There are a few additional examples where a federally funded program had little to no agency or state measures to complement or potentially improve upon the federal metrics. In a few instances, the agencies are developing new specific metrics in addition to the existing federally mandated expectations.

Ultimately, most programs tied to public funding are required to meet specific objectives. LSA will be reviewing the current data collection methods and reports. Some of these reports are publically available and information shared by the agencies is included in Appendix III.

² The US Conference Board Help Wanted Online: <https://www.conference-board.org/data/helpwantedonline.cfm>

³ GAO-18-475: Published: Jun 15, 2018. Publicly Released: Jul 16, 2018. *Workforce Innovation and Opportunity Act: States and Local Areas Report Progress in Meeting Youth Program Requirements*.

⁴ U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service (2014), *National Assessment of Career and Technical Education: Final Report to Congress*. Washington, DC.

Survey of Indiana's Workforce-Related Programs

Future reviews will attempt to ascertain whether or not these existing metrics are sufficient to gauge the effectiveness of the programs. LSA will examine new and existing sources of data to determine if the participants can be tracked for longer periods of time to measure program efficiencies and successes. The most common measures currently tracked include measures of employment status or retention, skills, credentials or degrees gained, and/or wage gains as illustrated here for the WIOA and CTE programs.

Outcome Measures Tracked: WIOA Programs			Outcome Measures Tracked: CTE Programs		
% of workers who entered employment	% of workers who retained employment	Median wages	Technical attainment	Completion/graduation	Placement
Credential attainment	Measurable skill gains	Effectiveness of services to employers	Nontraditional participation/completion	Academic attainment, math, language arts	High school completion

LSA will thus conduct the future review process in light of current economic trends, existing literature, agency performance metrics, and available administrative data. The statute also lists a variety of descriptive and analytical information that could be reported to accomplish the review goals:

- The basic attributes, original scope and purpose, and policy goals of the program.
- The estimated cost to the state to administer the program.
- The program's conformance to its original purpose.
- The activities the program is intended to provide and how effective the program is in promoting these activities and assisting participants.
- The counts of program entrants, completers, and providers.
- The amount allotted for the most recent state fiscal year.
- The estimated impact of the program.
- The methodology and assumptions used in carrying out the reviews, analysis, and evaluations.
- The estimated benefit of the program to Hoosier workers, and the estimated leakage of the benefits outside of the state.
- Whether the program could be more effective through any legislative change.
- Whether any data collection constraints limit the ability to measure the program effectiveness.
- The estimated indirect economic benefit stimulated by the program.
- Any additional review, analysis, or evaluation that LSA considers advisable.

Reviews will be conducted to the extent possible as performance audits in accordance with Generally Accepted Government Auditing Standards. These standards require that LSA plan and perform the audit to obtain sufficient appropriate evidence to provide a reasonable basis for any findings and conclusions based on the audit objectives.

Appendices

Appendix I. Workforce-Related Programs Statute (IC 2-5-42.4)

Chapter 42.4. Review, Analysis, and Evaluation of Workforce Related Programs

2-5-42.4-1

Year Enacted 2018; Year Amended 2018

Sec. 1. As used in this chapter, "workforce related program" has the meaning set forth in IC 22-4.1-1-7.

As added by P.L.174-2018, SEC.1.

2-5-42.4-2

Year Enacted 2018; Year Amended 2018

Sec. 2. The general assembly intends that each workforce related program effectuates the purposes for which it was enacted and that the cost of workforce related programs should be included more readily in the biennial budgeting process.

As added by P.L.174-2018, SEC.1.

2-5-42.4-3

Year Enacted 2018; Year Amended 2018

Sec. 3. (a) To provide the general assembly with the information it needs to make informed policy choices about the efficacy of each workforce related program, the legislative services agency shall conduct a regular review, analysis, and evaluation of all workforce related programs according to a schedule developed by the legislative services agency.

(b) The legislative services agency shall conduct a systematic and comprehensive review, analysis, and evaluation of each workforce related program scheduled for review. The review, analysis, and evaluation must include information about each workforce related program that is necessary to determine if the goals of the workforce related program are being achieved, which may include any of the following:

- (1) The basic attributes and policy goals of the workforce related program, including the statutory and programmatic goals of the workforce related program, the original scope and purpose of the workforce related program, and how the scope or purpose has changed over time.
- (2) The estimated cost to the state to administer the workforce related program.
- (3) The workforce related program's public purpose and extent of conformance with the original purposes of the legislation enacting the workforce related program.
- (4) The types of activities on which the workforce related program is based and how effective the workforce related program has been in promoting these targeted activities and in assisting participants in the workforce related program.
- (5) The count of the following:
 - (A) Participants who enter the workforce related program.
 - (B) Participants who complete the workforce related program.
 - (C) Providers of the workforce related program.
- (6) The dollar amount allotted for the workforce related program for the most recent state fiscal year.
- (7) An estimate of the impact of the workforce related program, including the following:
 - (A) A return on investment calculation for the workforce related program. For purposes of this clause, "return on investment calculation" means analyzing the cost to the state of providing the workforce related program and analyzing the benefits realized by the participants in the workforce related program and to the state.
 - (B) A cost-benefit comparison among workforce related programs.
 - (C) An estimate of the number of jobs that were the direct result of the workforce related program.

(D) For the workforce related program, a statement by the chief executive officer of the state agency that administers the workforce related program as to whether the statutory and programmatic goals of the workforce related program are being met, with obstacles to these goals identified, if possible.

(8) The methodology and assumptions used in carrying out the reviews, analyses, and evaluations required under this section.

(9) An estimate of the extent to which benefits of the workforce related program remained in Indiana or flowed outside Indiana.

(10) Whether the effectiveness of the workforce related program could be determined more definitively if the general assembly were to clarify or modify the workforce related program's goals and intended purpose.

(11) Whether measuring the workforce related program's impact is significantly limited due to data constraints and whether any changes in statute would facilitate data collection in a way that would allow for better review, analysis, or evaluation.

(12) An estimate of the indirect economic benefit or activity stimulated by the workforce related program.

(13) Any additional review, analysis, or evaluation that the legislative services agency considers advisable, including comparisons with workforce related programs offered by other states if those comparisons would add value to the review, analysis, and evaluation. As added by P.L.174-2018, SEC.1.

2-5-42.4-4

Year Enacted 2018; Year Amended 2018

Sec. 4. The legislative services agency may request a state official or a state agency or a body corporate and politic to furnish information necessary to complete the workforce related program review, analysis, and evaluation required by this chapter. An official or entity presented with a request from the legislative services agency under this section shall cooperate with the legislative services agency in providing the requested information. An official or entity may require that the legislative services agency adhere to the provider's rules, if any, that concern the confidential nature of the information. As added by P.L.174-2018, SEC.1.

2-5-42.4-5

Year Enacted 2018; Year Amended 2018

Sec. 5. The legislative services agency shall, before October 1 of each year, submit a report to the legislative council, in an electronic format under IC 5-14-6, and to the interim study committee on fiscal policy established by IC 2-5-1.3-4 containing the results of the legislative services agency's review, analysis, and evaluation under this chapter. The report must include at least the following for each workforce related program reviewed:

(1) An explanation of the workforce related program.

(2) The history of the workforce related program.

(3) An estimate for each state fiscal year of the next biennial budget of the cost of the workforce related program.

(4) A detailed description of the review, analysis, and evaluation for the workforce related program.

(5) Information to be used by the general assembly to determine whether the workforce related program should be continued, modified, or terminated, the basis for the recommendation, and the expected impact of the recommendation.

(6) Information to be used by the general assembly to better align the workforce related program with the original intent of the legislation that enacted the workforce related program.

The report required by this section must not disclose any proprietary or otherwise confidential information. As added by P.L.174-2018, SEC.1.

2-5-42.4-6

Year Enacted 2018; Year Amended 2018

Sec. 6. The interim study committee on fiscal policy shall do the following:

(1) Hold at least one (1) public hearing after September 30 and before November 1 of each year at which:

(A) the legislative services agency presents the review, analysis, and evaluation of workforce related programs; and

(B) the interim study committee on fiscal policy receives information concerning workforce related programs.

(2) Submit to the legislative council, in an electronic format under IC 5-14-6, any recommendations made by the interim study committee on fiscal policy that are related to the legislative services agency's review, analysis, and evaluation of workforce related programs. As added by P.L.174-2018, SEC.1.

2-5-42.4-7

Year Enacted 2018; Year Amended 2018

Sec. 7. The general assembly shall use the legislative services agency's report and the interim study committee on fiscal policy's recommendations to determine whether a particular workforce related program:

(1) is successful;

(2) is provided at a cost that can be accommodated by the state's biennial budget; and

(3) should be continued, amended, or repealed. As added by P.L.174-2018, SEC.1.

2-5-42.4-8

Year Enacted 2018; Year Amended 2018

Sec. 8. (a) The legislative services agency shall establish and maintain a system for making available to the public information about the amount and effectiveness of workforce related programs.

(b) The legislative services agency shall develop and publish on the general assembly's Internet web site a multiyear schedule that lists all workforce related programs and indicates the year when the report will be published for each workforce related program reviewed. The legislative services agency may revise the schedule as long as the legislative services agency provides for a systematic review, analysis, and evaluation of all workforce related programs and that each workforce related program is reviewed at least once every five (5) years. As added by P.L.174-2018, SEC.1.

2-5-42.4-9

Year Enacted 2018; Year Amended 2018

Sec. 9. This chapter expires December 31, 2028. As added by P.L.174-2018, SEC.1.

Appendix II. Programs Excluded from Assessment

The purpose and scope of this project is to conduct a regular review, analysis, and evaluation of all workforce-related programs in the state. The enabling legislation, HEA 1002-2018, defines a workforce-related program (IC 22-4.1-1-7) as a program operated, delivered, or enabled, in whole or in part, by a state provider using public funds to offer incentives, funding, support, or guidance for any of the following purposes:

- (1) Job training,
- (2) The attainment of an industry recognized certification or credential,
- (3) The attainment of a postsecondary degree, certificate, or credential,
- (4) The provision of other types of employment assistance,
- (5) The promotion of Indiana to workers on the provision of assistance to a worker relocating to Indiana for employment, or
- (6) Any other program that: has, at least in part, the goal of securing employment of better employment for an individual; and receives funding through WIOA or a state appropriation.

Throughout the process of developing the inventory, LSA researched workforce program audits nationally and found that the scope was often narrowed by the chosen definition of workforce development. The following are examples of how other institutions and researchers have defined workforce development.

- The Government Accountability Office (GAO): Workforce development enhances the specific job skills of individuals in order to increase their employability, identifies job opportunities, and helps job seekers obtain employment⁵.
- The National Governors Association defines workforce development as the education, employment, and job-training efforts designed to help employers get a skilled workforce as well as to help individuals to succeed in the workplace⁶.
- The Urban Institute defines the workforce development system as organizations and activities that prepare people for employment, help workers advance in their careers, and ensure a skilled workforce exists to support local industry and the local economy over time⁷.
- Jacobs and Hawley (2007) defined workforce development as the coordination of public and private sector policies and programs that provide individuals with opportunities for a sustainable livelihood and helps organizations achieve exemplary goals, consistent with a societal context⁸.

LSA thus acknowledges that workforce development is not limited to public sector programs, but it is a system that involves the private sector, non-profit organizations, and corporate engagement to achieve outcomes benefitting the society at large. Considering the potential community impact and broad intention of many of Indiana's programs, LSA shall consider these reviews in this broader context.

LSA distributed surveys to 78 state agencies on June 4, 2018. Responses over the next two months included affirmative survey responses from agencies administering a workforce-related program, and responses from agencies indicating they did not have a relevant program for review. Follow-up discussions were conducted by phone and email with agencies and the state educational institutions including attempts to follow-up with non-respondent agencies to confirm whether or not they are administering any relevant programs. Ultimately, 21 agencies submitted information concerning potentially relevant programs, and an additional 45 remaining agencies indicated they did not have relevant programs to review.

⁵ Washington. (2015) *Audit Report: Workforce Development System: Identifying Overlap, Duplication and Fragmentation*, Washington State Auditor's Office.

⁶ National Governor's Association, Policy Positions: <https://www.nga.org/policy-positions/job-training-and-higher-education/>

⁷ Eyster, Durham, Van Noy & Damron (2016). *Understanding Local Workforce Systems*, Urban Institute: https://www.urban.org/sites/default/files/publication/78496/2000648-understanding-local-workforce-systems_1.pdf

⁸ Jacobs, R., & Hawley, J. (2009). *The emergence of 'workforce development': Definition, conceptual boundaries and implications*. In MacLean, R., & Wilson, D. (Eds.), *International Handbook of Technical and Vocational Education and Training*: https://www.economicmodeling.com/wp-content/uploads/2007/11/jacobs_hawley-emergenceofworkforcedevelopment.pdf

The next steps involved follow-up phone calls and face-to-face interviews with key agency personnel to verify the survey data and to gather supplemental information. Research from other states and the follow-up interview process led LSA to exclude the following types of programs.

(1) Internal State Agency Training/ Compliance Programs

It is common for state agencies to offer training and certification programs to state and local units. The purpose of these programs is to increase the knowledge, skills, and abilities of the public sector workforce and to provide the opportunity for upward mobility. These types of programs were identified as (1) being offered exclusively to current or prospective state or local employees, and (2) yielding job-specific training and certification that would be used within the capacity of current or future public sector employment. Thus, “in-house” training and compliance programs established for the benefit of current or future state and local employees are excluded from review.

(2) Exclusion by Definition (IC 4-13-1-1)

The Indiana Office of Judicial Administration oversees the operation of various educational, certification, and training programs for law school students, attorneys, judicial officers, probation officers, and court interpreters. The Office of Court Services (OCS) also certifies problem-solving courts. The OCS provides training and technical assistance to probation departments and oversees the certification requirement for prospective probation officers. Under IC 4-13-1, the judicial department is excluded from the definition of a state agency; therefore, all judicial departments and programs are excluded from review.

(3) Programs Funded by Private Employers and/or Individuals

A private employer or service provider may implement a workforce-related program that receives state funding. Conversely, some government programs may be funded and/or administered by private employers. Programs with private sector funding that are not funded by any aspect of Indiana’s biennial budgeting process (state, federal or local monies) are excluded from review.

(4) Workforce Development Not the Primary Function

After surveying all state agencies for this project, a few state agencies and institutions completed surveys or provided information for programs that, although they may technically meet the definition of a workforce training program, employment was not a key measure of success for these programs. Rather, development of the workforce was often a secondary goal or byproduct of the program. For example, the Indiana State Department of Health administers the Cleanup and Inspection of Illegal Drug Labs program and provides training, certification, and regulatory oversight for qualified drug lab inspectors. After certification, the qualified inspector may be hired by a property owner to test, decontaminate, and certify the property as ready for reoccupation or auction. This is a necessary regulatory function not dependent on any workforce outcome. Programs offering regulatory oversight, or certification requirements where workforce development may be an externality of the program, are excluded from review.

(5) Non-technical K-12 and Early Learning (Pre-K) Programs

Non-technical programs aimed at youth under the age of 16 are excluded with a few exceptions for high school youth soon to enter the workforce. LSA recognizes the potential value of non-technical secondary, primary, and pre-K education programs in developing the workforce of the future. These programs are excluded to allow for in-depth and thoughtful analysis of targeted workforce programs aimed at adults and older youth.

(6) State Educational Institutions / Academic Programs

State funding for academic and program operations at the state’s public higher educational institutions is not included in the evaluation schedule. An evaluation of higher education academic programming would not be feasible at this time. LSA surveyed and had discussions with each institution early in the review process. The definition and the magnitude of the types of courses, degrees, and programs is too broad and it was challenging and often not possible for state educational institutions to isolate workforce development programs from their traditional academic curriculum. In many cases, these programs overlap

with their overarching mission. The merits of the educational degrees, certificates, and training programs that encompass higher education are already under evaluation by several agencies, boards, or commissions. DWD reviews degree programs, certifications, and credentials with an examination of labor market information and employer demand to determine what may be included for certain state funded grants or training programs. These degree and certificate programs are selected to the extent they can align students to jobs and careers determined to be in demand and/or paying wages determined to be adequate. The State Board of Education and DWD collaborate to approve CTE college and career pathways. CHE reviews outcomes as part of the performance funding formula which began in 2003. CHE also produces readiness reports, college completion reports, and return on investment reports to inform students, parents, and educators about institutional and program success. The newly established Governor's Workforce Cabinet will offer additional oversight and review of program outcomes and alignment. Thus, LSA begins with the assumption that measurable skill gains, credentials, certificates and/or degrees have the potential to benefit an individual or an employer.

Throughout the survey and interview process, LSA also documented a wide range of workforce training and development initiatives at the state higher educational institutions. Although they have been deemed out of scope for these reviews, they nevertheless play a significant role in educating and developing students and the incumbent workforce. Each of the institutions have career service centers, and they devote staff and resources to career counseling and outreach for their student body. A small sampling of programs include Ball State University's Immersive Learning Programs, Indiana State University's Workplace Certificate Programs, Indiana University's Bowen Center, Health Workforce Council, Ivy Tech and Vincennes University's Technical Certificates and Credentialing Programs, Purdue University's Manufacturing Extension Partnership, and the University of Southern Indiana's Work and Learn partnerships with Crane.

Appendix III. Links to Existing Agency Annual Reports

Program*	Links to Existing Reports:
<u>Adult Education</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf
<u>Adult Student Grant Fund</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf). <i>The Part-Time Grant award was repurposed as the Adult Student Grant in 2015. The previous Part Time Student Grant information is included.</i>
<u>CTE Performance Grants</u>	Links to reports, assessments, and audits pertaining to the Perkins Act and career and technical education (CTE) that have been developed, issued and/or commissioned by Congress and/or the US Department of Education: https://cte.ed.gov/resources/reports .
<u>CTE Postsecondary</u>	Links to reports, assessments, and audits pertaining to the Perkins Act and career and technical education (CTE): https://cte.ed.gov/resources/reports .
<u>CTE Secondary</u>	Links to reports, assessments, and audits pertaining to the Perkins Act and career and technical education (CTE): https://cte.ed.gov/resources/reports .
<u>Dislocated Worker Program (WIA/WIOA)</u>	Workforce Innovation and Opportunity Act, 2016-2017 Annual Report: https://www.in.gov/dwd/files/Annual_Report.pdf .
<u>Earline S. Rogers Student Teaching Stipend for Minorities</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf).
<u>EARN (Employment Aid Readiness Network) IN</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf). <i>Although not reflected in this document, there has been a significant increase in the demand for the EARN program. For the first time in program history, expenditures will exceed the appropriation.</i>
<u>Evan Bayh 21st Century Scholarship</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), Scholar Scorecards (https://www.in.gov/che/3170.htm), Scholar Progress Reports for the Scholars Success Program (https://scholars.in.gov/scholar-data/scholar-progress-reports/), 21st Century Scholars 25th Anniversary Report (http://scholars.in.gov/wp-content/uploads/2016/03/25th_Anniversary_Brochure_11-18-15_Final_pages.pdf), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf).
<u>Federal Bonding Program</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Fee Remission Programs</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf).
<u>Freedom of Choice Award</u>	https://iga.in.gov/legislative/2018/publications/agency/reports/hied/#document-cd775ced , Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), 2018-19 Frank O'Bannon Grant Base Awards Grid (https://www.in.gov/che/files/2018-2019%20Frank%20O%27Bannon%20Grant%20Schedule%20of%20Awards.pdf), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf).
<u>Graduate Medical Education Board Medical Residency Grants</u>	Graduate Medical Education Board webpage (https://www.in.gov/che/4612.htm)

<u>Higher Education Award</u>	Student Financial Aid Report: https://iga.in.gov/legislative/2018/publications/agency/reports/hied/#document-cd775ced , Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), 2018-19 Frank O'Bannon Grant Base Awards Grid (https://www.in.gov/che/files/2018-2019%20Frank%20O%27Bannon%20Grant%20Schedule%20of%20Awards.pdf), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf). <i>During FY 2018, the Commission increased the Frank O'Bannon grant award amounts to 90% of pre-recession levels. This is currently spending down the rollover amounts from prior years.</i>
<u>Hoosier Initiative for Re-Entry</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Indiana Manpower Placement and Comprehensive Training (IMPACT)</u>	Monthly Management Report: https://www.in.gov/fssa/files/MMR-STATEWIDE-en-us_Aug-2018.pdf .
<u>Jobs for America's Graduates</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Jobs for Veterans State Grant</u>	Any and all information pertaining to the JVSG program may be found at: https://www.dol.gov/vets/VPLS/VPLDirectory.html .
<u>Migrant and Seasonal Farm Workers/Foreign Labor Certification</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Mitch Daniels Early Graduation Scholarship</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf).
<u>National Guard Tuition Supplement Grant</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf).
<u>Next Generation Hoosier Educators Scholarship</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf). <i>Please note, students did not begin receiving the scholarship until fall 2017 (FY 2018). The program will increase by 200 recipients each year until fall 2020. The total recipients will max out at 800 enrolled.</i>
<u>On-Ramp Creative Entrepreneur Accelerator</u>	Current Participants: https://www.in.gov/arts/3058.htm .
<u>Rapid Response</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Re-Employment Services and Jobs for Hoosiers</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Senior Community Service Employment Program</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Serve Indiana</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Skill Up Indiana!</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Skills Enhancement Fund</u>	IEDC Workforce-Related Report: https://iga.in.gov/legislative/2018/publications/agency/reports/econdev/#document-8051e091

<u>STEM Teacher Recruitment Fund</u>	Fund Recipients: http://www.in.gov/che/files/grant%20summaries.pdf ; Grant Application: https://www.in.gov/che/files/CHE_STEM_Teacher_Recruitment_Fund_Grant_Application.pdf .
<u>Student Teaching Stipend for High-Need Fields</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf).
<u>Trade Adjustment Assistance</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Vocational Rehabilitation Services</u>	2017 Annual Report: https://www.in.gov/fssa/files/2017-Annual-Report-Comm-Rehab-Serv.pdf
<u>Wagner Peyser</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>William A. Crawford Minority Teacher Scholarship</u>	Return on Investment Report (https://www.in.gov/che/3019.htm), College Completion Report (https://www.in.gov/che/3032.htm), CHE Financial Aid Manual (https://www.in.gov/che/files/Financial%20Aid%20Manual_10_23_17.pdf).
<u>WIOA (WIA) Adult</u>	Workforce Innovation and Opportunity Act, 2016-2017 Annual Report: https://www.in.gov/dwd/files/Annual_Report.pdf .
<u>WIOA (WIA) Youth</u>	Workforce Innovation and Opportunity Act, 2016-2017 Annual Report: https://www.in.gov/dwd/files/Annual_Report.pdf .
<u>Work Opportunity Tax Credit</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .
<u>Workforce Development Program (WDP)</u>	<i>The program was discontinued as it was duplicative of other efforts by DWD. Currently, it is still in the closeout process as grantees' programs come to an end.</i>
<u>Workforce Ready Grant</u>	Report to Legislative Council on Newly Created Workforce-Related Programs: https://iga.in.gov/legislative/2018/publications/agency/reports/dwd/#document-6826ac72
<u>WorkINDiana</u>	Workforce Programs Report, Program Years 2015 and 2016: https://www.in.gov/dwd/files/workforce_programs_report_2017_rev_1.pdf .

*The Indiana Department of Correction and the Department of Child Services did not provide links to annual reports. Other programs not listed here are recently established and an annual report is not yet available.

Appendix IV. Survey Instrument

Legislative Services Agency
Office of Fiscal and Management Analysis
200 W. Washington Street, Suite 301
Indianapolis, Indiana 46204-2789
(317) 233-0696

Survey of Workforce-Related Programs per HEA 1002-2018

Thank you in advance for your assistance with this very important project.
If you have any questions, I can be reached at allison.leeuw@iga.in.gov or 317-234-9465.

"**Workforce-related program**" (as defined by IC 22-4.1-1-7) means a program operated, delivered, or enabled, in whole or in part, by a state provider using public funds to offer incentives, funding, support, or guidance for any of the following purposes:

- (1) Job training.
- (2) The attainment of an industry recognized certification or credential.
- (3) The attainment of a postsecondary degree, certificate, or credential.
- (4) The provision of other types of employment assistance.
- (5) The promotion of Indiana to workers or the provision of assistance to a worker relocating to Indiana for employment.
- (6) Any other program that:
 - (A) has, at least in part, the goal of securing employment or better employment for an individual; and
 - (B) receives funding through WIOA or a state appropriation.

Instructions:

Please fill out this survey once for each of the programs that your agency administers. Whenever the survey indicates to list elements, please use one comma to separate each entry. Please also provide copies or links to any annual financial statement or annual program reports and an organization chart for the agency and the program. **For the purposes of this survey, please exclude the following: training for state employees, non-technical K-12 education, early learning (pre-K) programs, privately funded employer training programs, and funding towards academic programs at the state educational institutions that is not student aid/tuition assistance.** Please return this WORD document for each program to allison.leeuw@iga.in.gov no later than June 25th. Please save and rename a document for each program.

SECTION 1: CONTACT INFORMATION

Program Name:

Responsible Agency /Agencies:

Program Director/Designee:

Contact Number:

Title:

Email Address:

SECTION 2: PROGRAM OVERVIEW

Program Mission Statement:

Description of the Program:

Services Provided (by Category):

1. Employment Assistance:

2. Training and Education:

3. Supportive Services:

4. Employer Engagement:

In what year was the program enacted?

External Service Providers:

Applicable Federal Laws:

Applicable State Laws:

SECTION 3: PROGRAM PARTICIPATION

Eligibility Criteria:

Target Population:

Define a Program Participant:

Time Frame for Measurement (Fiscal Year, Calendar Year etc...):

Please provide data based on the state fiscal year to the best of your ability:

Program Participants:	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Current
Count of Enrollees						
Count of Completers						

SECTION 4: FISCAL INFORMATION

Revenue:	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Federal Funding					
State Funding					
Local & Other Funding					
Pass Through Funding					
Total					

Expenditures:	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Operations					
Administration					
Grants					
Total					

Number of FTE Personnel:

If applicable, please list other resources devoted to the program:

SECTION 5: PROGRAM PERFORMANCE MEASURES

If applicable, please list any federally required outcome measures:

If applicable, please list any state (statutorily) required outcome measures:

If applicable, please list any agency required outcome measures:

Are there any additional sources of information or evidence that should be considered?