

# Align, Engage, Advance:



## Transforming Indiana's Workforce

### The VISION

Every Indiana business will find the educated and skilled workforce necessary to compete successfully in the global economy.

Every Indiana citizen will have access to the information, education and skills required for career success.

### The GOAL

All Hoosiers will have the opportunity to access career pathways aligned to their interests, skills and personal employment goals. At least 60 percent of Indiana's workforce will have the postsecondary knowledge, skills, and credentials demanded within Indiana's economy by 2025.



INDIANA CAREER COUNCIL

Annual Report  
November 2015

[www.icc.IN.gov](http://www.icc.IN.gov)

To the Legislative Council and Members of the General Assembly:

Please find attached the Indiana Career Council's 2015 annual report for your consideration. The first section of this report demonstrates the progress that the Indiana Career Council and its taskforces have made in accomplishing the objectives set forth in its strategic plan, while the appendices include the most recent agency summaries of training activities over the past year.

To meet additional statutory requirements, you will receive an updated training report from the Department of Workforce Development on December 1, and an updated "Return on Investment" compilation from the Commission on Higher Education.

Sincerely,

***The Indiana Career Council***

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# Align, Engage, Advance: Transforming Indiana's Workforce

## Executive Summary

The Indiana Career Council was tasked by the General Assembly with aligning education and training activities with the state's workforce needs to better prepare Hoosiers to meet the skill demands of Indiana's regional economies.

After hearing testimony from a variety of education, business, trade and family organizations, the Career Council established specific task forces to investigate and recommend actions to meet the objectives set forth in June 2014's ***Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce***. These include the Pathways (now Implementation) Taskforce, Community Colleges Best Practices, Sector Strategies Taskforce, System Alignment Taskforce and Core 40 Subcommittee. Each taskforce and taskforce member provided critical input that has led to progress toward the objectives outlined in the Strategic Plan and the outcomes found in this report.

Overall the Strategic Plan has catalyzed a number of public-private partnerships to align education and training to workforce needs. For example, the Department of Workforce Development (DWD), Department of Education (DOE), Commission for Higher Education (CHE) and Indiana Network of Knowledge (INK) continue to strengthen educational pathways for all Hoosiers and build quality work-and-learn programming alongside career counseling to enhance existing programs of study. Additional resources may be available to communities to build pathways systems that purposefully connect to priority industry sectors.

The Career Council's collective achievements over the past year have been many. Its efforts are encouraging greater interaction among schools, students and businesses in hopes of facilitating career interest, guiding educational pathways, and meeting the workforce needs of Indiana's employers. Many partners have participated and thousands of students have been touched. The following achievements are examples of the collaborative efforts toward integrating students, educators, businesses, post-secondary institutions and training partners:

- Developed frameworks for sector strategies and career pathways systems to connect individuals to high-demand jobs in Indiana with additional implementation work to follow by DWD, DOE and CHE.

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- Manufacturing Week activities in Region 4 (West Central Indiana), including industry tours and a manufacturing expo, which introduced more than 1,700 students and educators to career opportunities in the industry.
- The Indiana Regional Works Council Innovative Curriculum grants created new career and technical education programming for over 2,600 students, who to date have earned more than 3,600 dual credits hours and over 1,000 industry certifications in partnership with local businesses.
- Northwest Indiana's Region 1 hosted multiple business tours of various career sectors for hundreds of educators and counselors to introduce them to real work environments and hiring professionals. They also created a series of employee videos for specific jobs and industry sectors.
- Subaru Isuzu announced their joint program, AIM, with Vincennes and Purdue universities to create paid work and learn experiences to focus on manufacturing needs at their ever-expanding Lafayette facility.
- The Indiana Youth Institute, Indiana Chamber of Commerce, the Center for Excellence in Leadership of Learning (CELL), and the regional works councils hosted several Postsecondary Pathways events around the state to engage educators, workforce professionals and local businesses to better understand work environments, desired skill sets and hiring/internship opportunities to share with students.
- New work-and-learn guides were created for employers to readily expand work-and-learn opportunities.
- New grant programs and activities such as *Skill UP*, *Career Ready* and *Return & Complete* are aligning workforce efforts among various agencies and organizations across the state with a focus on regional leadership and local priorities.
- Indiana was awarded a Talent Pipeline Policy Academy grant by the National Governors Association for the ongoing efforts in data collection and partnership engagement

Much work remains to build clear talent pipelines for Indiana's current and future priority sectors. The ongoing work of the Implementation Taskforce will continue to consider strategies and measure progress toward each objective within the Strategic Plan.

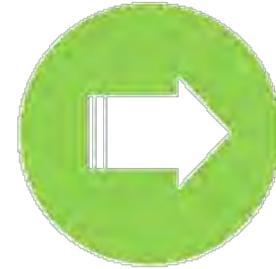
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## Progress toward the Objectives Outlined in the Strategic Plan

The first section of this report demonstrates the progress that the Indiana Career Council and its taskforces have made in accomplishing the objectives outlined in the strategic plan.

### PILLAR 1: System Alignment

The overarching objective defined by the Indiana Career Council to accomplish system alignment is to provide a seamless system of partners that provide worker-centric and student-centric services. A number of state agencies have worked to make progress on each of the three strategies that are a part of that objective.



### **PILLAR 1: SYSTEM ALIGNMENT**

The Indiana Career Council's System Alignment Taskforce was charged with providing recommendations to the Governor and General Assembly by October 1, 2014. To come up with that set of recommendations, the System Alignment Taskforce convened from July through September 2014. Their accomplishments include:

- Development of an asset map service matrix that has been promoted as a best practice by the National Governor's Association and has been used by a number of other states to determine where state agency programs overlap and service the same population.
- To measure success utilizing the same performance metrics,, a number of state agencies now have their data reports available via the Indiana Network of Knowledge (INK) website at [www.in.gov/INK](http://www.in.gov/INK). INK is also producing reports based upon the shared data between state agencies and is anticipated to become fully functional in 2016. Having data from each of the participating agencies will ensure that partners involved with educating and training Indiana's citizens can measure success across the entire talent development pipeline.
- To increase connectivity and service integration among partner agencies within the talent development system, there has been progress made to eliminate duplication of services provided to clients. However, there is still work to be done for this strategy to be fully realized. Efforts made to date include:
  - In October 2015, the Department of Workforce Development (DWD) and the Family and Social Services Agency (FSSA) entered into a

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Memorandum of Understanding as a first step in establishing a relationship that will provide Hoosiers with the most up-to-date career information, increase their skills to meet the demand for jobs across the state and ensure service integration amongst partner agencies.

- DWD and the DOE are working together to promote Indiana's Hoosier Hot 50 Jobs, the state's most high-demand jobs, to school counselors, educators and CTE instructors.
- The CHE, DWD, FSSA, State Personnel and Indiana Economic Development Corporation (IEDC) are partnering on a new Return-and-Complete program to encourage the 700,000 Hoosiers with some post-secondary credits to re-engage and earn their diplomas.
- The Regional Works Councils, DWD, DOE, institutions of higher education, local educators and business leaders collaborated to identify regional opportunities to better align career and technical education classes with business and industry needs.
- From Auburn to Tell City and in dozens of communities in between, businesses around Indiana opened their doors to thousands of Hoosier students throughout October in celebration of **Manufacturing Day**. The annual event is a growing effort to change people's perceptions about today's manufacturing environment and draw attention to the outstanding opportunities that a career in manufacturing can provide. The largest event hosted more than 1700 students in West Central Indiana, engaging several businesses and community leaders in touring facilities as well as a week-long Manufacturing Expo.



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## PILLAR 2: Worker- And Student- Centric Services

The second pillar around which the Strategic Plan was built is worker-and student-centric services. There are three main objectives that support this pillar, including:

1. Linking career pathways to Indiana high-wage, high-demand careers for students and workers across the K-12, post-secondary and adult systems;
2. Increasing the number of students and adults who attain post-secondary skill certifications and degrees; and
3. Elevating the importance of work-and-learn models.

There has been much progress in many of the strategies that support the objectives within pillar 2. The Indiana Career Council is working with several state agencies to improve the foundational and career and technical skills of Indiana's students and workforce. Progress includes:

- Pursuant to its establishment by HEA 1213, the Core 40 Subcommittee held multiple sessions between June 2014 and May 2015 and was charged with investigating Indiana's current diploma system and making recommendations to the Indiana Career Council, the Commission for Higher Education (CHE), and ultimately the State Board of Education (SBOE). After benchmarking with other states across the country, researching best practices, and having many discussions with key stakeholders, a draft of two new diplomas were presented to the public in June 2015. The Core 40 Subcommittee gathered public feedback on draft diplomas and made revisions before ultimately presenting the final draft recommendations to the CHE and the SBOE in August. CHE voted to accept the new diplomas and the SBOE will have until December 1st to take the recommended requirements into consideration and determine what action to take regarding high school graduation diploma requirements.
  - Included within the diploma recommendations is a "College and Career Readiness" sequence that would allow all students an opportunity to take courses along a career pathway sequence (both technical pathways and liberal arts pathways would be offered).
- The Indiana Regional Works Councils issued 25 CTE Innovative Curriculum grants totaling nearly \$4.5 million in state funding with a private match of nearly \$3 million. To date, more than 2,600 students have earned over 3,600 dual credit hours, more than 1,000 industry certifications and nearly 500 work-



**PILLAR 2:  
WORKER- AND STUDENT-  
CENTRIC SERVICES**

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and-learn experiences while engaging in new programming relative to local business skill needs.

The Indiana Career Council also engaged in numerous strategies to expand the career education component across K-12, post-secondary and workforce institutions to assure Indiana has a system that provides intentional ways for all students to have opportunities for career exploration and investigation, career preparation and skills development. Key among these strategies are:

- The Career Council's Pathways Taskforce worked with the Education and Workforce Innovation Network (EWIN) at the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis to develop a document that defined key elements of a Career Pathways System.
- In addition, the taskforce outlined processes for aligning various pathways programs of study into a more integrated pathways system.
- In December 2015, a series of regional workshops will be hosted by CHE, DOE, DWD, and EWIN to launch the Indiana Pathways Innovation Network. Employer-led organizations, school districts, adult education providers, colleges and workforce system partners will be brought together to understand the framework that has been created and to learn best practices to foster the development and support of educational pathway programs and career pathway systems for youth and adults.
- To help students and adults make more informed career decisions, the Department of Workforce Development is creating a "State of the Workforce" newsletter that will be issued to school counselors, CTE directors, postsecondary career counselors, WorkOne case managers, adult education directors, and more to impact the talent development pipeline.
- The proposed diploma recommendations include requiring students to earn credit in "Preparing for Colleges and Careers." This would allow students to have meaningful career exploration experiences as well as receive information on current occupational trends in order to make informed decisions on their intended area of study.

Not only are education and workforce agencies supporting the work of expanding career education and skills development through policies and frameworks but additional financial support is available to communities that implement evidence-based strategies for aligning workforce needs with educational programming. The Office of Community and Rural Affairs (OCRA), under the Lieutenant Governor's office and DWD have initiatives underway that promote a system for talent

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development that includes intentional ways for students to be career ready. New opportunities include:

- OCRA's Workforce Development Program will provide approximately \$2 million to rural communities to implement strategies that assist in the development of a high-quality workforce by increasing the skills and capacity of students and incumbent workers.
- DWD's recently released Skill UP! Initiative will provide up to \$11 million in funding for the implementation of evidence-based and regionally prioritized strategies. Grantees will focus on:
  - Designing sector-focused career pathway systems that include nationally portable, standards-based, industry recognized credentials;
  - Integrating cross-economic sector competency development of employability and technical skills;
  - Creating work-and-learn opportunities for youth and adult learners at multiple stages of a career pathway system. Work-and-learn opportunities include internships, apprenticeships, mentorships, and other evidence-based partnerships between employers and educators; and/or
  - Developing innovative programming that uses prior learning assessments and competency-based education models to meet employer needs.



Both of these initiatives provide opportunities to meet occupational needs, offer individuals the ability to enter into a successful career pathway and help close the skills and attainment gaps outlined in the Career Council's Strategic Plan.

Additionally, there are many efforts underway to help ensure that students and workers throughout Indiana are provided with meaningful career counseling and career preparation, including:

- Development of career counseling standards at the K-12 level that makes it clear to students, teachers and parents alike what "career ready" means.
- Creation of adult career counseling standards that build on the K-12 standards to be used across the workforce system.

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- Construction of an “employability skills” framework in which a number of non-technical skills that are valued by employers can be measured to demonstrate an individual is career ready.
- Encouragement of career exploration through online tools such as Indiana Career Explorer, Virtual Career Counselor and IN Reality. All Indiana residents can use these tools available at [www.in.gov/dwd/2856.htm](http://www.in.gov/dwd/2856.htm) to learn more about their potential career interests.
- Bring together employers, counselors, educators, and administrators to learn more about workforce needs at a regional level. The Regional Works Councils and the Indiana Youth Institute have joined with the Indiana State Chamber of Commerce and CELL to host popular Postsecondary Pathway events across the state. Workshops have been held in Odon, Batesville, Muncie, Lafayette, Indianapolis and Noble County. Additional events are scheduled for the coming year. The events engage educators and business professionals to increase the understanding of industry skill and aptitude needs as well as hiring policies for full-time and internship opportunities. Attendees also tour local businesses to facilitate a greater understanding of what can be accomplished and encouraged in the classrooms to better inform students of options and viable pathways.

Many of the efforts underway help Indiana to progress toward increasing the number of students and adults who attain post-secondary skill certifications and degrees, including:

- **Innovative Curriculum Grants** - Ivy Tech Community College of Indiana and Vincennes University have partnered in a number of CTE programs that were administered by the Regional Works Councils. **CHE and DWD** are both investigating strategies around prior learning assessments and competency-based education that may help lead to a greater number of individuals earning certifications and potentially decreasing the time needed to complete a degree program.
- **CHE's Return-and-Complete** program offers an opportunity to engage some of the nearly 700,000 individuals in the state that have some college, but no degree. CHE and partner institutions are working to develop policies and guidelines on reaching individuals and informing them about the opportunities they may have to complete an industry credential or a degree.
- **CTE Early College Initiative** - Vincennes University received \$3 million annually, to be administered through DWD, in the most recent biennial appropriation to expand their existing early college initiative.

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Elevating the importance of work-and-learn is a key strategy throughout the Career Council's career pathways and career exploration activities. It is also an overarching objective within creating worker-and student-centric services. Many efforts already mentioned are helping to address the Career Council's goal of creating 10,000 more work-and-learn experiences throughout the state. Others include:

- The creation of *A Guide to Talent Attraction and Development for Indiana Employers: Leveraging Work-and-Learn Opportunities to Attract Qualified Hoosier Talent*. This document describes various work-and-learn experiences an employer may offer, provides additional guidance on finding more information about those opportunities and also examines potential misinformation regarding labor laws.
- CHE received a \$500,000 allocation over the most recent biennium to provide additional support to Indiana INTERNnet, and they are looking at ways to determine barriers to offering work-and-learn experiences as well as strategies to expand work-and-learn opportunities across the state.
- There have also been a number of conversations regarding how to track the number of work-and-learn experiences that are happening throughout Indiana. Because there is no single tracking mechanism across the entire education system, ongoing work will ensure a process is completed to capture work-and-learn participation data, as well as the quality and alignment to career pathway programs of study.

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## PILLAR 3: Demand-Driven Programs and Investments

The third pillar outlined in the strategic plan revolves around demand-driven programs and investments. The overarching objective is to adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana's regional economies. The Career Council and its partners have taken a number of steps to determine the occupational needs throughout each region of the state, create sector-based strategies across the state and align education with those needs.



### PILLAR 3: DEMAND-DRIVEN PROGRAMS AND INVESTMENTS

Notable developments include:

- In June 2015, the Career Council passed a resolution that tasked DWD with identifying Priority Now and Priority Future sectors and occupations at both a state and a regional level. Identification will help inform strategies around sector partnerships, career pathways, and the alignment of workforce and education programs. Initial research indicated high demand positions and correlated corresponding educational and training pipelines to meet anticipated demand. (See charts in Appendix 9) Implementation of DWD's demand-driven system will also ultimately provide real-time data and information, rather than data which can be lagged by 2-3 years.
- In order for employers, community based organizations, education entities, and workforce development partners to build capacity for programming that is better aligned to the priority occupations and sectors identified, the Career Council's Pathways Taskforce, DWD, key stakeholders from across the state, and EWIN worked to develop the *Indiana Sector Partnership Initiative*.
  - In October, EWIN released an request for proposals allowing regional partners to apply for sector partnership planning grants and technical assistance.
  - DWD also received a Sector Partnership National Emergency Grant (NEG) for \$4.75 million from the US Department of Labor, of which a portion of funds will be used for sector partnership planning.

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# **Appendix I:**

**Futureworks**

**Overview of Supply & Demand Alignment**

# Overview of Demand and Supply Alignment

## SUMMARY CHART OF ALIGNMENT

 Generally speaking, there appears to be more demand than supply of credentials.

 Generally speaking, demand and supply approach balance.

 Generally speaking, there appears more supply of credentials than demand.

		Demand 2013	PSE Credentials Awarded 2013	CTE Concentrators 2013	Alignment
IT	Computer and IT Workers	12,122	3,986	1,641	
	Health Diagnosing and Treating Practitioners	13,335	9,430	737	
Manufacturing	Skilled Production, Engineering Technology and Related	12,198	3,351	1,032	
	Installation, Maintenance and Repair Workers	9,390	1,326		
Health	Health Technologists and Technicians	6,482	3,674	216	
	Health Aides and Support Workers	6,760	3,746	1,851	
	Agricultural and Bio Workers	2,058	3,125	2,460	

SUMMARY CHART OF ALIGNMENT

 Generally speaking, there appears to be more demand than supply of credentials.

 Generally speaking, demand and supply approach balance.

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		Demand 2013	PSE Credentials Awarded 2013	CTE Concentrators 2013	Alignment
TDL	Transportation and Logistics Workers	23,641	240	1,197	
	Financial Services			911	
Financial Services	Finance and Business Operations Specialists	12,325	11,584	911	
	Financial and Information Clerks and Administrative Support	16,863	572		
Construction	Construction Trade Workers	4,088	1,009	1,049	
Life Sciences and Engineering	Engineers	5,344	3,410	2,062	
	Life Scientists and Technicians	2,301	3,046	754	
	Architects and Mathematicians	451	1,024		

## INDIANA CTE GRADUATING SENIOR CONCENTRATORS BY PATHWAY, 2013

Pathway	Seniors	Pathway	Seniors	Pathway	Seniors	Pathway	Seniors
Engineering	2062	Tractor Trailer Operations	466	Business Administration-Accounting	205	Business Administration-Marketing	111
Health Career Specialties	1851	Criminal Justice	453	Life Sciences-Natural Resources	201	PC Networking & Support-PC Support	109
Agribusiness	1512	Welding	382	Hospitality Management	200	Visual Arts-Photography	98
Visual Arts-Fashion, Textile & Design	941	Horticulture & Landscape	376	Life Sciences-Food Science	190	Electronics	95
Early Childhood Education	880	Automotive Technology	337	Business Administration-Entrepreneurship	159	Business Administration-Sports/Entertainment	91
Nursing	737	Human & Social Services	326	Fire & Rescue	158	Visual Arts-Visual Communication	79
Web & Digital Communication-Media	607	EMT/Paramedic	314	Drafting and Design-Architectural	149	Diesel Services Technology	79
Construction Trades-General	579	Life Sciences-Animal Science	310	Drafting and Design-Mechanical	141	Dietetics & Nutrition Science	71
Web & Digital Communication-Radio/TV	578	Machine Tool	287	Business Administration-Hospitality	139	Life Sciences	52
Business Administration-Management	547	Veterinary	246	Automotive Collision Repair	137	Construction Trades-Electrical	52
Culinary Arts	534	PC Programming	218	Aviation	131	Recreation & Mobile Equipment	47
Cosmetology	494	Facilities-Facilities Management	216	PC Networking & Support-Networking	129	Facilities-Building and Facilities Management	27
Education Careers	473	Dental	216	Advanced Manufacturing	125	Construction Trades-HVAC	26

*Source: Indiana Department of Workforce Development, Data Provided, 2014. Biotechnology and Logistics and Supply Chain Management pathways are not shown because of negligible concentrators. Table does not include 'Unspecified Pathway' concentrators.*

# **Appendix II:**

**Indiana Department of Education  
2015 CTE Annual Report**

# Indiana Career Readiness Report

2015 CTE and Career Data Analysis



Report created by Fleck Education  
with funding provided by the Carl D. Perkins Act  
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## Section I:

### Career Readiness in Indiana

The term “college and career readiness” has become a popular catchphrase across the country over the last several years. In many states, including Indiana, college and career readiness means the fundamental mathematics and English/Language Arts standards students must master in grades K-12 to pass the state assessments. But the full meaning of college and career readiness encompasses a broader body of knowledge and skills that extend beyond academics.



**“The more students can connect their everyday learning to meaningful, real world applications, the more likely they are to value higher levels of learning and persist toward their goals.”**

- Glenda Ritz

Superintendent of Public Instruction

The Indiana Department of Education (IDOE) recognizes this distinction by defining a student who is college and career ready as an individual who not only meets **the state’s academic standards but “who has the knowledge, skills and abilities to succeed in post-secondary education and economically viable career opportunities.”**

The belief that students should have opportunities to learn about and explore careers while in school – beyond just an academic exercise – led to passage of **Indiana’s career development law**, which promotes career readiness across all content areas, all classrooms and all grade levels.<sup>ii</sup>

Indiana Superintendent of Public Instruction Glenda Ritz says this means students are more likely to understand that what they are learning day to day in school has a correlation to their future.

This report provides an update of the latest Career and Technical Education (CTE) data and also examines the state of career readiness for *all* Indiana students, from career awareness to exploration and work based learning to postsecondary planning.

#### ***Career Awareness, Information, and Exploration***

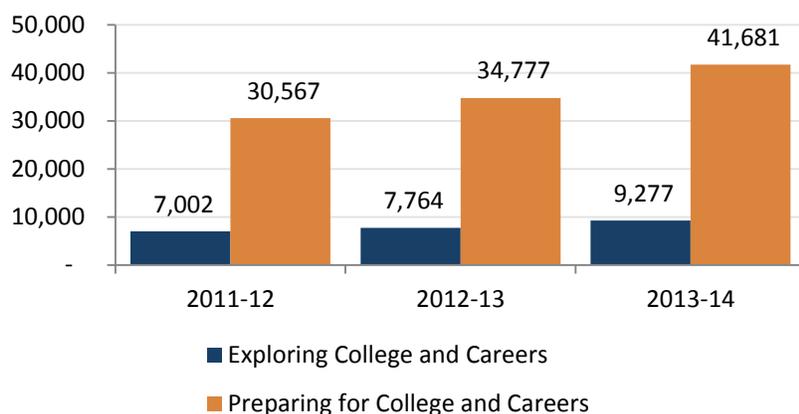
Indiana law requires elementary students to participate in activities that help them become aware of careers at an early age. Activities at this level expose students to broad categories of careers called career clusters.

In middle school and the first few years of high school, Indiana students are expected to conduct research about careers of interest and participate in exploration activities, and there is good evidence this is happening.

Increasing opportunities for students in the middle grades to explore college and careers has been a priority goal of Superintendent Ritz, where enrollments have grown steadily in the middle school course *Exploring College and Careers* created four years ago by the Indiana Department of Education. A similar career information and exploration course for high school

students, *Preparing for College and Careers*, has seen a 36% jump in enrollments in the last three years (Graph 1).

**Graph 1. CTE Exploratory Course Enrollments**



The intent of both exploratory courses is to extend students' awareness of the 16 Career Clusters in the National Career Clusters Framework,<sup>iii</sup> help students discover possible interests, and connect those interests to future plans.

*Preparing for College and Careers*, the high school course, goes further by

connecting students' broad career interests to Indiana's College and Career Pathways, reviewing students' graduation plans, and helping students develop career and postsecondary portfolios.<sup>iv</sup> These courses also offer students opportunities to complete at least one career interest inventory, encouraging students to identify their strengths and interests and correlate these to possible career areas for further exploring.

*Indiana Career Explorer* - a free, comprehensive web-based college and career planning system for grades 6 through 16 - is one of several career exploration tools used widely by Indiana schools. The Kuder *Navigator*<sup>®</sup> system, used in many states, is the foundational platform of *Indiana Career Explorer* which was brought to Indiana schools in 2011 by the Indiana

Department of Workforce Development in partnership with the Indiana Department of Education and the Indiana Commission for Higher Education.

**Table 1. Indiana Career Explorer Logons 2013-14**

Grad Class	Grade	Interest	Skills	Work Values
<b>Class of 2014</b>	Grade 12	6,579	4,854	4,682
<b>Class of 2015</b>	Grade 11	9,162	6,585	6,334
<b>Class of 2016</b>	Grade 10	11,590	7,867	7,588
<b>Class of 2017</b>	Grade 9	21,834	14,345	13,196
<b>Class of 2018</b>	Grade 8	19,508	12,715	1,701
<b>Class of 2019</b>	Grade 7	7,227	3,660	226
<b>Class of 2020</b>	Grade 6	270	180	130
<b>Other</b>		20,147	17,530	17,033
<b>Total</b>		<b>96,317</b>	<b>67,736</b>	<b>50,890</b>

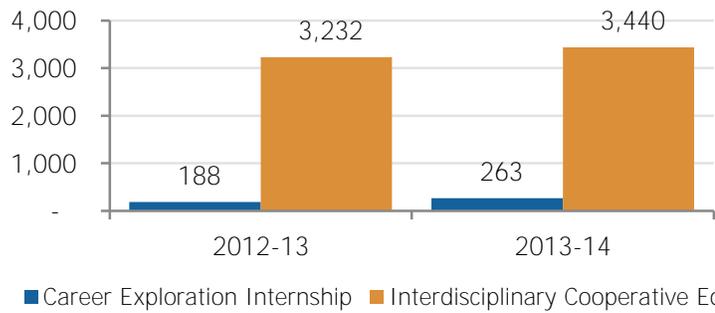
Source: Indiana Department of Workforce Development

Since its launch, the site has received more than 1,900,000 visits with more than 235,000 Indiana students creating accounts to complete online career interest assessments and begin career planning portfolios. Of the students in grades 6, 7, and 8 who were logged on to *Indiana Career*

*Explorer* last year, more than 26,000 completed an interest inventory, 16,000 took a work values test, and close to 2,000, completed a skills assessment (Table 1).

The Indiana Youth Institute’s online career exploration tool, *Drive of Your Life*, is also very popular in schools around the state with more than 840,000 users since its rollout in 2005. In the last school year, *Drive of Your Life* was used by 65,695 student enrollees in 1,361 schools and 83 youth-serving organizations.<sup>v</sup>

**Graph 2. WBL and ICE Course Enrollments**



Student career and college planning is required to start in Indiana in grade 6 with the creation of an initial graduation plan for every student. Schools use many different documents and methods to meet the graduation plan requirement, including a growing number that have students complete their graduation plans via online programs such as *Drive of Your Life* or *Indiana Career Explorer*. Last year, over 9,000 students created or updated their graduation plan through *Indiana Career Explorer*, more than half of them in grade 9.<sup>vi</sup>

Beginning in the early grades, the value of work based learning is emphasized. Work based learning includes bringing industry representatives into the classroom as well as getting students out of the classroom and into real work settings with hands-on career exploration and job shadowing experiences that allow students to learn firsthand what they like and dislike. The middle school years are frequently mentioned as an ideal time for student discovery and engagement prior to the fast-paced, more structured environment of high school and postsecondary education.

Work based learning experiences are most robust during high school. Enrollments in *Career Exploration Internship* and *Interdisciplinary Cooperative Education* courses increased in the last year (Graph 2) but exact data is hard to pinpoint because of the integration of work based learning

experiences within CTE courses, shifts in funding, and changes in course titles. As an example, seven new, state approved “**Work Based Learning**” course titles were added last year.

Many schools and career centers now incorporate student work-site experiences directly into their CTE courses in addition to using a separate cooperative education or work based learning course title.

### **Career Preparation and Planning**

By grades 11 and 12, according to the **state’s career** education law, students should be making more specific career preparations and plans. The graduation plans that are required to begin in the middle grades become more specific and are required to be reviewed every year by students with their counselor and parents.

The intentional selection of high school courses into a related, logical sequence, called a college and career pathway, is gaining wider respect for helping students develop graduation plans. Indiana has identified over 60 sample pathway plans of possible course sequences which typically begin with the career exploration course, *Preparing for College and Careers*, followed by a next-step introductory course, such as *Introduction to Advanced Manufacturing*, and conclude with more intensive grade 11 and grade 12 course sequences.<sup>vii</sup>

Indiana students are not limited to the pathway plans identified at the state level. In fact, schools are encouraged to develop any number of pathway course sequences in order to best fit all students' future aspirations.

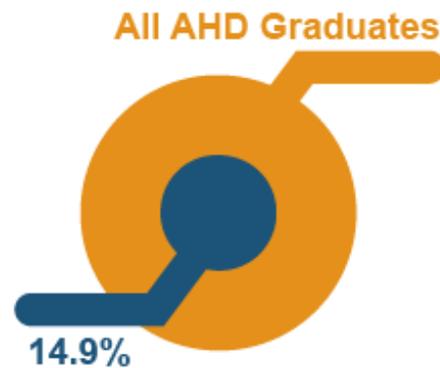
While pathway sequences may have been, at one time, perceived to be only for Career and Technical Education students, Superintendent Ritz emphasizes that this is not the case in Indiana.

**“One of my top goals is for Indiana schools to develop pathways for all students, not just those taking Career and Technical Education courses. We can no longer entertain notions that we serve only two types of students, some going to college and others going to a career, when all students should be preparing for career and postsecondary success.”**

**- Glenda Ritz  
Superintendent of Public Instruction**

Indiana students have been quick to understand the value of integrating academic and career courses. Last year, nearly 15% of all Academic Honors Diploma recipients were CTE concentrators, those who completed 6 or more credits in a single college and career pathway (Graph 3).

**Graph 3. Percent of CTE AHD Graduates**



- All Academic Honors Graduates
- Academic Honors CTE Concentrators

The IDOE also reports that an increasing number of Indiana graduates are earning the Technical Honors Diploma which requires students to complete a college and career pathway in addition to rigorous academic coursework and an overall grade point average of a B or better.

Last year, 2,066 students earned a Technical Honors Diploma, representing 8.3% of all honors diploma graduates and 2.8% of all graduates.

### **Summary**

Multiple college and career readiness initiatives are underway around Indiana and many positive, structural foundations are firmly in place for expanded growth.

Much more data is available for students enrolled in **Indiana's** Career and Technical Education (CTE) programs, which is explored in detail in the next section.

## SECTION II: Indiana CTE Data Analysis

There is encouraging agreement in Indiana regarding the value of Career and Technical Education (CTE). It is also the one area of **the state's** career readiness efforts for which there is extensive student data.

National research has consistently highlighted the multiple benefits that accrue to students enrolling in career exploration courses, cluster focused introductory courses, and skill intensive career preparation courses in high school. A recent Gallup-Lumina Poll of U.S. business **leaders found that a candidate's** knowledge and applied skills in a specific field were more important when making hiring decisions than where the candidate went to college or their major.<sup>viii</sup>

Connecting high school students to mentors and internship opportunities is being **"rediscovered" as a new education trend**, but has long been standard practice in Career and Technical Education. Sector specific business and industry representatives serve on CTE advisory committees, review the content of CTE courses, update teachers on new industry standards, and provide a wide variety of work based learning experiences to students.

The federal Carl D. Perkins Act mandates that the state of Indiana and each CTE district set annual student performance targets in eight areas.<sup>ix</sup> This performance data, plus a set of additional data targets requested by the state, is summarized in this report.

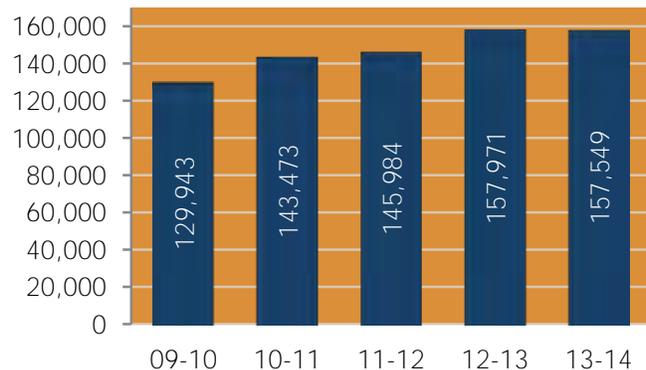
In the 2013-2014 school year, half (49%) of all Indiana students - a total of 157,549 students - were enrolled in at least one CTE course in grades 9-12 (Graph 4).

**Graph 4. Number of CTE Participants**



Even though enrollment figures for 2013-2014 went down slightly from the previous year, **the percentage of "CTE participants"** - students who took at least one CTE course - remained the same as the previous year. Over the last five years, the number of high school students participating in CTE has risen by 21% (Graph 5).

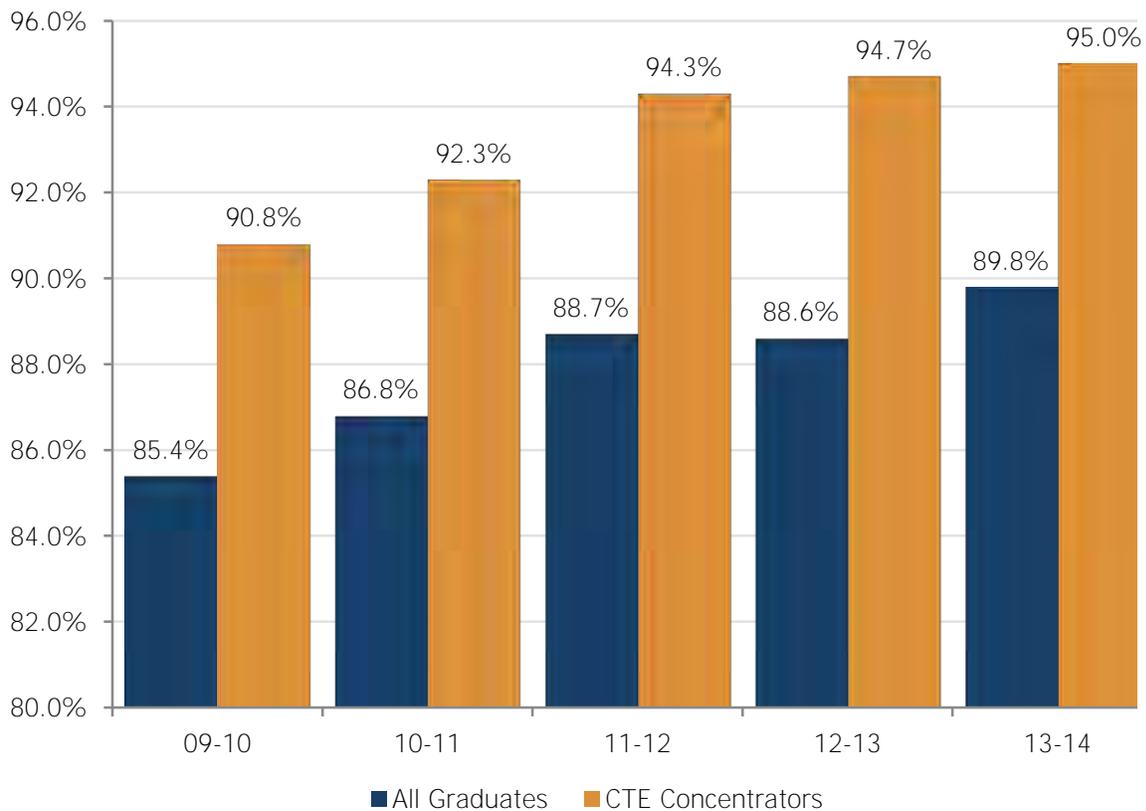
**Graph 5. CTE Enrollments**



### **Persistence**

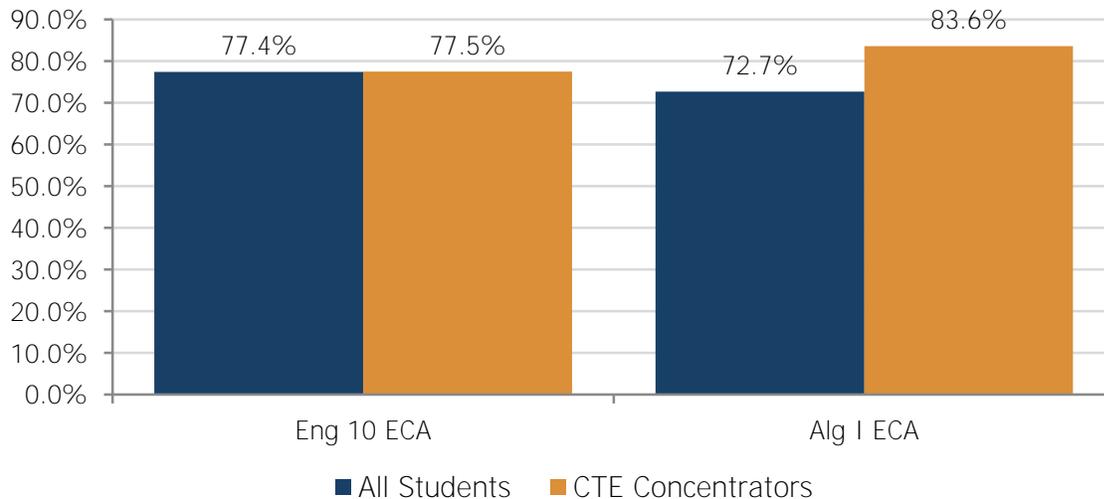
Among educators and parents, CTE has gained growing respect not only for **improving students' technical skills but for** equally impressive academic outcomes. Using the two most common indicators of student academic performance, graduation rates and ISTEP assessment scores, students who concentrate in a CTE program – those who earn at least 6 credits in a single sequence of career-related courses – outperform all other students. In 2014, the high school graduation rate of CTE concentrators was 95%, which was 5% higher than the graduation rate of all students at 90%, continuing a consistent trend of increasingly higher graduation rates for CTE students for the last five years (Graph 6).

**Graph 6. Graduation Rate Trends**



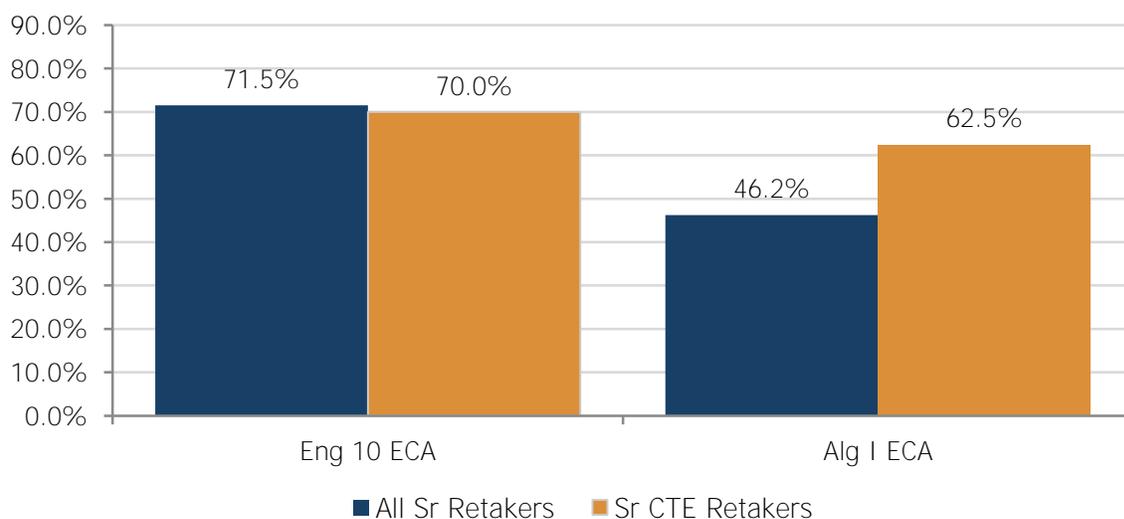
CTE concentrators perform slightly **better than all other students on the state’s ISTEP English 10 assessments (.1% higher)** and much better on the ISTEP Algebra I assessments. Passage rates on ISTEP Algebra I tests are 10% higher for CTE concentrators than for all other students, challenging old perceptions that students in CTE struggle in math (Graph 7).

**Graph 7. ISTEP ECA Performance Comparisons**



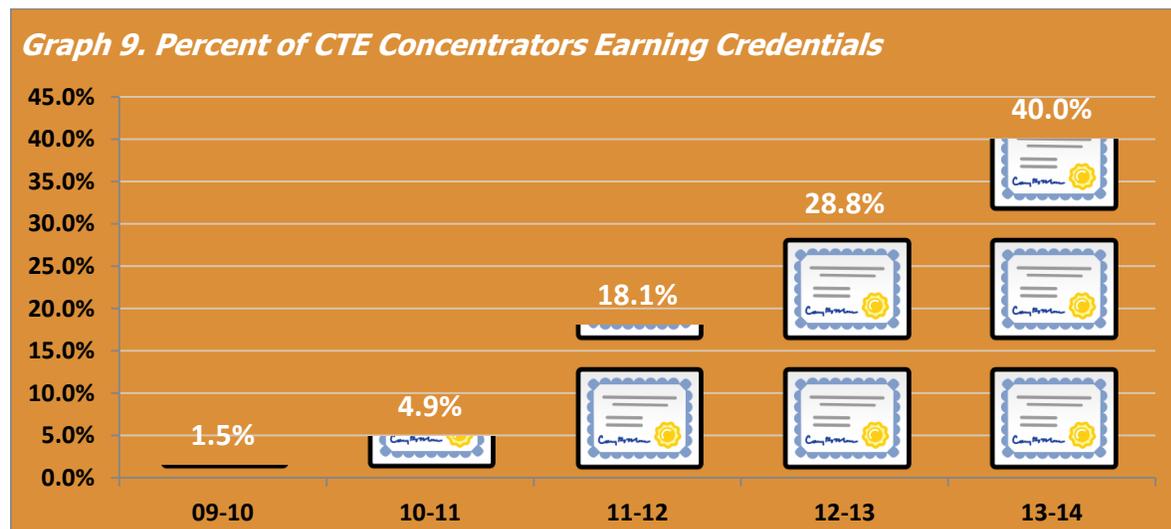
The adoption of more STEM (Science, Technology, Engineering, and Math) pathways and the expansion of pre-engineering programs such as Project Lead the Way (PLTW) and other technology-centric courses have changed the compass settings on traditional stereotypes of CTE. Those changes are evident when comparing students who have previously failed one or both of the ISTEP graduation exams and must retake them in the senior year. Senior CTE “retakers” perform slightly lower than all other students on ISTEP English 10 retake exams but pass the ISTEP Algebra I retake exam at a rate 15% higher than non-CTE seniors (Graph 8).

**Graph 8. ISTEP ECA Performance Comparisons for Senior Cohort 2014**



Stronger bonds between workforce partners, postsecondary institutions, and high school CTE programs are being formed around the state according to the data. The expanding number of CTE students earning industry recognized certifications is one example of this trend.

For the 2013-2014 school year, 8,443 CTE concentrators earned at least one industry certification, license, or other industry recognized credential. The data also includes the number of students taking and passing dual credit examinations. The figure represents 40% of all graduating CTE concentrators in the state and an 11% rise from the previous year (Graph 9).



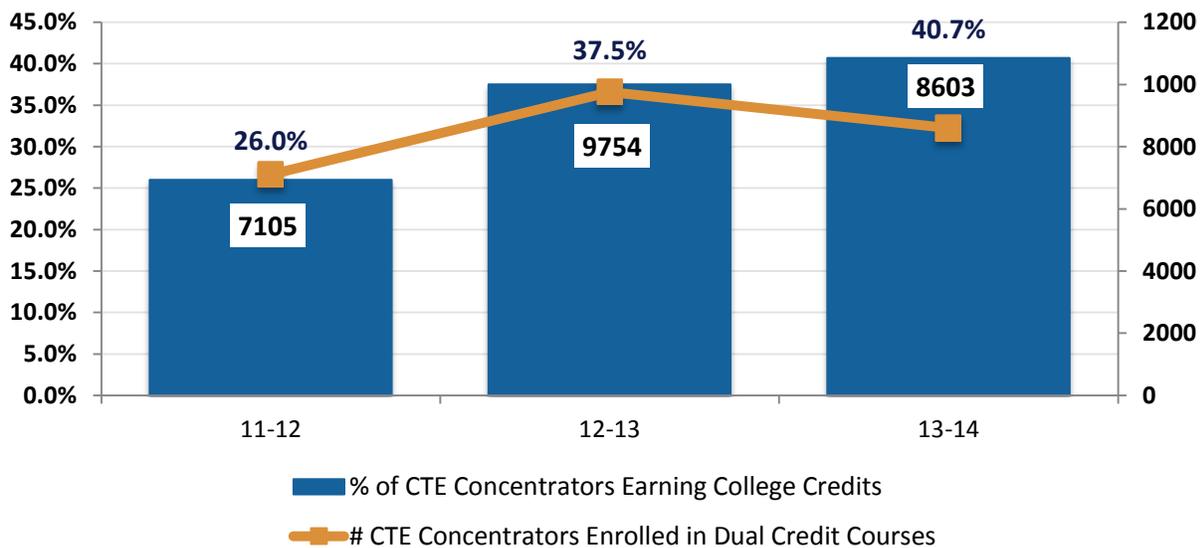
Dual credits are included by the state in the calculation of industry credentials because many sectors – such as Agriculture and emerging occupational fields – do not offer certifications or credentials, and because employer opinions of credentials versus postsecondary degrees are varied.<sup>x</sup> Subtracting the number of students earning dual credits from the credential data indicates that 3,121 Indiana high school students earned a certification or credential last year, which is 14.8% of all CTE concentrators and a 48% increase from the 2012-13 school year.

A list of the certifications, licenses, and industry credentials Indiana CTE students earned in high school last year – including dual credits - can be found in Appendix B.

While the National Career Readiness Certificate (NCRC) is not an industry certification, it is **another measure of students’ readiness to succeed in the workplace.** Last year, approximately 3,000 Indiana high school students completed the three ACT WorkKeys assessments that comprise the certificate (Reading for Information, Applied Mathematics and Locating Information). The percentage of employers who value the NCRC is difficult to ascertain, though there are reported pockets of support around the state.

The percentage of CTE concentrators earning college credits while in high school also continues to rise. Almost 40% of all CTE concentrators earned college credits before graduation according to the latest data (Graph 10). The overall percentage increased even though total numbers of CTE concentrators earning dual credits declined, indicating that the number of college credits earned by each student rose. According to the IDOE, CTE students account for 28% of all graduates who earn college credits while in high school.

**Graph 10. Percent of CTE Concentrators Earning Dual Credits**



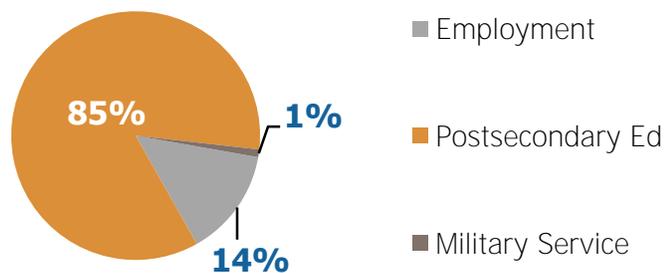
Because Indiana’s postsecondary institutions provide college level CTE courses to high school students free of charge, the data reflect a significant financial benefit to students and families pursuing postsecondary education.

Using a conservative calculation, multiplying the Ivy Tech Community College low per credit hour tuition cost of \$131.50 by the latest data of 8,603 CTE concentrators who earned a college credits for at least one college course (the data indicates most earned more than that), shows a one year savings of \$3,393,833 to Indiana families.

**Attrition**

Two measures of attrition corroborate that CTE concentrators are succeeding beyond high school. Based on the data available, 85% of CTE concentrators matriculate to a two-year or four-year college or postsecondary program, 14% transition directly to the workforce and approximately 1% enter military service (Graph 11).

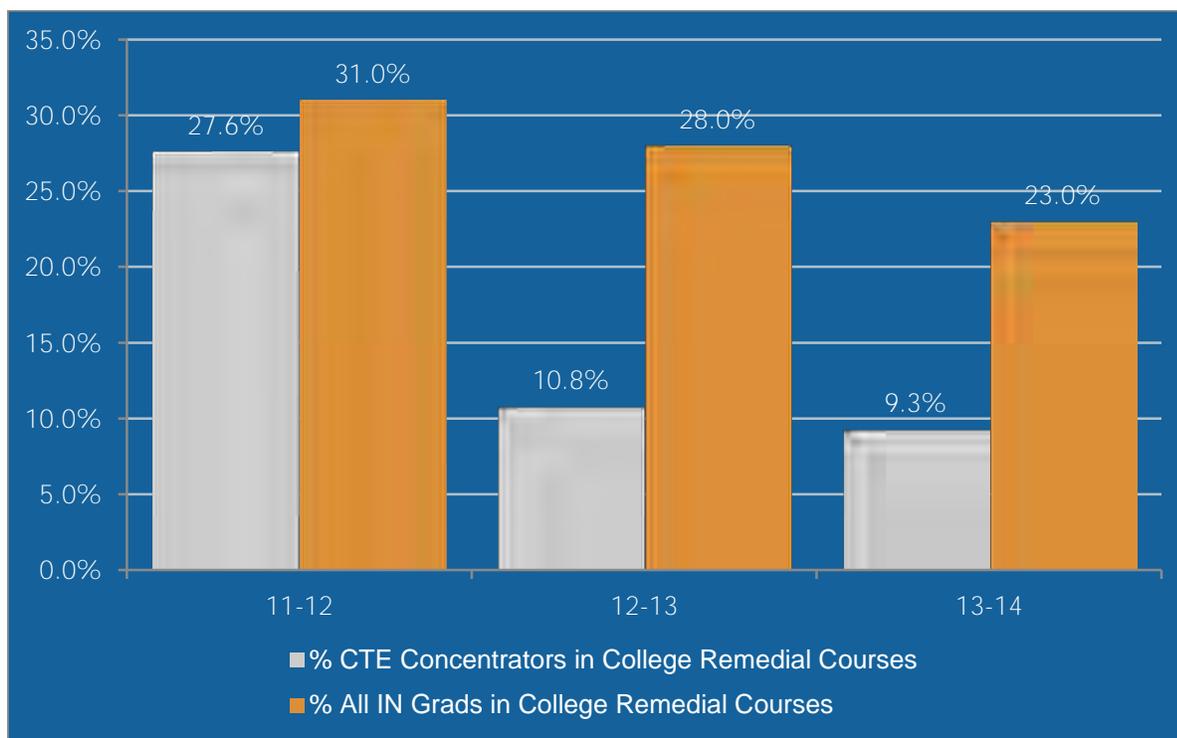
**Graph 11. Post High School Placement**



Among CTE concentrators who enter postsecondary education, only 9% needed to take remedial courses (often called developmental courses in colleges) in mathematics and English/Language Arts, a rate less than half of all students (Graph 12). Of all Indiana students enrolling in an Indiana two- or four-year college in 2013, almost a quarter (23%) were placed in remedial courses to improve their

mathematics or English/Language Arts preparation and performance. In looking at the graph below, lower bars and percentages are – of course – more desirable.

**Graph 12. First Year College Remedial Course Enrollments**



While this section summarizes statewide CTE data, a regional breakdown of CTE student performance data - **by each of Indiana’s Works Councils and Economic Growth Regions** - is available in Appendix A.

### **Summary**

Career and Technical Education is a bright component of Indiana’s overall career readiness efforts. Indiana students who complete at least six CTE courses in a pathway sequence outperform all other students in almost every category measured, making CTE a compelling option for students at all levels.

## SECTION III: Recommendations

The focus on college and career readiness has grown in recent years, nationally and across Indiana. Based on the data in this report, that increased emphasis is proving its worth in measurable improvements in student academic and technical performance.

Five recommendations that could further **enhance Indiana’s successful college and career readiness efforts**:

**Recommendation 1.** Build upon the existing **links between CTE and Indiana’s** regional business and industry sectors. Many Indiana employers are actively engaged with and support CTE programs around the state already, but more could be done to maximize these relationships:

- Examine coordination of CTE advisory committee meetings with regional workforce investment boards and Works Councils meetings to increase efficiency for employers and educators and to extend CTE awareness
- Ask area business and industry leaders to amplify work based learning experiences available to students and initiate or expand current opportunities for teachers and counselors to experience local businesses and industry worksites
- Create a clear communication link between employers serving on CTE advisory committees and CTE leaders at the district and state levels to extend collaboration, information sharing, and networking opportunities.

**Recommendation 2.** Expand the focus on career exploration in middle school as well as grade nine. While the availability of the middle level course *Exploring College and Careers* is positive and there is growing

use of programs such as *Indiana Career Explorer* and *Drive of Your Life*, an intentional focus should be placed on helping more students in grades 6, 7, and 8 explore careers both in and out of school. By the end of grade 9, students should have also completed *Preparing for College and Careers*. Selecting high school courses that **align with a student’s career goals is much** more effective when students have engaged in real world career exploration and investigation experiences. Strategies might include enhanced collaboration with workforce partners and targeted funding for more middle school career exploration.

**Recommendation 3.** Research the dual college credit opportunities available to students in CTE courses. An examination of the overall availability of college credits for students enrolled in CTE courses will identify places where articulation can be enhanced with changes in credentialing, professional development, or the number of dual credit courses offered.

**Recommendation 4.** Clarify what is expected of students across the K-12 continuum to be college and career ready and align these expectations with needs of the workforce. Students need access to multiple opportunities that provide foundational and career/technical skills as well as the career counseling necessary to make informed education and career decisions. By focusing on the same college and career readiness targets for youth around the state, schools and afterschool programs can maximize resources, collaboratively assess and address gaps, and ultimately better prepare young people for their futures. A greater understanding of connections between education-and-training and career opportunities will allow students to make informed choices about entering pathways that reflect their interests and aptitudes and lead to rewarding careers.

**Recommendation 5.** Intentionally address student employability skills development. Though not specifically addressed in this report, there is **considerable evidence that Indiana’s** business and industry leaders are seeking future employees who understand the value of showing up on time, working hard, communicating professionally, and other employability skills. A purposeful, statewide approach to teaching and gauging the employability skills of students can enhance **Indiana’s college and career** readiness efforts and strengthen existing bonds between education and workforce partners.

The recommendations listed here align well with many new college and career readiness efforts and initiatives introduced in Indiana in the last year, including:

- New, innovative pathways from the Indiana Department of Education and structures for regions to propose and pilot additional new courses and pathways
- Innovative CTE Curriculum grants from the Indiana Works Councils awarded to 25 career centers and schools totaling \$4.3 million dollars
- Ongoing, robust college and career readiness discussions among the taskforces created by the Indiana Career Council
- Multiple college and career counseling strategies proposed by Superintendent Ritz
- **A new statewide “Career Ready”** campaign introduced by the Commission for Higher Education and Learn More Indiana.

Career readiness is strong in Indiana. By enhancing and expanding what is working while intentionally focusing on addressing **the challenges, more of Indiana’s students** will be prepared for success in the future.

# APPENDIX A

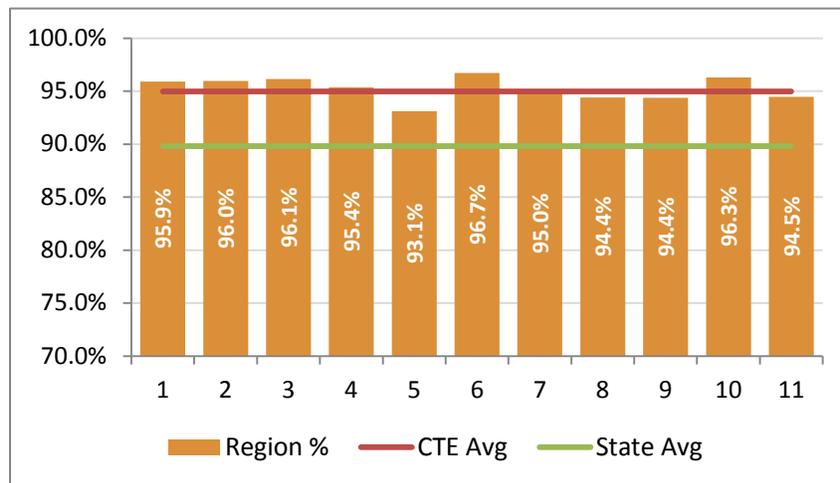
## CTE Student Performance Data by Region

This appendix provides four sets of CTE student performance data for the 2013-14 school year by each of **Indiana's Works Council Regions**. The data is organized into four sets for easier comparisons:

- Graduation rates and technical skill attainment of CTE concentrators
- ISTEP performance results for first time exam takers and for students in grade 12
- Earning of industry certifications and dual college credits in high school, and
- Postsecondary enrollment and first-year college remediation rates.

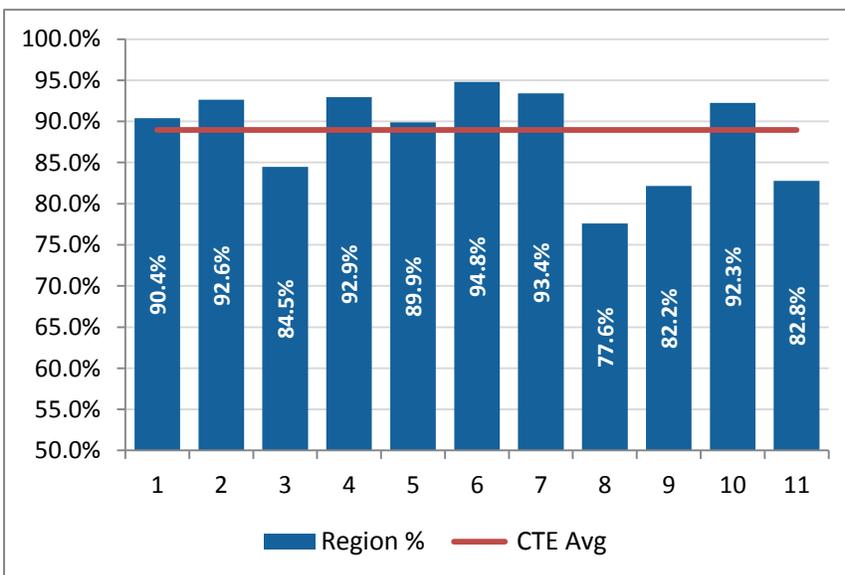


### Graduation Rates



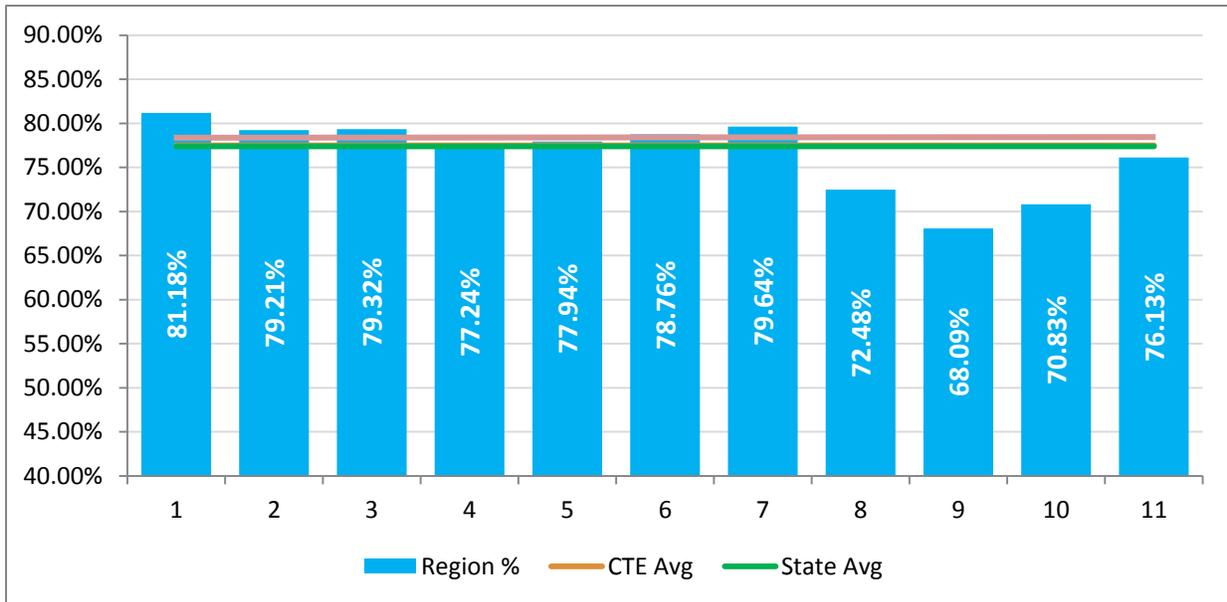
Graduation rates for CTE concentrators (students who earn 6 or more CTE course credits in one career area) in all Indiana Works Council Regions exceed the state graduation rate average for 2014 (green line) by an average of 5 percentage points. CTE concentrators have posted higher graduation rates compared to all other students for the last 10 years.

### Technical Skills Attainment of Grade 12 CTE Concentrators



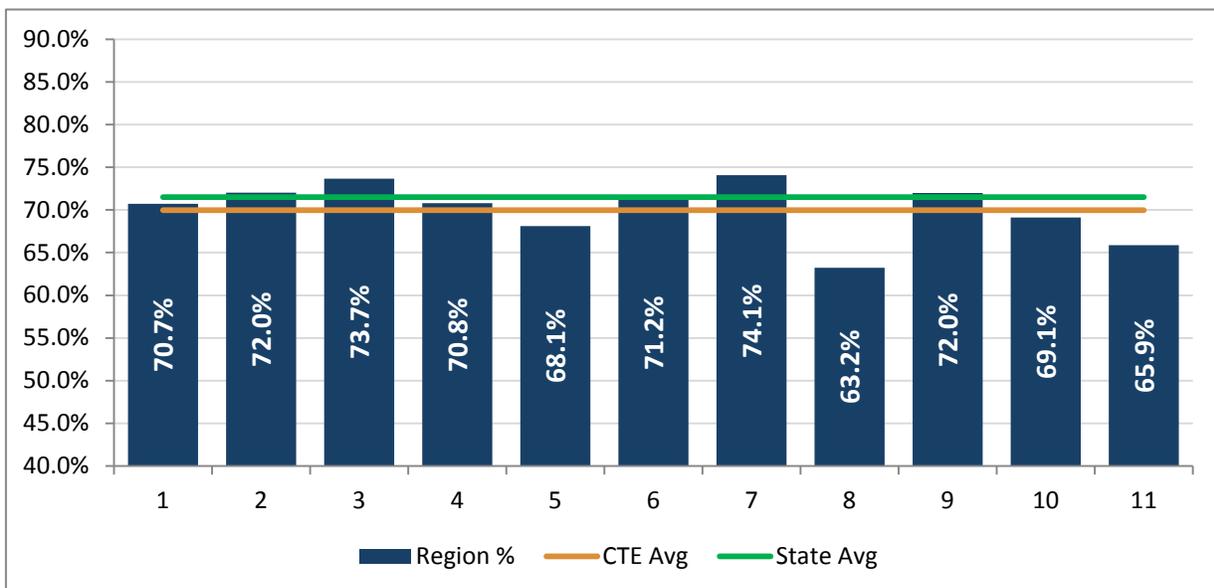
Technical skills attainment is a measure of the percent of grade 12 CTE concentrators who passed state approved assessments of technical skills defined for each of **Indiana's College and Career Pathways**. These include industry certification exams, course-specific exams such as the pre-engineering and biomedical Project Lead the Way (PLTW) courses and end of course exams for college-level, dual credit courses.

**Passage Rates for First Time ECA Exam Takers - English 10**

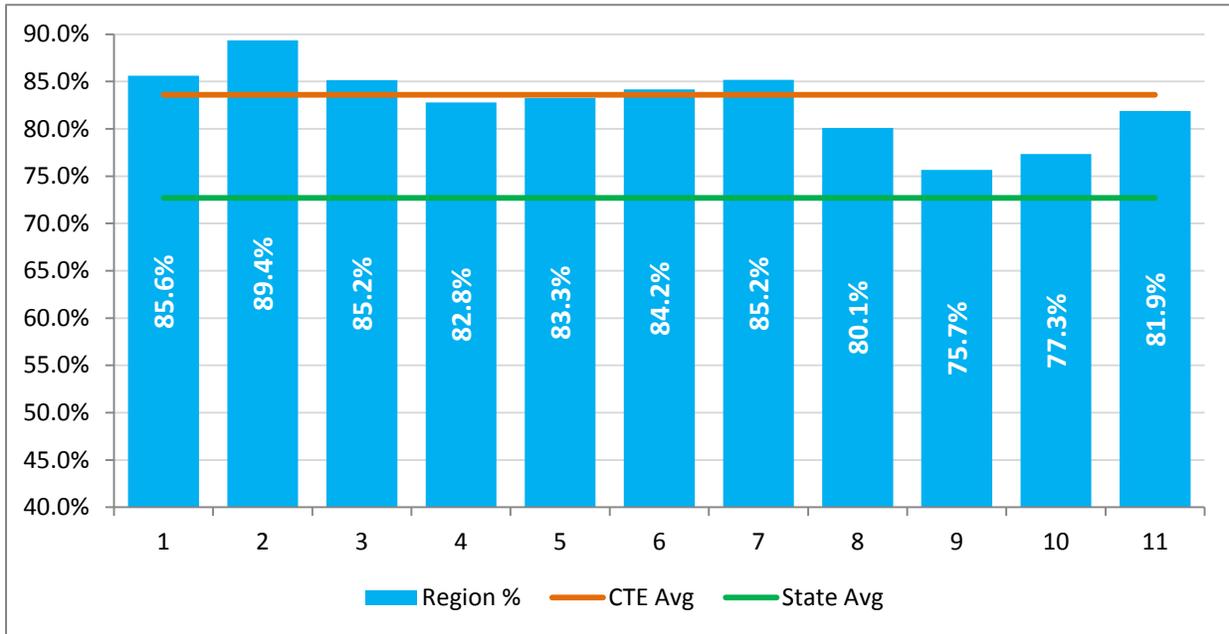


The graph above (in light blue) represents the percentage of CTE concentrators who passed the state’s English 10 end-of-course assessment (ECA), which is required for graduation, the first time it was taken. The orange line indicates the average percentage of CTE concentrators who passed on the first try, 77.5%, which is slightly higher than the state average of 77.4% indicated by the green line. The graph below indicates the 70.0% of grade 12 CTE concentrators who passed the English 10 exam after retaking it in their last two years of high school, which is just below the state average of 71.5% for all grade 12 “retakers.”

**Passage Rates for Grade 12 ECA Exam Retakers - English 10**

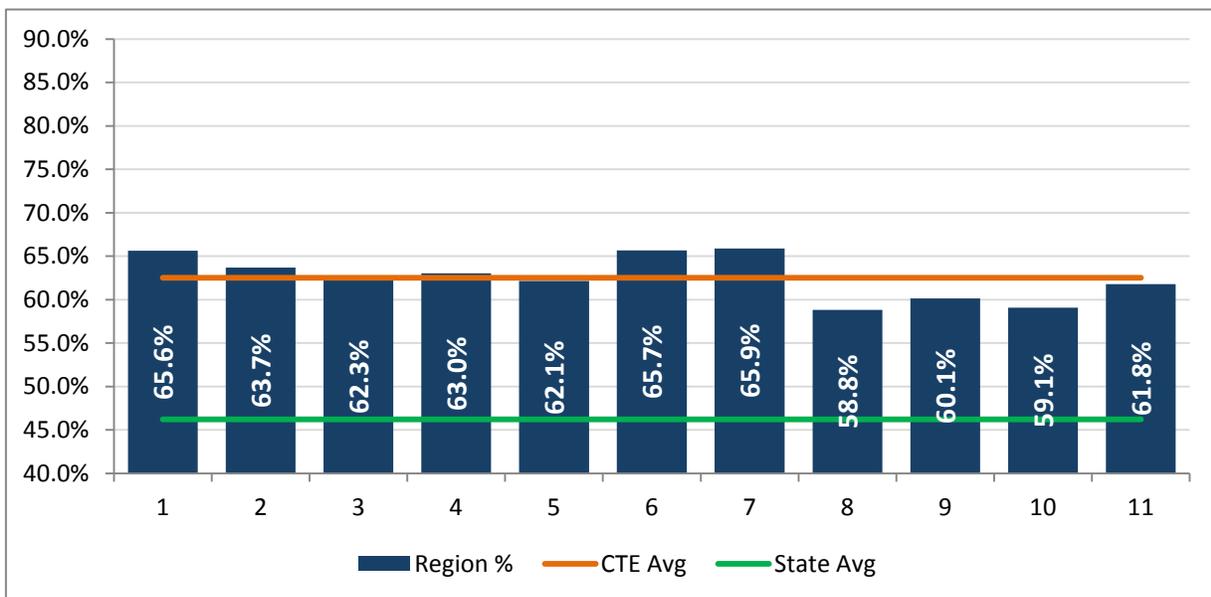


**Passage Rates for First Time and Grade 12 ECA Exam Takers - Algebra I**



Similar comparisons are shown in the graphs above for passage rates of CTE concentrators taking the state’s Algebra I ECA exam for the first time (in light blue) and grade 12 retakers (below in dark blue). In both instances the percentage of CTE concentrators passing the Algebra I exam (83.6% of first time takers and 62.5% of grade 12 retakers) exceeds the state averages for all students by more than 10 percentage points.

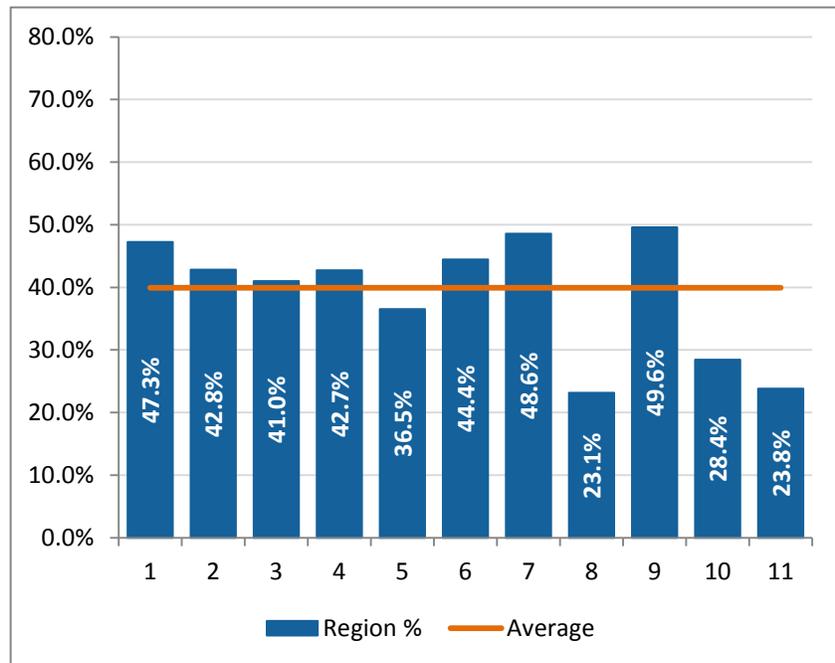
**Passage Rates for Grade 12 ECA Exam Retakers - Algebra I**



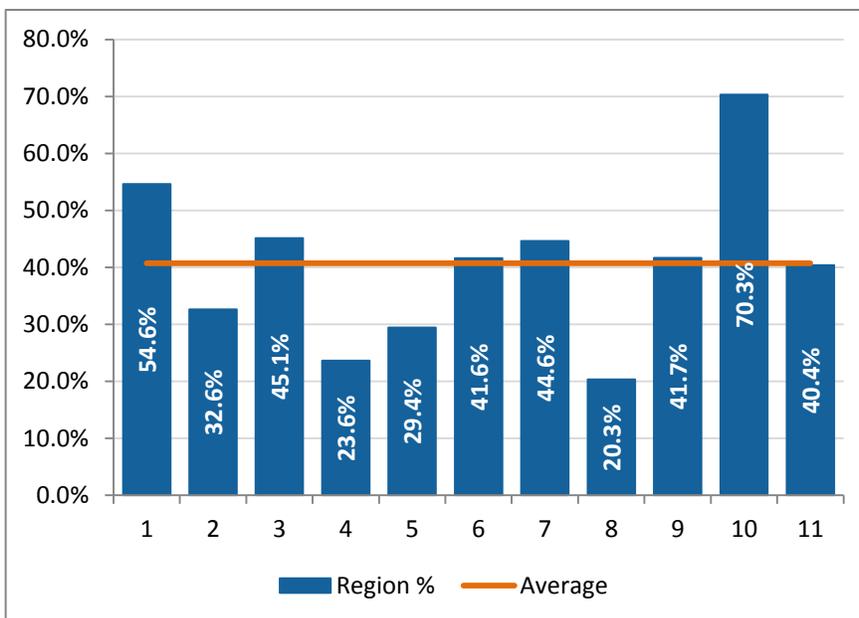
### Students Earning Credentials in High School

An average of 40% of all CTE concentrators in the 2013-2014 school year earned at least one industry recognized certification, college credit or credential, an increase of 11 percentage points from the year before.

The figures represent a total of 8,443 students in all grade levels earning a credential or college credits.



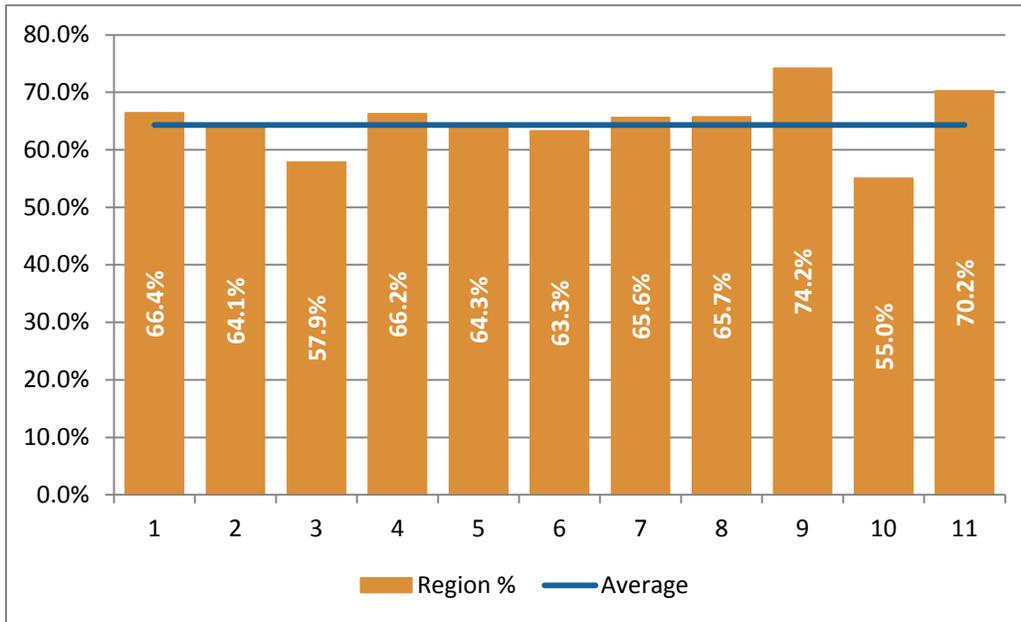
### Students Earning College Credits in High School



8,603 Indiana CTE concentrators, from all grade levels, earned at least one college credit during high school just in the 2013-14 school year. Many earned multiple college credits.

The figures represent an average of 40.7% of all CTE concentrators earning transcribed college credits, many transferable to other two- and four-year colleges in and outside of Indiana.

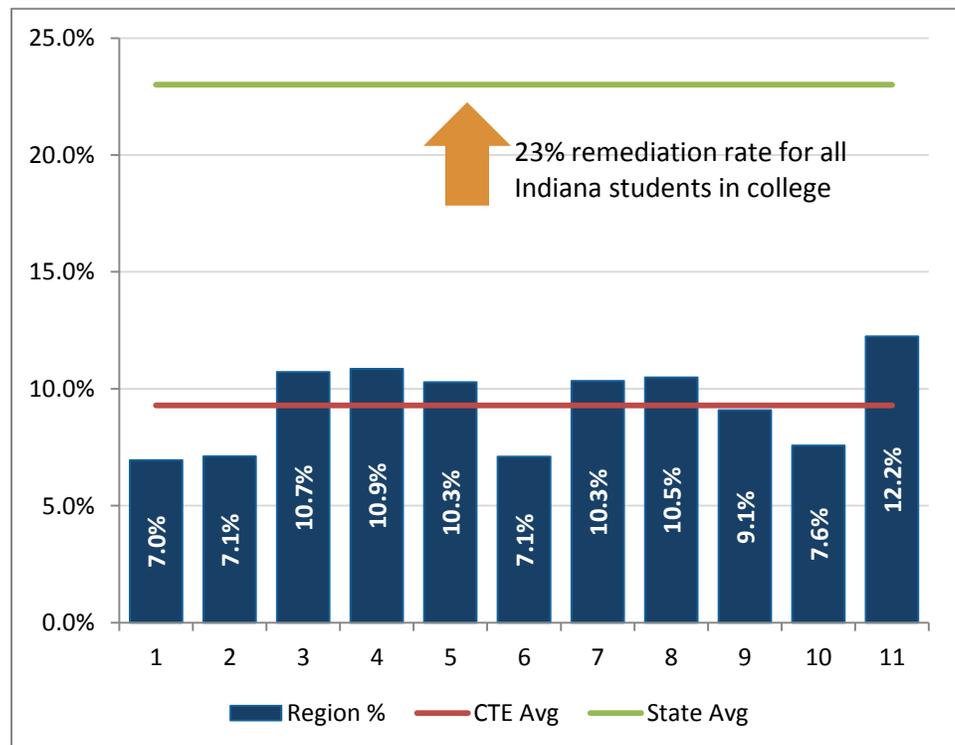
## Postsecondary Enrollment



Postsecondary enrollment measures the percentage of grade 12 CTE concentrators from the prior year (2013) who were enrolled in a two- or four-year Indiana college or postsecondary institution.

## College Remediation

This is the only graph in this appendix in which lower percentages are desirable. The graph represents the percentage of CTE concentrators from the prior year (graduates of 2013) who enrolled in college and were placed in a remedial English/Language Arts or mathematics course. 23% of all Indiana students who matriculated to an Indiana college in 2013 (green line) were enrolled in at least one college remedial course compared to only 9.3% of CTE concentrators.



## APPENDIX B

### Industry Certifications, Credits, and Credentials Earned

Listed below are the assessments taken by CTE concentrators at all grade levels in the 2013-2014 school year and the percentage passing who earned an industry certification, dual credits, a license, or other credential.

Assessment	# Passed	# Taking	Percent Passing
A+ Certification	39	68	57.4%
A+ PCC Essentials Certificate	9	9	100.0%
AAFCS-Family and Consumer Sciences	63	127	49.6%
AAS Computer Graphic Design	8	10	80.0%
American Welding Society (AWS) Certification	116	141	82.3%
ASE Certification-Automotive Service Excellence	113	180	62.8%
ASE Certification-Medium/Heavy Truck	4	4	100.0%
ASE Refrigerant Recovery/Recycle Certification	2	2	100.0%
ASE Student Certification	201	278	72.3%
ASK Fundamental Marketing Concepts	1	1	100.0%
Automotive Service Excellence Student Certification Series (ASE)	9	11	81.8%
AWS SENSE	80	82	97.6%
Bombardier Essentials 1,2 & 3	21	21	100.0%
Certified Food Handler/ServSafe Certification	3	6	50.0%
Child Development Association (CDA)	19	19	100.0%
Cisco Certified Network Associate (CCNA)	3	4	75.0%
Culinary Arts Pre-Pac	16	19	84.2%
Dental Hygienist	2	2	100.0%
Dual Credit Assessments	5322	5540	96.1%
Early Childhood Education Professional Assessment and Certification Exam (Pre-PAC)	150	289	51.9%
Education Fundamentals Pre-PAC	12	16	75.0%
Emergency Medical Technician (EMT)	40	51	78.4%
ETSA SET-Student Electronics Technician	3	3	100.0%
Family and Community Services Pre-Pac	16	17	94.1%
Fashion, Textiles and Apparel Pre-PAC	1	9	11.1%
Firefighter 1 Certification	29	32	90.6%
Firefighter 2 Certification	6	7	85.7%
Home Builders Institute Basic Carpentry	18	74	24.3%
Home Builders Institute Basic Principles of Construction	63	128	49.2%
Home Builders Institute Basic Wiring	16	50	32.0%
Home Health Aid	14	14	100.0%
HVAC Excellence	1	2	50.0%
I-CAR Collision Repair	10	12	83.3%
Indiana State Certified Nursing Assistant (CNA)	795	816	97.4%
Industry-Recognized Certification (EPA 608 Universal)	2	2	100.0%
Manufacturing Skill Standards Council (MSSC) - Certificate	2	6	33.3%
Manufacturing Skill Standards Council (MSSC) – Processes & Production	0	1	0.0%

Manufacturing Skill Standards Council (MSSC) - Quality	4	5	80.0%
Manufacturing Skill Standards Council (MSSC) - Safety	5	5	100.0%
Manufacturing Skill Standards Council (MSSC) – Cert. Prod.Technician	29	29	100.0%
Microsoft Certified Systems Administrator (MCSA)	15	18	83.3%
Microsoft Certified Technology Specialist (MCTS): SQL Server 2008 Database Development	8	8	100.0%
Microsoft Certified Technology Specialist (MCTS): SQL Server 2008 Implementation and Maintenance	1	1	100.0%
National Healthcare Assn.-Phlebotomy Technician	0	1	0.0%
National Healthcare Foundation Skills Assessment (NCHSE)	125	195	64.1%
National Institute for Metalworking Skills (NIMS)-Level 1	23	27	85.2%
National Student Skills Standards Assessment (NA3SA) Automobile	10	12	83.3%
NCCER Entry Level Assessment	47	47	100.0%
Network Plus Certification	30	33	90.9%
Pharmacy Technician Certification Board	2	2	100.0%
PrintED Certification	13	14	92.9%
Project Lead The Way	613	992	61.8%
Pro-Start National Certificate of Achievement-National Restaurant Association Education Foundation	102	118	86.4%
Server Plus Certification	0	2	0.0%
Society of Broadcast Engineers Certification	12	12	100.0%
State Board of Cosmetology	188	198	95.0%
STICK (SMAW) & MIG (GMAW) Combination Welding Certificate	4	4	100.0%
TIG (GTAW) Welding Certificate	3	3	100.0%
<b>Totals</b>	<b>8443</b>	<b>9780</b>	<b>86.3%</b>

## Endnotes

<sup>i</sup> Indiana Department of Education, [www.doe.in.gov](http://www.doe.in.gov)

<sup>ii</sup> Indiana Code 20-30-5-14, [iga.in.gov/legislative/laws/2014/ic/titles/020/](http://iga.in.gov/legislative/laws/2014/ic/titles/020/)

<sup>iii</sup> National Career Clusters Framework, <http://www.careertech.org/career-clusters>

<sup>iv</sup> Indiana Department of Education, Course Titles and Descriptions, [www.doe.in.gov/ccr](http://www.doe.in.gov/ccr)

<sup>v</sup> Indiana Youth Institute, data for 2013-14 school year

<sup>vi</sup> Indiana Department of Workforce Development and Kuder, Inc.

<sup>vii</sup> Indiana Department of Education, [www.doe.in.gov/ccr](http://www.doe.in.gov/ccr)

<sup>viii</sup> Calderon, V.J. & Sidhu, P. (2014). Business Leaders Say Knowledge Trumps College Pedigree, from <http://www.gallup.com>

<sup>ix</sup> Carl D. Perkins Act of 2006. Perkins Collaborative Resource Network, <http://cte.ed.gov/perkins/>

<sup>x</sup> Deming, D.J., Yuchtman, N., Abulafi, A., Goldin, C. & Katz, L. (2014). The Value of Postsecondary Credentials in the Labor Market: An Experimental Study, Harvard University, from [http://scholar.harvard.edu/files/lkatz/files/resumeauditstudy\\_final\\_092114\\_dd.pdf](http://scholar.harvard.edu/files/lkatz/files/resumeauditstudy_final_092114_dd.pdf)





# **Appendix III:**

**Indiana Department of Workforce Development  
2014 Annual Training Report**

# ANNUAL TRAINING REPORT

PROGRAM YEAR 2013

Issued December 2014



INDIANA  
**WORKFORCE**  
DEVELOPMENT  
AND ITS **WorkOne** CENTERS

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## A Message from Commissioner Steve Braun

In Program Year 2013, the Indiana Department of Workforce Development, along with our many regional partners, as well as the State Workforce Innovation Council, had quite a few milestone accomplishments to commemorate.

Indiana's Jobs for America's Graduates (JAG) program again enjoyed another year with a graduation rate of roughly 90%. Hoosier JAG students were awarded more postsecondary scholarship dollars over the past year than any other state. The total amount constituted more than twice as much as the next closest participating state. This level of success would never have been possible had the Indiana General Assembly, at the behest of Governor Mike Pence, not allotted \$12 million of state funding for the program during the 2013 session of the General Assembly. As a direct result of this sizable infusion, the Hoosier JAG program is now the largest in the nation. The \$12 million commitment from the Governor and the General Assembly signifies the largest allocation of state funds to a state JAG program in the history of JAG. Indiana is truly preparing today's youth for a bright tomorrow.



Also quite notable during the 2013 program year was the roll-out of Indiana's "Jobs for Hoosiers" program, which was a result of House Enrolled Act 1457, also enacted during the 2013 session of the Indiana General Assembly. This vital program requires unemployed Hoosiers receiving unemployment benefits to visit their local WorkOne (one-stop center) after their fourth week of receiving benefits. As a result, thousands of Hoosiers have been introduced to the litany of free services WorkOne provides and have begun their journey to reemployment or a new career pathway faster and with more tools available and purpose than ever before. As we maintain and fine-tune this program going forward, I am sure this initiative will become a model tool for workforce development that many states across the union are beginning to emulate and will enjoy the same success we have had in Indiana so far.

We are definitely pleased in the success Indiana has experienced during Program Year 2013. It has truly been a testament to how bright Indiana's future workforce is. We also look forward to another year full of positive accomplishments as we continue to show the rest of the nation that Indiana is the *State That Works*.

Respectfully,

A handwritten signature in black ink, appearing to read "Steve Braun". The signature is stylized and fluid, with a long horizontal line extending to the right.

Steve Braun  
Commissioner  
Indiana Department of Workforce Development

## MISSION

The mission of the Indiana Department of Workforce Development (DWD) is to advance and cultivate economic growth by building a world-class workforce development system through partnerships and practice. This is accomplished by creating a highly skilled and educated workforce able to compete in the global economy by focusing on the following Good-to-Great principles and goals:

### Increase Private Sector Employment

- Identify, Align and Connect Indiana Employers with qualified workers
  - A. Contribute resources to the success of the Governor's Jobs Cabinet, Indiana Works Councils and the Indiana Economic Development Corporation
  - B. Focus resources on identified key industry high growth and demand sectors
  - C. Ensure qualified workers are referred for job openings

### IMPROVE THE QUALITY OF THE HOOSIER WORKFORCE

- Ensure Hoosiers achieve occupational goals that advance Indiana's Economy
  - A. Ensure all customers receive skills assessments, career exploration, and career counseling
  - B. Promote college and career readiness and lifelong learning, focusing on occupational certifications
  - C. Improve coordination among secondary education, higher education and workforce development
  - D. Develop career pathways through career, technical and vocational education
- Achieve a cohesive workforce investment system that focuses on delivering high quality services with great efficiency
  - A. Establish a system of partnerships at the state and local level
  - B. Maintain partnerships with organizations promoting workforce and economic development, educational attainment, and career preparation
  - C. Expand the current performance-based funding model into additional programs
  - D. Invest in technology and training to enhance the overall customer service experience
  - E. Improve the integrity of the unemployment insurance system, including rapid reemployment of unemployment insurance recipients

Per IC 22-4-18-7, the 2012-2013 Annual Training Report summarizes the numerous state and federally-funded training programs awarded, administered, and implemented through the Department of Workforce Development or workforce investment boards from July 1, 2012 to June 30, 2013.

## Adult Basic Education

The Adult Basic Education (ABE) program is charged with ensuring delivery of foundational skills development, career pathways, and academic and career counseling services to adults and out-of-school youth for the purpose of employment, reemployment, or enhanced employment.

Throughout the state, there are roughly 500,000 individuals who do not have a high school diploma or its equivalent (according to the American Community Survey – U.S. Census Bureau).

The ABE program consists of regional consortia throughout the state constructed within the Department of Workforce Development (DWD) economic growth regions. Each consortium is responsible for ensuring that all adult learners within its service area have access to both educational and career advising services. The chart to the right outlines the responsibilities of each partner group, with the focus of services supporting the adult learner.



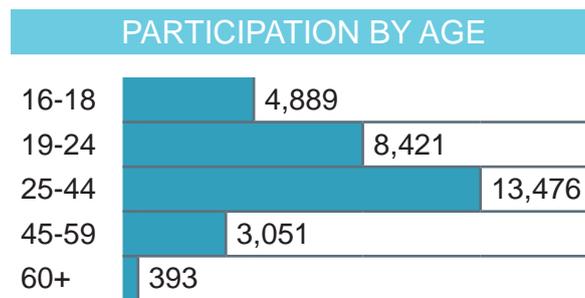
PROGRAM YEAR 2013 RESULTS	
TRAINING FUNDS	\$21,822,038
STUDENT ENROLLMENT	30,230
• Adult Basic Education	21,097
• Adult Secondary Education	4,459
• English as a Second Language	4,674
STUDENTS WITH AT LEAST ONE LEVEL GAIN	14,580
• Total Level Gains*	23,130
HSE/DIPLOMAS AWARDED	6,503
ENTERED EMPLOYMENT	3,652
ENTERED POST-SECONDARY EDUCATION	1,441
COST PER STUDENT ATTAINING A LEVEL GAIN	\$1,496

\*Equivalent to two K-12 grade levels

## Adult Basic Education *(continued)*

ESL PARTICIPATION BY GRADE LEVEL EQUIVALENT	
Level	Number of Trainees
Beginning Literacy	1,666
Beginning Low	798
Beginning High	933
Intermediate Low	634
Intermediate High	477
Advanced	166

ABE PARTICIPATING BY GRADE LEVEL EQUIVALENT	
Level	Number of Trainees
0-1.9	444
2-3.9	3,420
4-5.9	8,776
6-8.9	8,457
9-10.9	2,884
11-12.9	1,575



## WorkINdiana

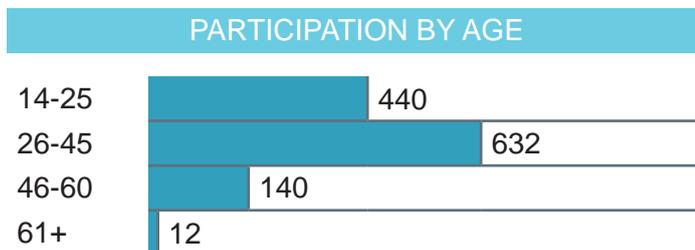
The Indiana Department of Workforce Development invested over \$2 million in State funds to support the WorkINdiana initiative during PY2013. The WorkINdiana program enables Adult Basic Education students working toward their high school equivalency to simultaneously earn an industry recognized occupational certification.



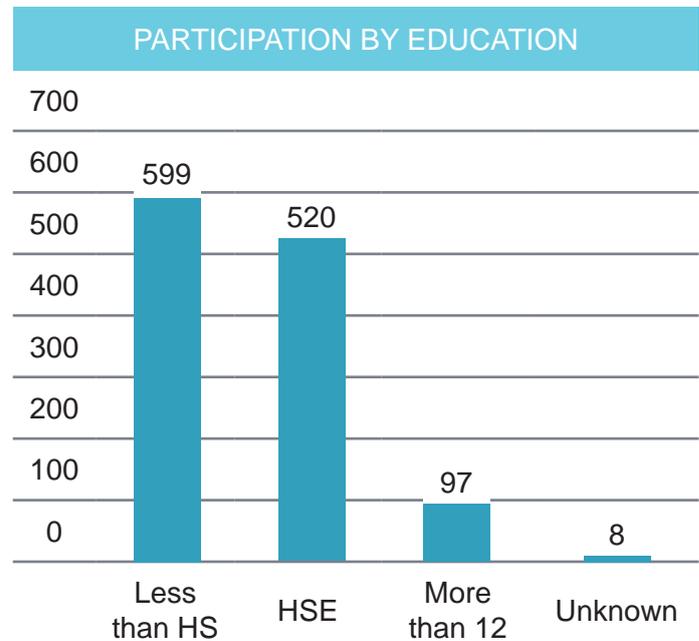
This initiative involves a framework of approved certifications (see table on the following page). To ensure success, WorkINdiana requires regional partnership between WorkOne Centers and adult education centers, career and technical education centers, community colleges, and local economic development representatives. Together these partners determine which careers from the certification framework are most relevant to their regions and then implement the requisite training programs. Students may be co-enrolled in Workforce Investment Act programs to finance other services needed.

Since WorkINdiana's inception in August 2011 2,280 students have enrolled in certification training. There are more than 300 approved career certification programs located at 69 sites across the state with additional programs being added throughout the year.

PROGRAM YEAR 2013 RESULTS	
TRAINING FUNDS	\$1,685,681
PARTICIPANTS	1,224
COMPLETED TRAINING	1,038
EARNED CREDENTIAL	808



PARTICIPATION BY GENDER	
Male	455
Female	769



AREAS OF TRAINING	
Type	Number of Trainees
Advanced Manufacturing	133
Business Administration and Support	53
Health Care	348
Hospitality	33
Information Technology	5
Transportation and Logistics	74
Total	646

## WORKINDIANA CAREER CERTIFICATIONS

Industry Sectors	Certifications
Health Care	Certified Nurse Aide (C.N.A.)
	Emergency Medical Technician (E.M.T.)
	Expanded Duties Dental Assistant (L.R.C.)
	Medical Assistant (C.C.M.A. †)
	Medical Coder (C.P.C.)
	Patient Access (C.H.A.A.)
	Pharmacy Technician (C.Ph.T.)
	Phlebotomy Technician (C.P.T. † and/or P.B.T./A.S.C.P.†)
Information Technology	Computer Support Specialist (CompTIA A+ or CompTIA A+, Security+ and Network+†)
	Electronics Installer/Repairers (ESPA/EST)
Business Administration & Support	Admin Assistant (IC3 or Microsoft Office)
	Customer Service Professional (TSIA CSP-1†)
Advanced Manufacturing	CNC Operator (NIMS Level 1)
	Electronic Repairer (ACE/CETa†)
	Entry Level Welder (A.W.S.)
	Heating and Cooling Technician (HVAC)
	Production Worker (MSSC C.P.T.)
	Underground/Surface Coal Mining (MSHA 5023)
Transportation and Logistics	Automotive Service Technician (A.S.E.)
	Laborers and Material Movers (MSSC C.L.A.)
	Laborers and Material Movers + Forklift Driving (MSSC C.L.A.+)
	Truck Driver, Heavy and Tractor Trailer (CDL-A)
	Truck Driver, Light and Tractor Trailer (CDL-B)
Hospitality	Hospitality Staff (START)

† Conditional pending results of pilot.

As of June 30, 2014

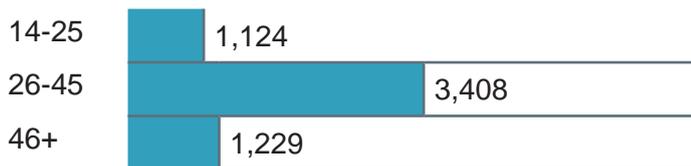
## Apprenticeships

Per IC 22-4-25-1, Department of Workforce Development (DWD) provides funding for training in apprenticeship programs approved by the United States Department of Labor Bureau of Apprenticeship and Training, which lead to an associate's degree, as well as journeyman upgrades training. This training is provided through Ivy Tech Community College and Vincennes University. The multi-year training is designed to provide upgrades for persons in approved apprenticeship programs at various employers across the state. Some programs offer certificates equal to a year of training and others only upon completion of the entire program. Funding is provided from the Unemployment Insurance Penalty and Interest fund.

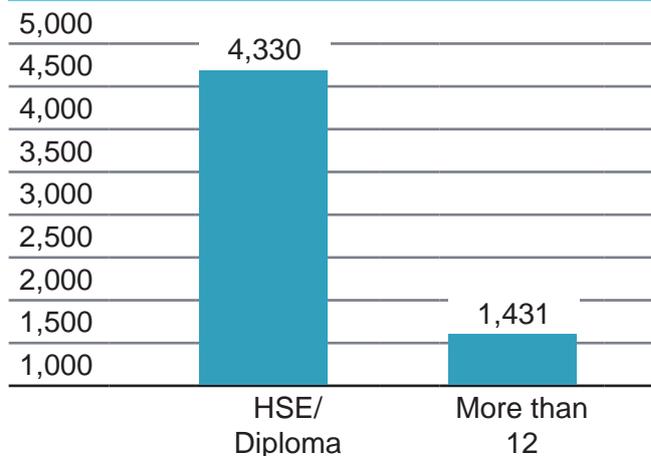
PROGRAM YEAR 2013 RESULTS - IVY TECH	
TRAINING FUNDS	\$4,250,000
Expended	\$4,249,932
ENROLLMENT	5,761 (Apprentices & Journeypersons)
ASSOCIATE DEGREES	605
CERTIFICATIONS	5,163
JOURNEY LEVEL UPGRADES	2,093 participants

Ivy Tech Community College Apprenticeship Program  
 \$4,250,000 Awarded Program Year 2013  
 Total Enrollments = 5,761

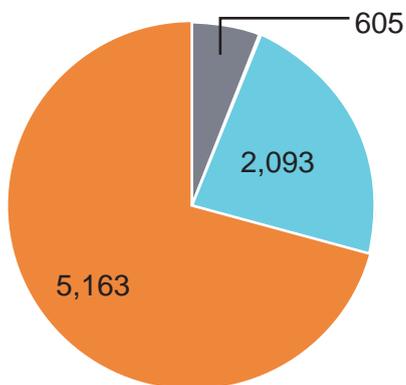
### PARTICIPATION BY AGE



### PARTICIPATION BY EDUCATION



### TRAINING RESULTS



### PARTICIPATION BY GENDER

MALE	5,666
FEMALE	95

■ Journey Level Upgrade ■ Certification ■ Associate Degree

Vincennes University Apprenticeship Program  
 \$1,250,000 Awarded Program Year 2013  
 Total Enrollments = 518

Additionally, Vincennes University has a grant to promote Apprenticeships for minorities & females with funding of \$250,000.

PROGRAM YEAR 2013 RESULTS  
 VINCENNES UNIVERSITY

TRAINING FUNDS	\$1,250,000
ENROLLMENT	518

PARTICIPATION BY AGE

14-20	55
21-25	178
26-30	122
31-35	69
36-40	41
41-45	26
46-50	11
51-55	9
56-60	4
61+	0
N/A	3

PARTICIPATION BY  
 GENDER

MALE	505
FEMALE	13

SUMMARY BY PROGRAM AREA

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
Carpentry	20	6	6	4	36
Electrical	149	79	46	50	324
HVAC	21	16	10	10	57
Pipefitting	18	7	0	2	27
Plumbing	22	19	16	8	65
Sheetmetal	3	3	1	2	9
	233	130	79	76	518

## Career and Technical Education (CTE)

Career and Technical Education is funded through the federal Carl D. Perkins program along with state funding. The program prepares students in secondary and post-secondary education for industry-recognized credentials and transition to higher education and/or workplace readiness. Indiana's CTE delivery system consists of 46 area vocational districts, nearly 300 school corporations and post-secondary institutions offering certification and two-year degree programs, administered by the Indiana Department of Workforce Development (DWD) and the Indiana Department of Education (DOE).

Following the Perkins Act two-plus-two model, the CTE program encourages secondary and post-secondary institutions to develop instructional plans that provide a minimum of two years of secondary CTE study followed by two years of post-secondary instruction, with an associate degree and accompanying certification as the preferred goal of the latter.

In accordance with the state's vision for all post-secondary CTE students to achieve challenging academic and technical standards as well as to prepare them for placement in current or emerging professions the following career pathways were identified in which post-secondary funds were to be obligated: Science, Engineering and Technologies, Health Services, Business, Management and Administration, Information Technology, Transportation and Logistics, Architecture and Construction, and Manufacturing and Processing.

In addition to focusing on delivering "plus two" educational opportunities within defined pathways, the importance of credential attainment including both educational credentials and occupational certifications is also emphasized. To that end, graduation-enhancing strategies, including intensive academic advising, study skills development, content area tutoring, and early intervention are particularly encouraged. In recognition of the value of objectively assessed, industry recognized certifications, activities that prepare students to successfully complete the certification exams are likewise encouraged. Finally, there is also strong emphasis on job placement for post-secondary CTE students. Accordingly, placement-enhancing activities are encouraged, including the development of experiential education (job shadowing, internships, co-operative experiences) and employment services and counseling (job-seeking skills instruction, development of on-the-job-training experiences, and other placement activities).

### ***DWD Data Responsibilities for Secondary Career and Technical Education***

As a result of an annual Memo of Understanding (MOU) with the DOE during the last 10+ years, DWD has retained the responsibility for several essential duties. They include data collection, reporting and oversight of vendor contracts. The MOU covers the cost of several collection and reporting duties. These items include, but are not limited to; technical support, education and training related to data collection and custom reporting. Additionally, DWD oversees the completion of the Form 30A report which is utilized for allocation of Indiana's CTE funds (approximately \$98 million), completion of the Federal year-end Perkins report and ad hoc reports (as requested by DOE, end users, schools, administrators, third parties and internal customers).

### ***Postsecondary CTE Program Results***

PROGRAM YEAR 2012 RESULTS		PARTICIPATION BY AGE	
TRAINING FUNDS		14-20	8,069
• \$24 million Federal Funds	\$122 million	21-25	9,511
• \$98 million State Funds		26-45	3,894
ENROLLMENT	21,926	46+	441
TECHNICAL SKILLS ATTAINMENT/ CERTIFICATIONS	92.59%	Did Not Identify	11
GRADUATION/COMPLETION	27.78%		
POSTSECONDARY RETENTION RATE	66.58%		
ENTERED EMPLOYMENT RATE	99%		

\*Note PY 13 data will be provided January 2015

## Indiana's Disability Employment Initiative Grant

In October 2012, the state was awarded nearly \$2.4 million to implement Indiana's Disability Employment Initiative (IN-DEI) grant. Social Dynamics, a contractor of the US Department of Labor (USDOL), was tasked with conducting a random selection to determine which of the nine (9) participating Workforce Investment Boards (WIBs) would receive funding to implement the grant. Regions 1, 2, 4, 7 and 9 were selected as pilot areas and received funding to hire a full-time staff person (referred to as a Disability Resource Coordinator or DRC) to oversee the grant at the local-level. Regions 5, 6, 11, and 12 (Marion County) were selected as the control/comparison areas and did not receive funding.

All nine (9) regions are required to participate in USDOL's data collection and evaluation activities, which are comprised of phone interviews; on-site visits; and reporting specific IN-DEI, Workforce Investment Act (WIA), and Wagner-Peyser (W-P) data. Due to the evaluation component of the grant, the Indiana Department of Workforce Development (DWD) is unable to share IN-DEI activity and outcomes until the grant ends on September 30, 2015 and findings are released by Social Dynamics. However, below is a general overview of the grant and anticipated activity of the five (5) pilot areas.

### Project Scope

The pilot areas will serve adult Hoosiers who may have physical, developmental, psychiatric or other non-visible disabilities, in particular persons who have a Ticket to Work, a disabled veteran or eligible spouse, and persons with additional barriers to education, training, or employment success.

### Ticket to Work (TTW)

A component of the grant revolves around the TTW program, which focuses on decreasing the client's dependence on cash benefits by increasing their work efforts and achieving self-sufficiency. This program is offered at no cost and on a voluntary basis. Individuals must be between the ages of eighteen and sixty-four, receiving Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI).

### Outreach Efforts

Pilot areas target persons without a high school diploma or its equivalency, who are basic skills deficient, have a criminal record, homeless, and/or receive Temporary Assistance for Needy Families (TANF) benefits. In addition, Community Health Centers will provide enhanced services to participants with moderate to severe mental illness, a sub-group of persons facing extreme levels of unemployment and poverty. Pilot areas will deliver IN-DEI components through the local WorkOne offices. Participants will have increased access to:

- Adult basic education and high school equivalency assessment;
- Advanced training and credential opportunities;
- Asset development, including counseling related to benefits, work incentives, financial literacy, budgeting, and tax credits and filing;
- Job readiness training and certification;
- Integrated case management to coordinate services and support across service providers;
- Work experience, supported employment, and on-the-job training; and
- Assistive technology equipment to better meet the needs of individuals with disabilities.

### Anticipated Outcomes

- Expanded partnerships and co-enrollment among systems servicing adults with disabilities;
- Enhanced accessibility and usability of the WorkOne system;
- Increased use of the Ticket to Work program;
- Increased use of the WorkOne system by adults with disabilities; and
- Improved education, training and employment outcomes.

## Hoosier Initiative for Re-Entry (HIRE)

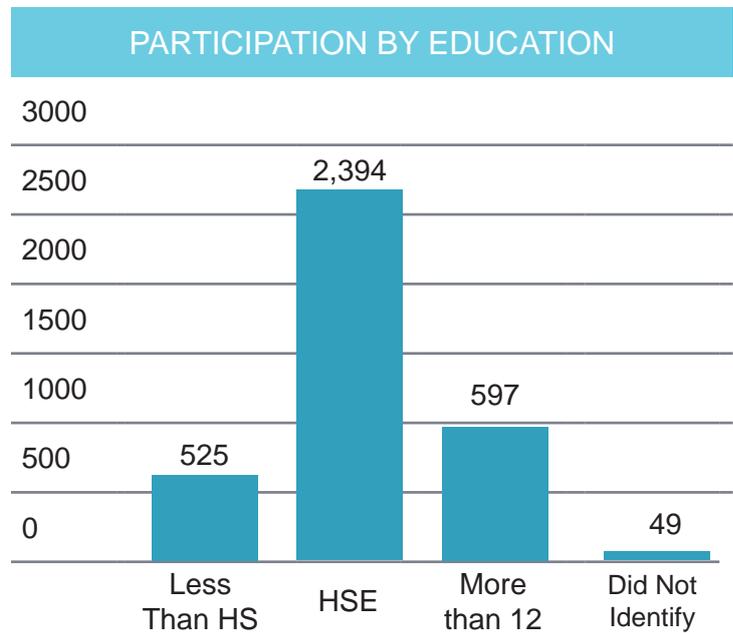
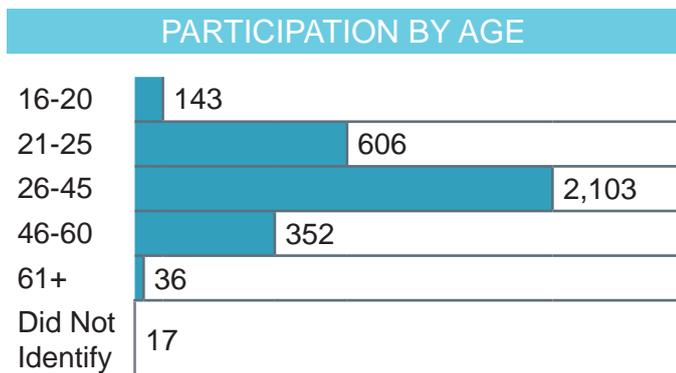
The HIRE program is a collaboration with the Department of Workforce Development and the Department of Corrections dedicated to creating a cohesive relationship between ex-offender clients, WorkOne Centers, and businesses, non-profit organizations, and local law enforcement agencies. The collective goal of this group is to help place rehabilitated, trained, and determined clients back into the workforce.

Re-Entry Coordinators meet with clients in individual and group training sessions to develop the strong work ethic skills that employers are seeking. Basic skills such as: integrity, sense of responsibility, emphasis on quality, discipline, and a sense of teamwork are vital to keep a company functioning at its peak. These five key work ethics are in demand, yet often missing in many job seekers.

Benefits of working with the HIRE program include: grooming the employee for the position they are applying for, providing support, continued training, and coaching from the designated Re-Entry Coordinator for one year after placement. HIRE works with the employer and employee to create and support both entities so they have the best chance at a successful relationship in the work place. After release and job placement, DWD staff meets regularly with participants and employers to identify work related issues or needs, and to discuss any program changes. It costs Indiana \$20,000 per year to incarcerate one offender. Department figures show the state's cash return to the economy during the past year is more than \$8M due to savings on incarceration costs and increases in state economic productivity.

In addition, many of the HIRE participants may qualify for WOTC (Work Opportunity Tax Credit) and/or free Federal Bonding. These two valuable US Department of Labor programs offer savings and added value to employers who are willing to give our clients a second chance to rebuild their future.

PROGRAM YEAR 2013 RESULTS	
PARTICIPANTS	3,257
ENTERED EMPLOYMENT	1,098
RETAINED EMPLOYMENT	76%
AVERAGE EARNINGS	\$9.26/hr



## Jobs for America's Graduates

Jobs for America's Graduates (JAG)-Indiana is a statewide drop-out prevention program that targets at-risk high school juniors and seniors, and out-of school youth who have dropped out of high school. The program's goals are as follows:



1. Provide basic skills assessment and remediation to ensure program participants receive a high school diploma or its equivalent;
2. Assist in the attainment of employability skills needed to find a job and/or pursue postsecondary education. Students are taught 37 core competencies (skills) to assure a strong attachment to the labor market; and
3. Help to ensure graduates remain employed full-time after graduation or transition to post-secondary education or training.

Indiana's JAG model provides tutoring assistance and adult mentoring. Participants receive individualized attention and identification of specific barriers to success, which may include academic problems, life skills, personal skills, and social or economic barriers. Students receive one year of follow-up service after graduation.

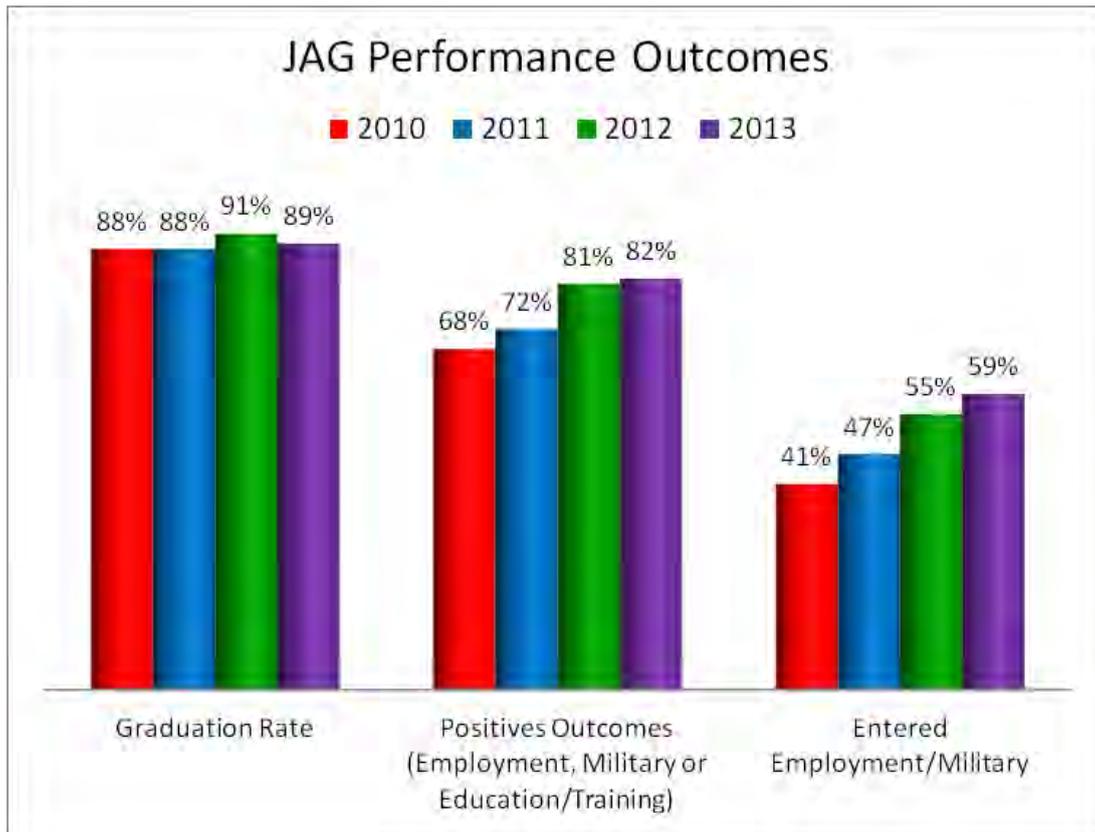
Each senior completes the Free Application for Federal Student Aid (FAFSA), applies to two colleges and has the opportunity to take the American College Testing (ACT), Scholastic Aptitude Test (SAT) or some pre-postsecondary enrollment examination. Last year 44% of the students in follow-up were enrolled in post-secondary education. The current 2014 graduates earned \$10M in outside scholarships. JAG Indiana was recognized by the national organization for having the highest amount of earned scholarships by its students.

In addition to class work, students participated in a highly motivated student-led JAG Career Association at their high schools that promoted community involvement, civic and social awareness and leadership. Through their Career Association, students were invited to participate in a statewide event sponsored by DWD, called The Career Development Conference.

The State Career Development Conference was held March 14, 2014 at Ivy Tech Community College in Indianapolis. The event provided students the opportunity to visit the campus and compete in employability skills events. Twelve regional conferences were held prior to the statewide conference. Ninety-two schools participated in the regional conferences with the top 125 students attending the State conference. The State Career Development Conference featured competitive events designed to demonstrate employability skills learned through program competencies, employer and community connections. Thirty-six students received awards ranging from \$250 to \$3,000.



During the 2013 session of the Indiana General Assembly, state funds were allocated for the first time for JAG. This enabled the program to essentially double in size.



PROGRAM YEAR 2013 RESULTS	
Training Funds	\$5,200,000.00
Total Participants	5,303
Active Students in JAG	3,927
Students in Follow-up Services	1,376
Programs	117
Multi-Year Graduation Rate	88.89%
Multi-Year Employment Rate	58.94%
Multi-Year Post-Secondary Education Rate	45.02%
Alternative Ed Graduation Rate	76.29%
Alternative Ed Employment Rate	51.35%
Alternative Ed Post-Secondary Education Rate	14.86%

PARTICIPATION BY GENDER	
Male	1,761
Female	2,166

## Migrant and Seasonal Farmer Workers

As a part of the Department of Workforce Development's (DWD) commitment to serve migrant and seasonal farm workers seeking work and skill enhancements, the following job-related information and assistance was provided:

- Job search, job referral and placement, referral to training and skill building activities;
- Outreach services during the harvest season, 3,000 flyers were distributed; and
- Worked in conjunction with the Proteus, Inc. to coordinate funds for emergency services to farm workers.

## Rapid Response

DWD provides services and resources that are brought to dislocated workers on-site at a downsizing company prior to a mass layoff event. These customized services are part of a program called Rapid Response, which is designed to meet the needs of dislocated workers. The goal is to get the dislocated worker back to work as soon as possible and minimize the disruptions in their life a layoff can cause. A Rapid Response event is initiated when the State learns of impending layoffs or closures. Many companies will contact the Rapid Response team to notify them of a layoff and invite them to come on-site to help the workers.

During PY2013, 79 notices of closures or layoffs were received. The WorkOne centers working in conjunction with Regional Workforce Investment Boards provided services that included rapid response orientations, community coordination of resources, job preparedness workshops, career planning, resume development, interview coaching, skill evaluations, training, computer classes, and job service assistance.

DWD has purchased an online tool for rapid response that will be utilized at all WorkOne centers. It is designed to assist dislocated workers in understanding the transferability of their knowledge, skills, and abilities when seeking employment opportunities. The tool creates a personal development plan for the dislocated worker that can be accessed from any computer with internet access. The tool also assists labor market analysts, career counselors, and others with analyzing, understanding, and exploring skills associated with each occupation measured and published by the Occupational Information Network (O\*NET) sponsored by the U.S. Department of Labor's Employment and Training Administration.

## Reemployment Eligibility & Assessment (REA)

In PY2013, the Reemployment Eligibility & Assessment (REA) program made significant progress to realign program requirements by utilizing well-defined guidelines including specific work flow processes, use of a customer friendly skills self assessment, and standardized forms and documents. Indiana's goal for 2013 was to provide services to 12,500 unemployment insurance (UI) recipients. Indiana surpassed its PY2013 goal by 4,377, serving 16,877 UI recipients. This was an approximate 35% increase in customers served.

Jobs for Hoosiers is an initiative that began October 1, 2013. It is a program that works in tandem with REA and requires individuals receiving unemployment benefits to report to a local WorkOne after their fourth week. The program introduces unemployed Hoosiers to WorkOne services and training opportunities and is intended to help them return to work faster. During the first quarter of Jobs for Hoosiers (October 1, 2013 – December 31, 2013), 15,858 individuals were eligible for the program. 10,822 individuals participated and visited the WorkOne for reemployment services, with 7,468 (69%) being hired within approximately 100 days of their WorkOne visit.

## Federal Bonding Program

The Federal Bonding program assists employers in recruiting and retaining the most qualified workforce by offering bond coverage at no cost. The program provides fidelity bond insurance for up to six months for any job seeker with risk factors. It can be applied to any job except self-employment. In PY2013, 82 bonds, valued at \$5,000 each, were issued for a total of \$410,000, reflecting a 34% increase from the previous program year's results of \$305,000/61 bonds.

## Veterans Programs

In Indiana, there are approximately 279,000 veterans in the workforce. DWD has 66.5 funded veteran staff positions divided between Disabled Veteran Outreach Program Specialists (DVOPS) and Local Veterans Employment Representatives (LVERs) to serve veterans throughout the state. During PY2013, DWD provided statewide services to more than 8,000 Hoosier veterans through operations at full-service WorkOne Centers, and the Regional Veterans Administration Office in Indianapolis.

### ***Seamless Transition Program***

During PY2013, DWD continued its agreement with the USDOL to provide employment, unemployment, reemployment, and training services to National Guard soldiers returning from deployment and demobilizing at Camp Atterbury until the base was re-purposed in Spring 2014. The state continues to work with the Indiana National Guard Yellow Ribbon Seamless Transition Program throughout the state. Under this program, DVOPs provided the following services:

- Assistance in filling out veteran's transition forms for demobilizing soldiers;
- Dissemination of forms to veteran's state employment and training offices;
- Informational services in regards to soldier's rights; and
- Enrollment and job search assistance.

In addition, DVOPS provide continuous support services through the Indiana National Guard Yellow Ribbon Seamless Transition Program, including support services for the Indiana Air National Guard units in Fort Wayne and Terre Haute.

### ***Vocational Rehabilitation and Employment (VR&E) Services (Chapter 31):***

Chapter 31 is a unique program designed specifically for disabled veterans and has two primary goals: first, the program assists service-disabled veterans to prepare for, obtain, and maintain suitable employment. For those veterans who are severely disabled and for whom gainful employment is not an option, assistance may be provided to allow these veterans to live more independently in his or her community. During PY 2014, 160 veterans participated in this program. Under this program, DVOPS provide case-management services to veterans entering the employment phase of the rehabilitation process.

### ***Operation Hire a Hoosier Veteran***

DWD and several Workforce Investment Boards supported Operation Hire a Hoosier Veteran's career fair on April 16, 2014, which was attended by several hundred Hoosier veterans. In preparation for the career fair, two regional workshops were conducted at various locations throughout the central Indiana area. The workshops included presentations on resume preparation, professional work attire, and interviewing skills. The concept of veteran-focused workshops, plus the cooperation and coordination among Workforce Service Areas (WSA) and Society for Human Resource Management (SHRM), proved to be a success and will become a standard procedure prior to other Hoosier Veteran Career Fairs. Approximately 120 vendors, which included various employers and area post-secondary institutions, participated in the event.

### ***Gold Card Initiative***

The Gold Card provides unemployed post-9/11 era veterans with the intensive and follow-up services they need to succeed in today's job market. The Gold Card initiative is a joint effort of the Department of Labor's Employment and Training Administration (ETA) and the Veterans' Employment and Training Service (VETS). DWD provide over one hundred veterans Gold Card services in PY 2014.

The Gold Card program is consistent with all Veterans Services by providing Priority of Service as outlined in DOL/VETS guidance. The Gold Card Veterans are made aware of the intensive services made available. The Post 9/11 Veterans are then provided the services listed below are closely monitored once employment is obtained for retention and to insure a satisfactory outcome.

The enhanced in-person services available for Gold Card holders at local WorkOne offices may include:

- Job readiness assessment, including interviews and testing;
- Development of an Individual Development Plan (IDP);

- Career guidance through group or individual counseling that helps veterans in making training and career decisions;
- Provision of labor market, occupational, and skills transferability information that inform educational, training, and occupational decisions;
- Referral to job banks, job portals, and job openings;
- Referral to employers and registered apprenticeship sponsors;
- Referral to training by WIA-funded or third party service providers; and
- Monthly follow-up by an assigned case manager for up to six months.

## Business Services

DWD has a long standing commitment to engaging the state's employers and working to meet the needs of this important workforce development partner. In PY2013, WorkOne business services delivery personnel have averaged over 350 on-site business visits per month, hosted more than 45 employment fairs per month and conducts over 70 candidate screening activities per month. WorkOne has initiated a customer satisfaction survey for employers and 84% of respondents reported that they were satisfied with WorkOne business services.

The Business Solutions team was launched in DWD dedicated to driving that effort in 2012. Through their leadership, the WorkOne business services teams in each of Indiana's 12 regions have been able to focus their efforts to drive more business engagement, through quality delivery of services, more frequent interaction, and higher repeat customers. The Business Solutions team provides technical and operational leadership to the network of Business Services Representatives and Consultants throughout the state. The Business Solutions team also includes the functional leadership of the Local Veteran's Employment Specialists (LVERs) and 12 specially funded Reentry Employment Coordinators.

Indiana completed its work on the U.S. Department of Labor for Expanding Business Engagement Grant in 2013. This grant was designed to fulfill the following goals.

- Increase the number of repeat business customers accessing WorkOne business services;
- Improve understanding, communication and participation with the workforce delivery system and the Indiana business community;
- Evaluate and expand the range of services provided to business customers;
- Collect, analyze and utilize data more effectively; and
- Create a high standard of service delivery

While we are still evaluating the effectiveness of our efforts on this grant, the U.S. Department of Labor requested that we supply our training materials in hopes they could provide them as a best practice in business services.

DWD engages several key partners from around the state to enhance the reach and effectiveness of Business Services. Some, but not all, of the key partners are listed below:

- Regional Workforce Investment Board Directors
- Regional Business Services Representatives
- Local and State Political Leaders
- Workforce development leaders
- Veterans representatives
- Key leaders in the Indiana business community including representatives from manufacturing, medical services, logistics and other key industries within the state
- Indiana Economic Development Corporation
- Local and Regional Economic Development Professionals
- The Indiana Chamber of Commerce
- The Indiana Manufacturing Association

## On-the-Job Training (OJT)

OJT is an occupational skills training program. Individuals earn wages while learning new occupational skills. Employers are reimbursed for costs associated with training new employees. During PY2013, 671 Indiana participants were enrolled in OJT. The number of OJT participants for PY2013 is listed below by region:

REGION	# OF OJT'S
Region 1	22
Region 2	11
Region 3	188
Region 4	87
Region 5	31
Region 6	10
Region 7	26
Region 8	2
Region 9	2
Region 10	4
Region 11	226
Region 12	62
<b>State Total</b>	<b>671</b>

Mainly WIA Adult, Dislocated Worker and Youth dollars were used to fund OJTs. Collectively, 414 OJTs were funded by WIA Adult, 48 for WIA Dislocated Workers and 3 for WIA Youth. A few other funding sources such as Rapid Response and Trade Act were also used to finance OJTs. The types of occupations that participants were trained in varied greatly, from Quality Control Systems Manager to Shipping & Receiving Clerk to Electronic Repairer to Team Assembler to Plastic Machine Tool Operator.

## Trade Adjustment Assistance (TAA)

In PY2013, Indiana had 10 authorized TAA petitions by companies. Approximately 2,300 workers were eligible for employment services, supportive services and training consideration. During 2013, over 500 individuals participated in TAA training. In PY2013, 178 participants successfully completed individualized training programs. TAA participants may also be co-enrolled in Workforce Investment Act funded programs, based on their need for services not allowed under TAA.

USDOL/TAA COMMON MEASURES PY13 - INDIANA	
Entered Employment Rate	75.50%
Employment Retention Rate	90.01%
6-month Average Earnings	\$17,367.00

## National Emergency Grant (NEG)

Beginning July 1, 2013, Indiana was awarded an approximate \$1 million National Emergency Grant (NEG) from the United States Department of Labor. The Indiana Dislocated Worker Training (DWT) NEG award was utilized to provide occupations in-demand, and education and training to Hoosiers who are experiencing long-term unemployment, have been profiled as likely to exhaust benefits and have barriers to employment. Indiana’s strategic focus included on-the-job training and occupational skills training that resulted in industry-recognized credentials. Both training strategies have proved to be effective tools in returning program participants to work more quickly and to help match their skills with employer needs. Ten of the twelve WIBs participated in the NEG. As of June 30, 2014, the Workforce Investment Boards have enrolled 150 participants into On-the-Job Training and expended \$441,005. The grant runs through June 30, 2015.

## Serve Indiana

### **AMERICORPS\*STATE : Community-building service opportunities**

AmeriCorps grants are awarded to eligible organizations proposing to engage AmeriCorps members in evidence-based or evidence-informed interventions to strengthen communities. An AmeriCorps member is an individual who engages in community service through an approved national service position. Members may receive a living allowance and other benefits while serving. Upon successful completion of their service, members earn a Segal AmeriCorps Education Award from the National Service Trust that members can use to pay for higher education expenses or apply to qualified student loans.

- Volunteers have a 27 percent higher likelihood of finding a job after being out of work than non-volunteers.\*
- Volunteers without a high school diploma have a 51 percent higher likelihood of finding employment.\*
- Volunteers living in rural areas have a 55 percent higher likelihood of finding employment.\*
- AmeriCorps is a national program that includes more than 8,700 individuals in Indiana who serve to meet local needs through over 1,000 faith-based and community organizations, public agencies, and higher education institutions across the state.\*

\*Source: Corporation for National and Community Service

PROGRAM YEAR 2013 RESULTS	
Grant Dollars Awarded	\$3,349,238
Community Match	\$1,622,024
Number of members - enrolled	490
Number of members - completed	413 (84% retained)
Number of hours served	389,253
Education award earned	\$1,157,493

### **INDIANA’S KIDS : Helping students in K-8 bridge the achievement gap**

This program provides support, resources, guidance and tutoring services to help at-risk students succeed in school and participate in career exploration. It strives to bridge the achievement gap by increasing the quality and quantity of completed homework and improving student behavior and attitudes about school and learning.

- Every year since the program began, the State of Indiana has committed \$1 million in Temporary Assistance for Needy Families (TANF) funds to Indiana’s Kids, which works in conjunction with the Boys & Girls Club after school POWER Hour program at 77 clubs throughout the state.
- Students are provided after school tutoring, homework help and career-related study. The focus of the program is to reach TANF eligible children, grades 1-8. Boys & Girls Clubs administer a pre-test and a post-test in reading and math to gauge the progress of each student enrolled.

The average child participates in Indiana’s Kids during a 4 month period, comes into the program 6.8 months behind in reading and 4.2 months behind in math, and improves or gains 5.5 months in reading and 6.5 months in math.

During PY2013 4,600 students participated in Indiana’s Kids.

- 3,790 participants met or exceeded grade level fluency in math and 3,800 participants met or exceeded grade level fluency in reading.

**HOOSIERCORPS: Mortgage Assistance**

The HoosierCorps program offers qualified participants a monthly benefit to cover a portion of his/her first mortgage and related expenses while the individual seeks new employment. While a participant receives assistance, he or she must either fulfill requirements of an approved education/training program or an approved HoosierCorps Volunteer Program.

- HoosierCorps is a component of the Hardest Hit Fund, which helps homeowners avoid foreclosure resulting from the loss of income due to layoff, reduction in force, or other job loss through no fault or neglect of the homeowner.
- 517 unemployed Hoosiers received mortgage assistance from the Hardest Hit Fund program and served 53,732 volunteer hours through HoosierCorps. Based on the value of a volunteer hour assigned by the Independent Sector, the total estimated value of those volunteer activities to the state of Indiana was \$1,158,462.

PROGRAM YEAR 2013 RESULTS	
Total active during year	517
• Region 1	116
• Region 2	52
• Region 3	37
• Region 4	21
• Region 5	201
• Region 6	10
• Region 7	8
• Region 8/11	20
• Region 9/10	34
• Region 12	18
Volunteer Hours Completed	53,732
Estimated Value*	\$1,158,462

\*Estimated value was determined using the value (\$21.56) assigned by independentsector.org

## Workforce Investment Act

The State recognized the importance of accountability in the delivery of all workforce investment services and continues to push for the highest performance outcomes it can achieve. To that end, the State Workforce Innovation Council (SWIC) and the Department of Workforce Development (DWD) performs detailed analysis of performance levels at the State, local, and regional level.

DWD worked closely with the local Workforce Investment Boards (WIBs) to develop a performance reporting process that enables DWD to compare performance among both performance outcome measures and financial data. This reporting process enables DWD, the SWIC, and local WIBs to not only review Common Measures outcomes, but also to review other information such as the number of individuals that enter employment relative to the total number of unemployed, and cost-per-service and per-outcome data.

### **COST OF WIA PROGRAM ACTIVITIES RELATIVE TO PROGRAM OUTCOMES**

When reviewing the cost effectiveness of Workforce Investment Act programs, consideration should be given to the participant data that is collected. Many Hoosiers are receiving Workforce Investment Act funded services that are largely self-service. While many of these customers are assisted in gaining employment, outcomes for these clients are not reported to the Department of Labor. In the calculations below, all costs are included while only a subset of outcomes is used (i.e., outcomes for those participants for whom outcomes are reported to the Department of Labor).

	Adult & Dislocated Worker Exiters (10/1/12-9/30/13)	Adult & Dislocated Worker Exiters (10/1/12-9/30/13) with Positive Outcomes	Program Year 2013 Expenditures	Program Year 2013 Cost per Positive Outcome
Adult Program	27,706	19,403	\$12,445,450	\$641
Dislocated Worker Program	7,211	5,261	\$16,996,163	\$3,231
	Youth Exiters (1/1/13-12/31/13)	Youth Exiters (1/1/13-12/31/13) with Positive Outcomes		
Youth Program	2,894	2,311	\$13,975,454	\$6,047

While many adults and dislocated workers gained valuable skills and credentials, the calculation of cost effectiveness is based on employment. The cost of providing adult services was calculated by dividing the number of adult exiters who gained employment by the year’s adult expenditures. The cost per entered employment was \$641.00. For dislocated workers, the cost per entered employment was \$3,231.

Positive program outcomes for youth were considered placement in employment or education, and attainment of a degree or certification. The cost per positive youth outcome was calculated by taking the youth expenditures and dividing them by the number of youth exiting the program with a positive outcome. That cost was \$6,047.

**Performance Results**

Indiana’s statewide performance for PY2013 reported in this report includes all required cohorts for each measure. Indiana was within the 80% parameter in meeting or exceeding all of its nine (9) Common Measures performance goals for PY2013 and one of only 8 states meeting these requirements.

**WIA Performance Goals**

**PY2013  
WIA Performance Goals for Indiana WIBs and RWBs**

	PY13 GOALS
<b>WIA Adults</b>	
Entered Employment Rate	62%
Employment Retention Rate	83.0%
Average Earnings*	\$13,000
<b>WIA Dislocated Workers</b>	
Entered Employment Rate	67.0%
Employment Retention Rate	88%
Average Earnings*	\$15,750
<b>Wagner-Peyser</b>	
Entered Employment Rate	60%
Employment Retention Rate	83.0%
Average Earnings*	\$13,900
<b>WIA Youth</b>	
Placement in employment or Education	64.0%
Attainment of Degree or Certification	58%
Literacy & Numeracy Gains	41%

*\*Of those participants who are employed in the first, second and third quarters after the exit quarter:  
Total earnings in the second quarter plus the total earnings in the third quarter after the exit quarter divided by the number of participants who exit during the quarter.*

NOTE: The following tables with grayed areas indicate data not required by the U.S. Department of Labor for Program Year 2013 because Indiana was approved to report only Common Performance Measures Outcomes per Employment and Training Administration, United States Department of Labor, Training and Employment Notice No. 31-09, dated June 11, 2010. *For this same reason, Tables A, H-2, I, J, and K have been omitted from this report.*

**Table B: Adult Program Results**

Reported Information	Negotiated Performance Level	Actual Performance Level	
<b>Entered Employment Rate</b>	62.0%	70.0%	19,402
			27,705
<b>Employment Retention Rate</b>	83.0%	84.9%	21,858
			25,734
<b>Average Earnings</b>	\$13,000	\$12,763	\$274,288,100
			21,491
<b>Employment and Credential Rate</b>			

**Table C: Outcomes for Adult Special Populations**

Reported Information	Public Assistance Recipients Receiving Intensive or Training Services		Veterans		Individuals with Disabilities		Older Individuals	
<b>Entered Employment Rate</b>	65.1%	2,367	70.0%	2,079	54.9%	539	56.7%	2,502
		3,635		2,969		982		4,412
<b>Employment Retention Rate</b>	81.7%	2,726	83.1%	2,417	74.7%	516	83.6%	2,556
		3,336		2,909		691		3,058
<b>Annual Earnings</b>	\$9,513	\$25,343,476	\$14,426	\$34,116,443	\$12,196	\$6,061,449	\$12,791	\$31,785,680
		2,664		2,365		497		2,485
<b>Employment and Credential</b>								

**Table D: Other Outcomes Information for the Adult Program**

Reported Information	Individuals Who Received Training Services		Individuals Who Only Received Core and Intensive Services	
<b>Entered Employment Rate</b>	79.4%	2,431	70.4%	7,703
		3,063		10,939
<b>Employment Retention Rate</b>	88.1%	3,682	84.9%	8,716
		4,179		10,266
<b>Average Earnings</b>	\$13,389	\$48,053,580	12,682	\$107,936,447
		3,589		8,511

**Table E: Dislocated Worker Program Results**

Reported Information	Negotiated Performance Level	Actual Performance Level	
<b>Entered Employment Rate</b>	67.0%	73.0%	5,260
			7,210
<b>Employment Retention Rate</b>	88.0%	87.7%	5,619
			6,410
<b>Average Earnings</b>	\$15,750	\$14,685	\$80,826,333
			5,504
<b>Employment and Credential Rate</b>			

**Table F: Outcomes for Dislocated Worker Special Populations**

Reported Information	Veterans		Individuals with Disabilities		Older Individuals		Displaced Homemakers	
<b>Entered Employment Rate</b>	72.0%	589	60.2%	133	59.1%	880	69.2%	27
		818		221		1,488		39
<b>Employment Retention Rate</b>	83.3%	602	79.7%	118	84.5%	857	83.3%	25
		723		148		1,014		30
<b>Average Earnings</b>	\$15,691	\$9,226,095	\$14,517	\$1,669,479	\$14,270	\$11,844,223	\$11,436	\$274,465
		588		115		830		24
<b>Employment and Credential Rate</b>								

**Table G: Other Outcome Information for the Dislocated Worker Program**

Reported Information	Individuals Who Received Training Services		Individuals Who Only Received Core and Intensive Services	
<b>Entered Employment Rate</b>	82.6%	1,121	71.1%	2,294
		1,358		3,226
<b>Employment Retention Rate</b>	90.9%	1,575	86.6%	2,724
		1,733		3,145
<b>Average Earnings</b>	\$14,974	\$23,074,333	\$14,123	\$37,482,948
		1,541		2,654

**Table H 1: Youth (14-21) Program Results**

Reported Information	Negotiated Performance Level	Actual Performance Level	
<b>Placement In Employment or Education</b>	64.0%	69.5%	1,770
			2,548
<b>Attainment of Degree or Certificate</b>	58.0%	66.5%	1,640
			2,468
<b>Literacy and Numeracy Gains</b>	41%	44.9%	318

**Table L: Other Reported Information**

Reported Information	12 Month Employment Retention Rate		12 Months Earnings Increase (Adults and Older youth) or 12 Months Earnings Replacement (Dislocated Workers)		Placements in Non-traditional Employment	Wages at Entry into Employment for Those Individuals Who Entered Unsubsidized Employment		Entry into Unsubsidized Employment Related to the Training Received of Those Who Completed Training Services		
<b>Adults</b>	86.8%	17,260	\$2,790	\$46,432,363	0.0%	0	\$5,301	\$101,190,851	0.0%	0
		19,895		16,643		19,402		19,090		2,431
<b>Dislocated Workers</b>	89.2%	4,476	109.9%	\$63,678,941	0.0%	0	\$6,458	\$33,336,067	0.0%	0
		5,019		\$57,921,280		5,260		5,162		1,121
<b>Older Youth</b>										

**Table M: Participation Levels**

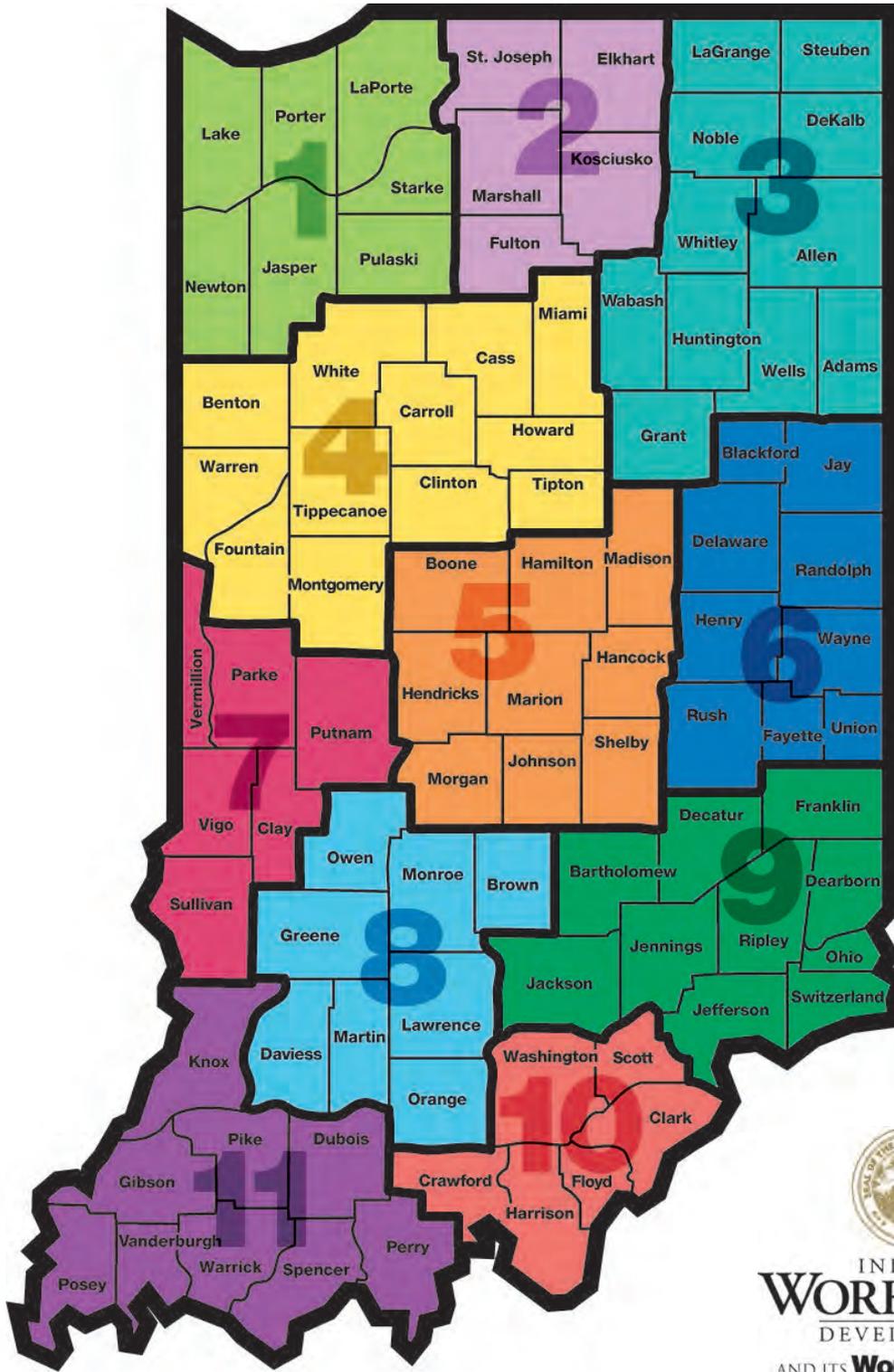
REPORTED INFORMATION	TOTAL PARTICIPANTS SERVED	TOTAL EXITERS
<b>Total Adult Customers</b>	180,502	171,162
<b>Total Adults (self-service <u>only</u>)</b>	128,772	132,429
<b>WIA Adults</b>	180,502	171,162
<b>WIA Dislocated Workers</b>	7,514	6,354
<b>Total Youth (14-21)</b>		
<b>Younger Youth (14-18)</b>		
<b>Older Youth (19-21)</b>		
<b>Out-of-School Youth</b>	2,139	1,353
<b>In-School Youth</b>	3,549	1,543

**Table N: Cost of Program Activities**

PROGRAM ACTIVITY	TOTAL FEDERAL SPENDING
<b>Local Adults</b>	\$12,445,450.00
<b>Local Dislocated Workers</b>	\$16,996,163.00
<b>Local Youth</b>	\$13,975,454.46
<b>Rapid Response (up to 25%) WIA Section 134 (a)(2)(B)</b>	\$1,949,023.42
<b>Statewide Required Activities (Up to 15%) WIA Section 134(a)(2)(B)</b>	\$3,522,287.29
<b>Statewide Allowable Activities</b>	
<b>WIA Section 134(a)(3)</b>	<b>Program Activity Description</b>
<b>Total of All Federal Spending Listed Above</b>	<b>\$48,888,378.17</b>

# Department of Workforce Development

## Workforce Service Areas (WSA)



## Statewide Workforce Service Area Summary

### WORKFORCE INVESTMENT ACT PROGRAM YEAR 2013 SUMMARY OF PERFORMANCE STATEWIDE

	Participants Served	Training Participants
Adults	180,502	5,319
Dislocated Workers	7,514	1,569
Youth	5,688	4,452
Totals	193,704	11,340
WIA Rapid Response Grants *	309	

Participants Demographics	Adults	Training Adults	Dislocated Workers	Training DW	Youth	Training Youth***	
Age Distribution	14 - 20	11,603	605	66	22	5,344	4,219
	21 - 25	23,895	1,005	449	149	344	233
	26 - 30	22,049	742	642	207		
	31 - 35	21,217	722	729	228		
	36 - 40	18,839	600	789	221		
	41 - 45	19,438	541	926	221		
	46 - 50	19,653	454	1,097	203		
	51 - 55	19,667	402	1,281	198		
	56 - 60	14,522	197	1,019	100		
	61 +	9,619	51	516	20		
	Not collected	0	0	0	0		
Education	Less than 12 years	24,454	311	414	49	4,768	3,815
	Received Diploma/ GED	93,713	2,696	3,552	765	791	532
	More than 12 years	60,396	2,312	3,545	755	126	105
	Not collected	1,939	0	3	0	3	0
Gender	Male	101,597	2,432	3,857	807	2,401	1,859
	Female	78,639	2,883	3,657	762	3,281	2,588
	Not collected	266	4	0	0	6	5

### WIA Common Measures Results for Participants Served

Entered Employment Rate	Adults	70.03%
Retention Rate	Adults	84.94%
Six Months Average Earnings	Adults	\$12,763
Placement in Employment or Education	Youth (14-21)	69.47%
Attain Degree or Certification	Youth (14-21)	66.45%
Literacy and Numeracy Gains	Youth (14-21)	45.76%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

\*\*\*Youth are measured on placement in employment or education, attainment of a degree or certification and literacy and numeracy gains. Youth co-enrolled as adults may receive training.

## Workforce Service Area Regional Summaries

Each of Indiana's Workforce Service Areas (WSAs) submitted a snapshot of regional activity during PY2013. See below for an update on all regions.

WIA Program Expense 7/1/13 - 6/30/14				
Region	Adult	Dislocated Worker	Youth	Total
1	1,519,635	1,893,388	1,699,718	5,112,741
2	953,448	1,453,548	1,289,786	3,696,782
3	674,800	1,915,748	1,084,126	3,674,674
4	1,204,298	1,252,820	1,033,639	3,490,757
5	1,069,786	1,878,904	1,294,423	4,243,113
6	846,429	761,080	801,731	2,409,240
7	850,184	520,344	578,560	1,949,088
8	501,226	437,613	767,328	1,706,167
9	687,820	465,756	467,621	1,621,197
10	688,588	411,200	487,527	1,587,315
11	946,748	732,643	843,447	2,522,838
12	1,565,013	3,797,987	2,001,000	7,364,000
Total	11,507,975	15,521,031	12,348,906	39,377,912

## WSA 1 – Northwest Indiana Workforce Service Area

### ***ECONOMIC DEVELOPMENT***

The Northwest Indiana Workforce Board (NWIWB) and the regional WorkOne system have become key players in the economic growth and competitiveness of our region. The NWIWB and WorkOne Northwest Indiana have provided demand driven education and training, employment and re-employment assistance, and youth focused initiatives, all which provide a solid contribution to local economic development efforts. Whether it's a focus on making sure our youth are getting the right skills and selecting the right career paths to be competitive in the region's labor market, or helping employers access the skilled labor they need, the workforce board works to capture several mechanisms of support for regional economic development.

### ***TRAINING & EDUCATION***

- WorkOne Hammond had clients complete the Certified Healthcare Access Associate (CHAA) training that provided them a leg up for Patient Access Specialist positions. The training was developed by WorkOne, Ivy Tech, and four healthcare entities representing the bulk of community based healthcare providers in Northwest Indiana. Ivy Tech conducted the training (June-October 2013) resulting in participants receiving a Completion Certificate, the CHAA credential, and the Indiana Navigator Certification
- In February 2014, 10 Newton and Jasper County residents were recipients of a training scholarship program through WorkOne Northwest Indiana and received their Certified Production Technician (CPT) Certificates and six college credit hours from Ivy Tech Community College. WorkOne Northwest Indiana partnered with Ivy Tech's Corporate College in Lafayette to assess the needs of several employers in Newton and Jasper County. It was evident that a CPT Certification Program would address the skill gaps restricting several of these employers from hiring local residents. This CPT series will continue into the current (2014-15) program year.
- The Northwest Indiana Workforce Board, READY NWI, and the Works Council hosted a program for over 100 middle school and high school counselors and administrators on Monday, June 23, 2014. Educators were provided valuable and usable information from a panel of manufacturing employers who addressed job opportunities and the skills needed to fill those positions. In addition, Dr. David Conley, CEO of the Educational Policy Improvement Center (EPIC) and of *College Knowledge and College and Career Readiness-Helping All Students Succeed Beyond High School* provided a presentation. Dr. Conley is a national leader in defining and promoting college and career readiness.

### ***RE-EMPLOYMENT ASSISTANCE***

- The **Lake County Community Fund at the Legacy Foundation** awarded a \$25,000 grant to support a **Skill Building Institute (SBI)** for Lake County residents. WorkOne Northwest Indiana, Indiana University Northwest (IUN), and the Center of Workforce Innovations (CWI), collaborated on the SBI initiative. 25 unemployed participants learned and applied employable skills and attitudes through an innovative curriculum, workshops, and paid internship. The 10-week program ended in April 2014. A second Institute is underway for the FY2014-15 program year.
- WorkOne Northwest Indiana continues to serve job seekers through the **Northwest Indiana Professional Network (NIPN)**. Going into its 9<sup>th</sup> year, NIPN is a weekly networking and job hunting group for currently enrolled WorkOne clients who possess an Associate's degree or higher. It operates as a hybrid for improving job search skills, building confidence, and giving participants an opportunity to network with a diverse group of professionals with similar experiences. This past year NIPN has welcomed over 323 participants at their meetings throughout four WorkOne locations in the region.

## **YOUTH/JAG**

- Close to 70 Northwest Indiana students from Gary, East Chicago, Hammond, Knox, and Michigan City participated at the Regional **Jobs for America's Graduates (JAG) Career Development Conference** on February 7, 2014 at Indiana University Northwest in Gary. The Career Development Conference (CDC) is one way to prepare the at-risk youth them for the future by allowing them to compete in events to showcase employability related skills. Awards were presented at the end of the program recognizing 8 recipients who moved on to the state competition in Indianapolis.
- **NW Indiana JAG students captured over \$215,000 in scholarship awards** to help them move on to their next chapter of their lives—post secondary education. 36 JAG students from nine area schools received awards totaling \$215,434. The following NW Indiana schools were part of the 2013-14 JAG program: AK Smith Area Career Center-Michigan City, Calumet New Tech High School-Gary, East Chicago Central High School, Gary Lew Wallace STEM Academy, Gary Roosevelt College & Career Academy, Gary West Side Leadership Academy, Hammond High School, and Knox High School.

## **WORKONE NORTHWEST INDIANA**

- Over 43,900 individuals received services at a WorkOne Northwest Indiana location. PY2013 client satisfaction rating exceeded 84%.
- Over 3,011 local enrolled adult education students received services this past year.
- Over 3,380 individual received services from one of the 18 WorkOne Access Point locations in the region. Access Points provide self-services to individuals who are unable to visit a full service WorkOne due to transportation. Services include access to Indiana Career Connect (ICC) and job searches through designated computers, career planning, job training information, and workshop schedules.

**WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 1**

	Participants Served	Training Participants
Adults	38,344	362
Dislocated Workers	713	61
Youth	793	604
Totals	39,850	1,027

PARTICIPANTS DEMOGRAPHICS		ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	2,129	47	3	2	737	580
	21 - 25	4,999	84	41	10	56	24
	26 - 30	4,866	45	62	6		
	31 - 35	4,779	37	53	8		
	36 - 40	4,251	41	79	5		
	41 - 45	4,019	27	79	4		
	46 - 50	4,159	32	91	9		
	51 - 55	4,218	34	131	14		
	56 - 60	3,059	11	107	3		
	61 +	1,865	4	67	0		
Not collected		0	0	0	0		
Education	Less than 12 years	5,122	17	42	2	536	457
	Received Diploma/ GED	19,505	193	355	31	236	131
	More than 12 years	13,286	152	316	28	20	16
	Not collected	431	0	0	0	1	0
Gender	Male	21,034	149	334	28	325	233
	Female	17,307	213	379	33	468	371
	Not collected	3	0	0	0	0	0

**WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED**

Entered Employment Rate	Adults	67.2%
	Dislocated Workers	67.6%
Retention Rate	Adults	84.5%
	Dislocated Workers	87.1%
Six Months Average Earnings	Adults	\$12,739
	Dislocated Workers	\$13,429
Placement in Employment or Education	Youth (14-21)	64.4%
Attain Degree or Certification	Youth (14-21)	58.5%
Literacy and Numeracy Gains	Youth (14-21)	53.01%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

\*\*\*Youth are measured on placement in employment or education, attainment of a degree or certification and literacy and numeracy gains. youth co-enrolled as adults may receive training.

## **WSA 2 – Northern Indiana Workforce Service Area**

### ***PARTNERSHIPS***

In PY2013, The Northern Indiana Workforce Board (NIWB) and staff continued to work diligently to develop partnerships and build trust with other organizations within the region. We realized tremendous success with our businesses services team and continue to work that with our local businesses and economic development partners. In fact, Region Two was recognized as the top performing region for IEDC during the year. We developed partnerships for Advanced Manufacturing in St. Joseph, Kosciusko and Elkhart Counties. The region came together and was awarded a \$4.9 million grant to put Project Lead the Way into our regional high schools. We created a consortium to work on health related training and developed new providers for CAN training that is in strong demand y our healthcare providers.

### ***TALENT ROADMAP***

The NIWB working in tandem with area economic development partners, businesses and post-secondary institutions conducted a regional workforce assessment of Northern Indiana (Elkhart, Fulton, Kosciusko, Marshall, and Saint Joseph counties). This report provided an in-depth analysis and assessment of the region's workforce, educational attainment, open job opportunities and stakeholder needs. This report has been resurrected and is now providing a lot of structure for the region as the regional "works council" is tasked with many of the items that the Talent Roadmap study was chartered to address. This is especially true in the sectors/training needs areas.

### ***EDUCATION & WORKFORCE INNOVATION NETWORK (EWIN) GRANT***

This project has continued to progress with two regional counselors in place to work with individuals in school to assess their career plans and readiness. These counselors are identifying shortfalls in students' academic preparation and working with the schools to correct those shortfalls.

### ***SKILLS, TASKS, & RESULTS TRAINING (START) PROGRAM***

In PY 2012, a regional consortium was formed between the WorkOne Centers and eleven colleges and universities to help with non-traditional college student placement activity. This activity continues today. One outgrowth of the consortium work was the START program at Indiana University that provides career pathway training in the hospitality sector through Work Indiana for our Adult Education students.

The program is focused on providing training for twelve major positions within the hospitality industry, including front desk, reservation, housekeeping, bell services, restaurant service, banquet service, and maintenance. In addition, service, professionalism, safety, and career exploration are components of the program. Upon program completion and passing of the certification exam, students receive the industry recognized START certification from the American Hotel and Lodging Educational Institute.

### ***CAMPUS TO CAREER PROGRAM***

This program is in its second year of operation with Bethel College and has provided solid job entry activity for graduates. This program aims to maintain graduates locally and not lose them to out of state opportunities.

### ***YOUTH SERVICES***

This continues to be a very strong focus for the board. We again expanded the program this year to new schools. The interest has grown to the point that we had to add a second specialist to one of our regional high schools. Our out of school program is gaining significant traction and our coordinator has actually spoken at a national conference regarding our strategy. This will position the board for the upcoming WIOA focus change toward out of school clients.

### ***SCSEP***

In a competitive bid process in 2014 the Northern Indiana Workforce Board was awarded a \$774,000 grant to operate the Senior Community Service Employment Program (SCSEP) in Elkhart, Kosciusko, LaGrange, Marshall, Noble and St. Joseph counties in northern Indiana. With this program the board provides re-entry job opportunities for low income senior adults. We are currently working with 20 different local nonprofit and government agencies that provide work experience for our clients.

***JOB READY VETERANS***

Region 2 chose to be a pilot region for this very new program aimed at providing intensive service to Vets. Job Ready Vets works in conjunction with our WorkOne veteran staff to provide a one week extremely intensive boot camp for veterans to prepare them for a strong job search. Four classes have already “graduated” in the region with a total of 61 participants. The program has been well received by the participants and our employer community.

***REGION 2 WORKS COUNCIL***

The Northern Indiana Workforce board passed a resolution to work with and support the Region2 Works Council relative to Career Tech Ed improvement in the region. This is something the board strongly believes in and is willing to commit personnel resources, data sharing, analysis and general partnership to the Works Council effort. The President/CEO of the NIWB is heading up the Sector Partnership committee for the regional strategic plan.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 2

	Participants Served	Training Participants
Adults	10,036	397
Dislocated Workers	343	138
Youth	503	456
Totals	10,882	991

	PARTICIPANTS DEMOGRAPHICS	ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	384	35	1	1	496	452
	21 - 25	900	57	12	2	7	4
	26 - 30	1,035	51	30	20		
	31 - 35	1,075	51	40	21		
	36 - 40	1,055	39	46	18		
	41 - 45	1,161	55	46	24		
	46 - 50	1,296	59	60	24		
	51 - 55	1,282	35	53	18		
	56 - 60	1,061	12	39	8		
	61 +	787	3	16	2		
	Not collected	0	0	0	0		
Education	Less than 12 years	1,698	35	23	7	480	440
	Received Diploma/ GED	4,780	221	174	79	20	13
	More than 12 years	3,445	141	146	52	3	3
	Not collected	113	0	0	0	0	0
Gender	Male	5,724	135	195	57	243	225
	Female	4,302	262	148	81	260	231
	Not collected	10	0	0	0	0	0

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	63.3%
	Dislocated Workers	84.4%
Retention Rate	Adults	84.6%
	Dislocated Workers	94.1%
Six Months Average Earnings	Adults	\$11,784
	Dislocated Workers	\$15,594
Placement in Employment or Education	Youth (14-21)	71.5%
Attain Degree or Certification	Youth (14-21)	65.7%
Literacy and Numeracy Gains	Youth (14-21)	40%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

\*\*\*Youth are measured on placement in employment or education, attainment of a degree or certification and literacy and numeracy gains. youth co-enrolled as adults may receive training.

## WSA 3 – Northeast Indiana Workforce Service Area

### **ADULT EDUCATION PARTNERSHIPS**

In PY2013, the regional Workforce Investment Board continued its focus on adult education services as a critical component of the regional workforce system. By serving as fiscal agent for all adult education resources in the region, the WIB and the regional adult education consortium were able to provide nearly 2,400 adult education students with access to both adult education and WorkOne services (734 of which earned their High School Equivalency). All participating students also had the opportunity to receive job placement assistance, career counseling support and career assessment activities and had full access to resume writing, interview preparation, technology classes and many other WorkOne delivery services. Of note, during the past program year, 105 adult education students accessed WorkINdiana skills training programs such as Certified Nursing Assistant (CNA), welding, machining and others. Of these students, 72% successfully completed all training activities and 81% earned an industry-recognized credential.

### **ECONOMIC DEVELOPMENT & BUSINESS SERVICES**

To ensure the economic health of the region, a continuous focused has been placed on aligning workforce services and funding investments designed to support economic development activities within the region. As evidence of this, over the past year the regional workforce system has provided financial and workforce service support to 82 economic development projects, demonstrating the strong alignment that exists between economic and workforce development in the region. Overall, more than 1,200 employers were assisted this past year through hiring events, applicant referrals, candidate pre-screening and incumbent worker and on-the-job training activities. Of interest, the workforce system provided these employers with 182 customized hiring events/job fairs during the past year at which thousands of applicants were identified and pre-screened for these employers.

In addition, during the past year the regional Workforce Investment Board and all of its economic development partners continued and expanded the use of a shared Customer Relationship Management (CRM) system to track and share business service activities. The CRM system is designed to greatly expand and enhance communications between all regional economic development organizations and workforce partners, as well as result in a more seamless and coordinated service delivery system for employers. During the past year, the CRM system was expanded to collect workforce surveys from employers visited by WorkOne staff – surveys which collect real-time and critical information on employer hiring and skill needs.

### **COHORT-BASED TRAINING**

During the past year, regional cohort training programs were utilized extensively to teach specific skill-sets required by area employers. Utilizing the WorkOne delivery system, customized training classes in areas such as welding, CNC machining, industrial maintenance, Six Sigma Green Belt, and others were conducted at multiple locations throughout the area. Implementing this program has allowed job seekers to participate in short term training (typically 10-26 weeks) designed around job opportunities currently available within their communities.

### **SKILLS TRAINING**

During the past year, the region continued its strong commitment to using available workforce resources to support skills training activities for customers (both classroom based training programs as well as on-the-job training programs). Consistent with the region's commitment to using workforce resources on direct customer activities (as opposed to administrative activities), this past year the region limited its administrative expenses to only 6% of available resources. As a result, the region was able to support 1,126 individuals in training activities (940 in classroom based training programs and 186 in on-the-job training activities). Of importance, over the past year the region continued to make extensive use of OJT programs to support multiple economic development projects. This strategy has connected hundreds of unemployed and underemployed workers to permanent high wage jobs. The availability of resources to specifically support these employers lead to opportunities to introduce this program to dozens of new employers to the WorkOne system.

### **INCUMBENT WORKER TRAINING**

Over the past several years, the region has experienced an increasing sense of urgency around the need to address the "skills gap" within the advanced manufacturing sector (the largest employment sector by far in

the region). During this past year, a workforce solution was introduced to help address this skills-gap issue and that was in the form of a new incumbent worker training program that has been branded Skill-Link. The basic premise of the Skill-Link program is to work with a small consortium of employers with similar skill needs (such as industrial maintenance) and then work with training partners to custom-build a curriculum to address the identified need. Employers in the consortium then identify lower-wage or entry-level workers whom they believe have the potential to complete the curriculum and move into higher-skilled and higher-paid positions.

Skill-Link is an evolution of incumbent worker training that is built on the premise that custom-built training programs are simply more effective than their off-the-shelf counterparts. Significant components of the Skill-Link incumbent worker training model include the following:

- All training activities lead to an industry-recognized credential; however, the specific curriculum to be used is developed with significant input from employers to ensure that incumbent workers are learning the precise skills required to move up within the organization.
- All training activities are offered on a schedule that is adjusted to the needs and work schedules of workers being trained. This means that Skill-Link classes may be offered in the afternoon as well as evenings or even in the early hours of a morning.
- All Skill-Link incumbent worker training activities are delivered using a cohort model, meaning a small group of similarly situated workers will work together as a team as they progress through a technical curriculum.
- To ensure worker access to training activities, regional postsecondary and high school CTE resources and locations are utilized to ensure that training programs are portable and offered at locations throughout northeast Indiana.
- As lower wage incumbent workers are trained and promoted, these workers will experience an increase in personal income to support themselves and their families. However, equally compelling is the fact the promotion of these workers will create entry-level job openings for new workers.

Over the past year, multiple Skill-Link incumbent worker training programs were developed which focused on the development of the critical skills sets required for workers to be effective as industrial maintenance technicians, CNC machinists and welders.

### **YOUTH SERVICES**

The continuous focus on regional youth programming needs this past year included investing available youth resources in two specific programs designed to ensure that young adults achieve either a high school diploma or a graduate equivalency degree.

- The *Be SomeOne Now* program is delivered through a youth focused organization, serving young adults between the ages of 16-21 who have withdrawn from high school, enrolled in or need to be enrolled in HSE classes. In this program, *Be SomeOne Now* young adult advocates work with eligible youth to establish and work through short and long term educational and employment goals. Additionally, eligible youth participate in small group sessions covering topics such as getting and keeping a job, resume writing, interview skills, post-secondary fit/FAFSA, financial literacy/budgeting, and leadership development. Young adults may receive up to \$300 in incentives for achieving outcomes, session attendance, meeting goals and attendance in WorkOne workshops. Along with these incentives, young adults are also eligible to receive up to \$1,000 in tuition assistance, paid HSE test fees, intensive case management support and twelve months of follow-up upon program completion. In total, 335 out-of-school youth participated in this education-focused youth program.
- The Jobs for America's Graduates (JAG) program was operated on site at ten regional high schools and provided 598 in-school youth with the support and assistance they needed to stay in school and graduate on time. Overall, the regional JAG program saw a 90% graduation rate from students initially assessed to be at-risk of failing to complete high school graduation requirements.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 3

	Participants Served	Training Participants
Adults	30,917	899
Dislocated Workers	1,316	306
Youth	744	686
Totals	32,977	1,891

PARTICIPANTS DEMOGRAPHICS		ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	2,044	54	17	7	716	667
	21 - 25	4,068	135	66	22	28	19
	26 - 30	3,696	125	99	38		
	31 - 35	3,612	113	115	46		
	36 - 40	3,218	99	120	31		
	41 - 45	3,454	98	159	39		
	46 - 50	3,330	108	219	42		
	51 - 55	3,340	108	250	55		
	56 - 60	2,550	51	191	24		
	61 +	1,605	8	80	2		
	Not collected	0	0	0	0		
Education	Less than 12 years	4,494	35	68	8	739	681
	Received Diploma/ GED	16,382	415	586	146	4	4
	More than 12 years	9,940	449	662	152	1	1
	Not collected	101	0	0	0	0	0
Gender	Male	17,846	508	753	190	323	302
	Female	13,054	391	563	116	421	384
	Not collected	17	0	0	0	0	0

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	70.3%
	Dislocated Workers	76.6%
Retention Rate	Adults	85.2%
	Dislocated Workers	87.9%
Six Months Average Earnings	Adults	\$13,338
	Dislocated Workers	\$15,312
Placement in Employment or Education	Youth (14-21)	60.3%
Attain Degree or Certification	Youth (14-21)	57.9%
Literacy and Numeracy Gains	Youth (14-21)	37.29%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

\*\*\*Youth are measured on placement in employment or education, attainment of a degree or certification and literacy and numeracy gains. youth co-enrolled as adults may receive training.

## WSA 4 – West Central Indiana Workforce Service Area

### **YOUTH SERVICES**

*The Region 4 WIB designated Program Year 2013 as a year to focus on raising the awareness of members of the emerging workforce toward the extraordinary career opportunities available to them in the region's manufacturing sector, if they prepare for them.*

As part of the Youth Council's mission of improving the academic and workforce prospects of youth, the Council is helping emerging workers prepare for occupations in advanced manufacturing. The Council, with content and design input from Jobs for America's Graduates (JAG) students, developed a publication on careers in manufacturing, highlighting a variety of career paths for youth to consider. *Careers in Advanced Manufacturing: Your life, Your career, can be Advanced!* is being distributed to area schools and at all WorkOne-sponsored events for youth.

Seventy-five (75) area high school juniors and seniors toured local manufacturing companies in Region 4's first *Manufacturing Career Day* event for career and technical education students during Program Year 2012. Four of the area's largest manufacturing employers hosted the event. The students were given an "up close and personal" look at today's modern, sophisticated manufacturing environment and lots of encouragement to pursue the exciting manufacturing career opportunities available to them locally—if they get the postsecondary credentials they'll need to qualify. During Program Year 2013 the program expanded to six *Manufacturing Career Day* events with a total of 267 students touring Region 4 manufacturer locations.

The Region 4 Workforce Board Youth Council, in coordination with Ivy Tech Community College, WorkOne, and area employers, held the region's first *Youth Summit and Networking Event: What About You?* The Summit was a free, full day interactive and high impact conference for high school students. The event offered youth the opportunity to learn about skills employers' value, summer jobs and internships, and the critical need for skilled workers in the manufacturing industry. Students attending the Summit had the opportunity to meet with employers such as Chrysler and Haynes International, hear Kokomo Mayor Greg Goodnight speak about local employment opportunities, and attend various workshops. Workshops offered throughout the day included; 'Show Me the Money' - understanding the skills and training youth need for high-skill/high-wage jobs and how those jobs support real-world living costs - , and 'You're Fired' - helping youth understand the critical importance of having soft skills as well as technical skills. A panel of employers discussed what they looked for in future employees, the growth opportunities in Advanced Manufacturing, and answered questions from the audience. Students attended pre-event sessions on topics ranging from networking and resume writing to learning how to make a good first impression. The *Summit* culminated in a job fair for summer employment and internship opportunities.

Region 4's Jobs for America's Graduates (JAG) program, a drop-out prevention strategy that helps at-risk youth stay in school to achieve academic, career, and life success, increased from three to seven sites, more than doubling the students served.

### **ADVANCING MANUFACTURING**

*During Program Year 2013 the Region 4 WIB continued its sponsorship of the Advancing Manufacturing Initiative (AMI). By providing training leading to a Certified Production Technician credential, AMI is one solution to meeting manufacturing sector employers' demand for skilled workers. The AMI model, thanks in part to the generous support of Duke Energy Foundation, has been adopted in other Indiana regions over the past two years.*

AMI, a 12-county partnership of Region 4's manufacturing sector, education, government, and economic development, has graduated 225 certified production technicians over a 28-month period. Seventy-five percent (75%) of graduates have become employed in entry-level manufacturing career pathway occupations at an average hourly wage of \$14.33. A \$359,000 WIB investment thus far has leveraged \$390,000 from other partners. The training pipeline is continually being replenished at training locations throughout Region 4 and three other Indiana Workforce Service Areas. The initiative has been successful, despite a sporadically

sluggish economy, for a least two reasons: 1) Employers prescribed its design and are actively involved in its implementation; and 2) It's not just another training program.

*AMI* is both a partnership and an initiative. It's a partnership in that every stakeholder contributes to its continuous improvement and sustainability. It's an initiative because it has no ownership—it belongs to the regional community that values and supports it.

During Program Year 2012, *AMI*'s training component was enriched beyond the original 140 hours of technical training to include 10 additional hours of work readiness training. That emphasis on understanding employer expectations, preparing for interviewing, and succeeding during a probationary period of employment has been well-received by trainees and employers. The work readiness training component was continued through Program Year 2013. Soft skill development is embedded in all aspects of *AMI*, from the initial recruiting, screening, assessment, and orientation of new applicants to drug testing, absenteeism and tardiness standards, and classroom deportment and decorum during training.

An *AMI* "Hub", or employment network, meets weekly or as needed, to support the graduates' career search. "Reverse Interview Fairs" are conducted after each class graduation, at which employer partners meet with recent graduates and renew their association with past graduates. A requirement of *AMI* partnership for employers is participation in Interview Fairs, whether they have immediate job openings or not, as well as giving certified production technicians priority consideration for entry-level job openings as they occur.

*AMI* was the recipient of a *Great Lakes Manufacturing Council Talented Workforce Initiative* award at the "Big M" Manufacturing Convergence event held at the Cobo Center in Detroit on June 12, 2013. *AMI* was also presented at the *Manufacturing Skills Standards Council Annual Meeting Executive Briefing* conducted at the General Electric Evendale (OH) operations on June 18, 2013.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 4

	Participants Served	Training Participants	Total Available Funding **	Total Expenditures
Adults	20,833	539		
Dislocated Workers	10,748	129		
Youth	20,833	520		
Totals	52,414	1,188		

	PARTICIPANTS DEMOGRAPHICS	ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	1,320	76	13	1	498	479
	21 - 25	3,310	79	104	15	47	41
	26 - 30	2,851	75	111	14		
	31 - 35	2,471	68	126	17		
	36 - 40	2,116	56	113	21		
	41 - 45	2,160	73	134	22		
	46 - 50	2,172	45	165	15		
	51 - 55	2,066	38	198	12		
	56 - 60	1,437	23	176	11		
	61 +	931	6	115	1		
	Not collected	0	0	0	0		
Education	Less than 12 years	2,296	39	91	5	418	407
	Received Diploma/ GED	11,807	294	656	64	118	105
	More than 12 years	6,669	206	506	60	9	8
	Not collected	62	0	2	0	0	0
Gender	Male	12,519	275	636	67	244	235
	Female	8,288	262	619	62	298	282
	Not collected	27	2	0	0	3	3

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	70.1%
	Dislocated Workers	69.0%
Retention Rate	Adults	86.8%
	Dislocated Workers	86.4%
Six Months Average Earnings	Adults	\$12,699
	Dislocated Workers	\$14,588
Placement in Employment or Education	Youth (14-21)	87.5%
Attain Degree or Certification	Youth (14-21)	77.6%
Literacy and Numeracy Gains	Youth (14-21)	44.2%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

\*\*\*Youth are measured on placement in employment or education, attainment of a degree or certification and literacy and numeracy gains. youth co-enrolled as adults may receive training.

## **WSA 5 – Central Indiana Workforce Service Area**

### ***PARTNERSHIPS***

Region 5 Business Services Team members strengthened ties with local Economic Development Directors and staff. Business Consultants have been part of the local team meeting with site selectors to present the services of WorkOne and to provide detailed labor market information. Business Consultants contacted over eight hundred new employers in the region to promote WorkOne services. Staff have participated with local initiatives throughout the region including Workforce and Education Councils, Learning Initiatives and Chamber and Community initiated hiring fairs. Over 100 employers used WorkOne office facilities for employee recruitment and hiring.

A highly successful Rapid Response effort assisted employees of Irwin Tools at its Hancock County Distribution Center. One hundred sixteen people were dislocated when the company consolidated operations out of state. Working with Irwin management early contact was made to advise employees of available services. Multiple onsite workshops focused on job search skills and techniques were held with high participation of employees. The rapid response effort culminated with a targeted on-site hiring fair. Twelve local employers, ready to hire, enabled many workers to quickly transition to new jobs.

Regional staff administered approximately 675 WorkKeys assessments in WorkOne offices during the program year for employers utilizing the WorkKeys assessments in their hiring process.

Customers participated in numerous workshops and innovative offerings programs. Some workshops were designed specifically for targeted populations including veterans, older and white-collar workers. Recognizing the need for Adult Basic Education in Noblesville, a start-up program was funded through regional resources.

### ***INDUSTRY SECTORS INITIATIVES***

The purpose of the Shelbyville Manufacturing Skills Connection (MSC) is to provide certified (CPT) work ready candidates for local manufacturers. The initiative is a partnership of the City of Shelbyville, Duke Energy, Ivy Tech Community College, WorkOne and local Manufacturing Employer partners. The instruction, provided by IVY Tech on-site in Shelbyville, is 160 hours in length with 4 modules covering Safety, Manufacturing Process & Production, Quality & Measurement, and Maintenance Awareness. Program is delivered over an eight week time frame and completers sit for the CPT certification tests. After graduation a hiring fair is held and Partner employers have first choice at offering employment to graduates. Scholarships from Duke Energy, City of Shelbyville and WorkOne cover training costs.

The National Aviation Consortium (NAC) is an expansive public-private sector partnership which has developed identified competencies needed by entry level aviation assembly workers and mechanics. A DOL grant has funded the development of a 12 – 16 week training curriculum for students to learn both general and aviation core competencies and earn portable national credentials. Region 5 is partnering with IVY Tech to recruit and fund students for this program in central Indiana to address the shortage of skilled workers in this sector.

### ***YOUTH SERVICES***

The JAG program in Region 5 nearly doubled in size in Program Year 2013, growing from 6 programs to 11, located in 9 high schools. Students were exposed to college through campus visits, as well as field trips to businesses, manufacturing and health care facilities, to learn about careers and how to prepare for them. Fifteen students won the opportunity to compete at the State JAG Career Development Conference, held in March, and seven of those students placed in their area of competition. Additionally, one student was named the Outstanding Senior for the State of Indiana. Region 5 was also one of 10 Regions in the United States to meet the JAG “5 of 5” award, for the second year in a row.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 5

	Participants Served	Training Participants
Adults	16,755	556
Dislocated Workers	981	261
Youth	646	556
Totals	18,382	1,373

	PARTICIPANTS DEMOGRAPHICS	ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	1,145	29	6	1	592	514
	21 - 25	1,961	94	52	26	54	42
	26 - 30	1,931	98	107	40		
	31 - 35	1,913	91	99	39		
	36 - 40	1,638	75	100	38		
	41 - 45	1,847	58	131	40		
	46 - 50	1,901	48	144	33		
	51 - 55	1,936	44	157	30		
	56 - 60	1,496	14	117	11		
	61 +	989	5	68	3		
	Not collected	0	0	0	0		
Education	Less than 12 years	2,109	22	50	7	510	471
	Received Diploma/ GED	7,830	283	400	133	126	75
	More than 12 years	6,170	251	531	121	10	10
	Not collected	648	0	0	0	0	0
Gender	Male	8,971	201	456	106	289	248
	Female	7,694	355	525	155	356	307
	Not collected	92	0	0	0	1	1

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	74.0%
	Dislocated Workers	77.0%
Retention Rate	Adults	84.0%
	Dislocated Workers	87.7%
Six Months Average Earnings	Adults	\$13,092
	Dislocated Workers	\$16,344
Placement in Employment or Education	Youth (14-21)	65.2%
Attain Degree or Certification	Youth (14-21)	63.6%
Literacy and Numeracy Gains	Youth (14-21)	34.78%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

\*\*\*Youth are measured on placement in employment or education, attainment of a degree or certification and literacy and numeracy gains. youth co-enrolled as adults may receive training.

## WSA 6 – Eastern Indiana Workforce Service Area

### **FOUNDATIONAL PYRAMID**

The Eastern Indiana Workforce Investment Board has implemented the following Foundational Workforce Development Initiatives Pyramid:

LEVEL 1: The National Career Readiness Certificate.

LEVEL 2: Work Ethic/Soft Skills Training for high-demand, high wage industry sectors.

LEVEL 3: Entry level training for high-demand, high wage industry sectors.

LEVEL 4: Occupation specific skills training for high-demand, high-wage sectors.

LEVEL 5: Mastery of Occupation specific skills for high-demand, high wage sectors.

### **REGIONAL INITIATIVES**

**ACT Work Ready Communities:** The Eastern Indiana Workforce Investment Board is focused on enhancing regional employability skills by leading a public/private sector partnership to attain ACT Work Ready Communities Certification in every Economic Growth Region 6 (EGR6) county. Four of the nine counties in EGR6 have completed the initial Certification phase. Two additional EGR6 counties are beginning the Certification process in the fall of 2014.

The ACT Certified Work Ready Communities initiative provides regions and communities with the data, tools and processes that create an ecosystem to link education and workforce development together, aligned to economic development at the local and state level. To that purpose, the criteria for community certification focus on utilizing a common tool – the ACT National Career Readiness Certificate (NCRC) – in certifying the foundational work skills of the emerging, transitioning and current workforce. Individuals earning an NCRC and businesses recognizing the certificate at the county level are the building blocks upon which this system is based. Additionally, policy makers are able to use data from these key demographic groups as a road map in their efforts to address potential skills gaps in their state or region. We are creating an ecosystem that links, matches and aligns the workforce at the local level in a consistent manner enabling regions to leverage their aggregate ecosystems as an economic development resource.

**Regional Advanced Manufacturing Partnership (RAMP) & Manufacturing Matters:** The Eastern Indiana Workforce Investment Board partners with over 20 Advanced Manufacturers and 9 Local Governmental Units in EGR6 to develop entry level training programs that match the current needs of regional employers. RAMP and Manufacturing Matters are sector-specific designed and require 128 to 150 hours (depending on the sector) of training with hands-on/simulated training modules for completion. A Manufacturing Skills Standards Council (MSSC) Certified Production Technician (CPT) Credential is awarded upon completion. The CPT Credential represents knowledge in four key areas common to all manufacturing: Safety, Quality, Manufacturing Processes, Maintenance Awareness and includes critical thinking, problem solving and team work through workshops. Manufacturing Plant Tours are included in the course. Interviews are guaranteed to those who complete these programs. The CPT Certification also translates into six academic credits at Ivy Tech Community College.

**Str8t2wrk:** The Eastern Indiana Workforce Investment Board partners with Randolph County Local Elected Officials, Private-sector Manufacturers (IMPCO and ECO, Inc.) and the Randolph Eastern School District to provide Str8t2wrk. Str8t2wrk is an Employer-driven and designed program that utilizes Work and Internship-based learning experiences to prepare participants for full-time, sector-specific (manufacturing) employment. Participants are required to work 3 hours per day, 4 days per week for one semester. Work Ethic is emphasized throughout Str8t2wrk.

**Regional Industry Sector Initiatives:** The Eastern Indiana Workforce Investment Board is partnering with SAGE/Ivy Tech Community College and a national logistics/warehousing/distribution company to provide CDL training that meets the rapidly growing regional demands for this credential.

## **YOUTH SERVICES**

**Jobs for America's Graduates (JAG):** The Eastern Indiana Workforce Investment Board provides JAG programming for seven school districts in EGR 6. JAG focuses on empowering high school students (at-risk juniors and seniors) to graduate. JAG helps students find entry-level jobs leading to a career and/or postsecondary education. JAG gives students credit towards graduation and offers them the opportunity to expand their horizons through business contacts, unpaid & paid internships, guest speakers, mentors, and community service opportunities.

**Youth Leadership and IC3:** The Eastern Indiana Workforce Investment Board provides Youth Leadership and IC3 Summer programming for Low-Income High School Youth in EGR6. In PY2013, there were 28 participants from 6 different High Schools. 100% of the participants completed the course and earned both Certificates. Every participant who completes the program and earns two (2) Certifications is awarded a computer tablet.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 6

	Participants Served	Training Participants
Adults	15,633	274
Dislocated Workers	547	101
Youth	489	379
Totals	16,669	754

PARTICIPANTS DEMOGRAPHICS		ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	1,129	16	4	1	450	352
	21 - 25	2,356	63	34	12	39	27
	26 - 30	1,988	38	38	12		
	31 - 35	1,837	42	51	15		
	36 - 40	1,721	40	73	17		
	41 - 45	1,707	24	70	11		
	46 - 50	1,588	26	69	15		
	51 - 55	1,472	14	97	10		
	56 - 60	1,082	8	83	6		
	61 +	753	3	28	2		
	Not collected	0	0	0	0		
Education	Less than 12 years	2,224	6	41	0	402	311
	Received Diploma/ GED	8,672	130	288	45	72	56
	More than 12 years	4,655	138	218	56	15	12
	Not collected	82	0	0	0	0	0
Gender	Male	9,314	88	269	38	192	143
	Female	6,286	186	278	63	297	236
	Not collected	33	0	0	0	0	0

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	73.2%
	Dislocated Workers	72.8%
Retention Rate	Adults	87.3%
	Dislocated Workers	90.2%
Six Months Average Earnings	Adults	\$12,875
	Dislocated Workers	\$13,826
Placement in Employment or Education	Youth (14-21)	70.9%
Attain Degree or Certification	Youth (14-21)	79.0%
Literacy and Numeracy Gains	Youth (14-21)	45.98%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

\*\*\*Youth are measured on placement in employment or education, attainment of a degree or certification and literacy and numeracy gains. youth co-enrolled as adults may receive training.

## WSA 7 – Western Indiana Workforce Service Area

### YOUTH SERVICES

JAG Program Receives 5 of 5 Award – The Region 7 JAG program was recently awarded the 5 of 5 Award for the second straight year. The 5 of 5 Award recognizes JAG programs that meet or exceed the standards in Five Categories that measure student success:

Category	Standard	Region 7
Graduates	90%	92.31%
Total Civilian Job Placements and Military Service	60%	66.67%
Total Positive Outcomes	80%	83.33%
Total in Full Time Placement (Includes Full Time Work, Full Time School, Full Time Military or combination of Part Time School and Part Time Work)	80%	90%
Total In Full Time Jobs	60%	65%

**Youth Career Camps** - This summer, WorkOne once again partnered with local education providers to sponsor several summer camps for the youth in our region. The camps provided attendees with hands on experience in a variety of career fields. This year ten camps were offered. These camps included: Machining, Welding, Healthcare, Electronics, Construction, Auto Service, IC3 - Internet and Computing Core Certification, Digital Photography, Electrical Worker in Construction Industry, and Robotics. WorkOne also provided youth with work experiences at sites throughout the region.

### REGIONAL INITIATIVES

**Demand-Driven Training Program** - Region 7 has partnered with area businesses and Ivy Tech Community College to create a Computer Numerically Controlled (CNC) Machining program which is aligned with the needs of area businesses. Completion of the 225 hour program helps provide students with machining skills that employers are looking for. Employers are encouraged to visit the class and speak with students while they are learning. Employers also provide tours of their facilities as part of the learning experience. Upon completion, students have earned several NIMS certifications, which makes them valuable to area employers. Ivy Tech holds graduation ceremonies at the end of each class, which employers attend. The class has a very high job placement rate.

**Education and Workforce Innovation Network (EWIN) Grant** – In PY'12, Region 7 was awarded an EWIN grant. The program which the grant has funded is named “Classroom to Careers.” The grant has resulted in the creation of a regional strategic plan to support workforce development as it relates to manufacturing. The goals of the plan are to: 1) establish a regional talent pipeline, 2) create a deliberate mechanism to increase industry-education partnerships that can fill skill gaps, and 3) increase marketing and outreach to build awareness and create excitement for manufacturing.

Through this grant a number of new initiatives have been created:

- The creation and distribution of an “Employer Roadmap” that directs employers to ways in which they can connect with career-related activities at local schools, at a level of involvement that works best for them.
- Regional CTE teacher training has occurred through a peer training program.
- A regional high school counselor academy has been created and is active.
- Monthly N.E.A.T. Newsletters are sent out to students, parents, counselors, teachers, WorkOne customers and specialist, and business leaders. The newsletters highlights demand sectors and careers and spotlights employers offering such jobs. The newsletters are produced through a

partnership between the region's CTE Directors, WorkOne, and Ivy Tech Community College.

- Two new career pathways have begun in the region. Two more are pending state approval.
- National Manufacturing Day is celebrated annually, with middle and high school counselors from throughout the region visiting local facilities throughout the day.
- All Parke County 7th, 8th, and 9th grade students learn about demand business sectors and related career opportunities through monthly "career workshops." At these workshops area business people serve on a panel talking about their businesses and careers, displaying products, and answering student questions.
- CTE Directors have been provided the opportunity to visit "best practices" around the county.

***Duke Energy Foundation Grant*** – In response to the expressed need for incumbent worker training by our partners in manufacturing, the Western Indiana Workforce Investment Board applied for and was awarded a grant from the Duke Energy Foundation to support such training. Areas of training offered by Ivy Tech include industrial electrician, industrial maintenance, and machining.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 7

	Participants Served	Training Participants
Adults	7,056	417
Dislocated Workers	320	115
Youth	374	328
Totals	7,750	860

PARTICIPANTS DEMOGRAPHICS		ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	545	48	3	0	356	314
	21 - 25	995	82	17	6	18	14
	26 - 30	842	55	23	13		
	31 - 35	833	60	32	15		
	36 - 40	686	42	27	13		
	41 - 45	755	41	39	15		
	46 - 50	738	32	45	20		
	51 - 55	753	34	66	20		
	56 - 60	555	20	49	12		
	61 +	354	3	19	1		
	Not collected	0	0	0	0		
Education	Less than 12 years	2,224	24	23	4	304	263
	Received Diploma/ GED	8,672	197	164	49	54	50
	More than 12 years	4,655	196	133	62	16	15
	Not collected	82	0	0	0	0	0
Gender	Male	3,955	178	182	69	154	133
	Female	3,090	239	138	46	220	195
	Not collected	11	0	0	0	0	0

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	78.5%
	Dislocated Workers	90.0%
Retention Rate	Adults	86.0%
	Dislocated Workers	92.6%
Six Months Average Earnings	Adults	\$12,200
	Dislocated Workers	\$16,494
Placement in Employment or Education	Youth (14-21)	70.8%
Attain Degree or Certification	Youth (14-21)	66.7%
Literacy and Numeracy Gains	Youth (14-21)	45.46%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

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## WSA 8 – South Central Workforce Service Area

### **YOUTH SERVICES**

**Expansion of JAG Program** -- During PY'13, Region 8 increased the number of in-school JAG programs from one site to three sites. In addition to the existing JAG Program located at Eastern Greene High School, the region launched new JAG programs at Bedford North Lawrence High School and Owen Valley High School in January 2014.

This expansion was made possible as a result of the leadership demonstrated by the South Central Region 8 Workforce Board and its Youth Council who worked to identify the schools in the region that were most able to benefit from JAG and offered those schools the chance to participate. The expansion was funded through the blending of WIA Youth resources with State JAG funds that were recently made available.

In addition to increasing the regional planned number of students to be served by JAG from 40 to 120 per year, the creation of two additional JAG sites within the region also allowed Region 8 an opportunity to host a regional JAG Career Development Conference for the first time. The regional Career Development Conference was a success and provided an opportunity for more JAG students from Region 8 to participate regionally and move on to participate at the state competition.

The expansion of JAG also presented the region with an opportunity to develop more partnerships. As a result of the additional JAG sites, partnerships have been formed with the North Lawrence Community School Corporation, Spencer Owen Community Schools, and additional industry and community partners who are interested in supporting the efforts of the JAG students.

### **REGIONAL INITIATIVES**

**Industry Sector Partnership with the Advanced Manufacturing Program (AMP)**-In an effort to more effectively meet the need for workers who have skills that are in demand in the manufacturing sector, the South Central Region 8 Workforce Board and the WorkOne Centers located in Region 8 are partnering with Ivy Tech and other community partners in the implementation of AMP. Duke Energy, Bloomington-Monroe County Foundation, Lawrence County Economic Growth Council, Indiana Economic Development Council, and the South Central Region 8 Workforce Board are contributing tuition funds to assist candidates in completing the training for which they will receive a MSSC Certified Production Technician credential.

All of the WorkOne Centers in the region are working in cooperation with Ivy Tech-Bloomington to recruit, select and assess candidates by determining interest and appropriateness of each individual for the AMP training. In addition, the WorkOne Centers are providing National Career Readiness Certifications to document the basic foundational skills of the participating candidates. The Region 8 Training Coordinator is providing Basic Skill Identification and Soft Skills training to all participants. DWD has also agreed to cover the cost of drug testing for students attending the AMP classes.

This partnership is particularly valuable because manufacturing accounts for approximately 13% of the employment opportunities within the region, and it continues to be a significant industry sector in Region 8. Companies producing automotive products; appliances and other durable goods; medical products; and furniture and wood products are significant industries within the region and offer above average wages to job seekers.

**Enhanced Business Services Model** - During PY'13, Region 8 took steps to improve services to employers and make more effective connections between job seekers and employers who need workers. As a result, the region modified the existing staffing plan for business services and added a Director of Business Services.

Since the region has identified a goal of increasing the number of On-The-Job Training contracts that are written with local employers, a primary goal for the Director of Business Services is to help the region put a plan in place to better market the availability and value of OJTs to businesses. Also, in an effort to maximize

the benefit of employer contacts for both job seekers and the companies contacted, the Business Services Director will maintain an awareness of the skills of job ready customers and work to ensure that WorkOne communications are targeted to employers who are looking to hire workers with those specific skills sets.

The Director of Business Services also works closely with the Regional Business Services Coordinator and WorkOne staff who serve on the Business Services Team to ensure that WorkOne services are marketed to the business community in an effective and organized manner avoiding any unnecessary duplication of effort.

Because these staffing changes have resulted in a full-time position that focuses solely on business services, the region is now positioned to provide services that more effectively benefit both job seekers and enhance the services we provide to our employer partners.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 8

	Participants Served	Training Participants
Adults	10,439	269
Dislocated Workers	269	42
Youth	279	214
Totals	10,987	525

PARTICIPANTS DEMOGRAPHICS		ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	980	98	5	4	252	196
	21 - 25	1,453	63	19	8	27	18
	26 - 30	1,213	22	18	5		
	31 - 35	1,141	23	30	3		
	36 - 40	1,000	28	29	11		
	41 - 45	1,041	15	34	6		
	46 - 50	1,086	6	45	3		
	51 - 55	1,081	10	35	2		
	56 - 60	807	4	24	0		
	61 +	637	0	30	0		
	Not collected	0	0	0	0		
Education	Less than 12 years	1,703	32	23	3	160	138
	Received Diploma/ GED	5,340	123	155	29	83	45
	More than 12 years	3,357	114	91	10	36	31
	Not collected	39	0	0	0	0	0
Gender	Male	5,977	92	143	14	117	84
	Female	4,443	176	126	28	160	129
	Not collected	19	1	0	0	2	1

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	73.0%
	Dislocated Workers	75.8%
Retention Rate	Adults	85.1%
	Dislocated Workers	81.2%
Six Months Average Earnings	Adults	\$12,017
	Dislocated Workers	\$13,152
Placement in Employment or Education	Youth (14-21)	80.7%
Attain Degree or Certification	Youth (14-21)	66.7%
Literacy and Numeracy Gains	Youth (14-21)	45.95%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

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## **WSA 9 – Southeast Indiana Workforce Service Area**

### ***PARTNERSHIPS***

The Region 9 Workforce Investment Board (WIB) works with the Northern Kentucky Chamber of Commerce and the greater Cincinnati Workforce Network, and four additional WIBS that serve the Tri-State regional to create a regional public-private partnership, the Employers' First Regional Workforce Network and to align and coordinate workforce services for area employers.

During PY13 the WIB has also strengthened its existing contact with key partners within the region, including Eco15, the Columbus Education Coalition and the Region 9 Works Council. The Chair of the latter has recently joined the WIB formally, which will help ensure that this collaboration is comprehensive and ongoing.

### ***WORKONE SERVICES***

PY13 saw a dramatic reduction in administrative costs (-28%) due to the WIBs selection of a new Regional Operator. Subsequently, there was an 83% increase in direct client expenditures and a 24% increase in the number of participants in training. Increasing direct client services was an explicit goal of the WIB and this has been quite successful thus far. WorkIndiana was another major success, serving 3 times as many participants in PY13 and jumping to #2 in the state for overall expenditures.

The Regional Operator has also worked closely with the DWD and Service Provider managers to provide greater integration and flexibility of service delivery. The Jobs for Hoosiers program was expanded to the Express locations in the interest of client convenience. Efforts are also underway to share Vets and UI staff throughout the region so that services are not limited to brick and mortar locations. Reporting has been overhauled substantially as well to ensure that Center Managers are held accountable for outcomes across all programs and there is no longer a divide with DWD and Service Provider staff.

### ***YOUTH SERVICES***

The regional JAG program continues to serve four schools and serve ~160 students. JAG programs are located in Jennings, Franklin, Jackson and Jefferson counties. JAG has been very positively received by the community and the Region 9 Youth Council is actively seeking ways to expand it to other schools in the Region.

Regional youth programs and initiatives included: Summer Employment Opportunities Program, an Internships/Paid Work Experience Program, and a Post-Secondary Scholarship program. All are designed to help the students build working relationships within the community, explore career opportunities and develop personal connection and a sense of community involvement.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 9

	Participants Served	Training Participants
Adults	6,968	106
Dislocated Workers	151	36
Youth	226	209
Totals	7,345	351

	PARTICIPANTS DEMOGRAPHICS	ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	480	9	1	0	220	204
	21 - 25	847	21	8	2	6	5
	26 - 30	823	12	8	4		
	31 - 35	802	22	13	6		
	36 - 40	764	12	19	9		
	41 - 45	780	9	18	4		
	46 - 50	775	12	29	7		
	51 - 55	740	5	22	3		
	56 - 60	562	3	21	0		
	61 +	395	1	12	1		
	Not collected	0	0	0	0		
Education	Less than 12 years	1,107	7	4	1	199	193
	Received Diploma/ GED	3,997	63	83	22	27	16
	More than 12 years	1,627	36	64	13	0	0
	Not collected	237	0	0	0	0	0
Gender	Male	3,458	35	77	15	79	72
	Female	3,483	71	74	21	147	137
	Not collected	27	0	0	0	0	0

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	69.3%
	Dislocated Workers	76.2%
Retention Rate	Adults	83.7%
	Dislocated Workers	89.4%
Six Months Average Earnings	Adults	\$12,323
	Dislocated Workers	\$13,729
Placement in Employment or Education	Youth (14-21)	72.8%
Attain Degree or Certification	Youth (14-21)	74.8%
Literacy and Numeracy Gains	Youth (14-21)	65.22%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

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## **WSA 10 – Workforce Region 10 Workforce Service Area**

### **MANUFACTURING PARTNERSHIP**

Region 10 Workforce Board has developed a partnership with Ivy Tech Community College, and Kentuckiana Works to offer Certified Manufacturing Technician Training at WorkOne. Four classes have been conducted at WorkOne to date, and the training program has benefited area employers and job seekers.

### **WORKONE JOB FAIR**

WorkOne Southern Indiana hosts an annual Job Fair to benefit employers and job seekers. WorkOne Job Fair 2014 attracted 59 area employers ranging from manufacturing , healthcare and warehousing, and 450 job seekers over a four hour period.

### **BUSINESS SERVICES**

The Business Services Team coordinated and scheduled 10 business seminars on a variety of human resource topics ranging from Employment Law, FMLA, Recruiting and Retaining Talent, Affordable Care Act, etc. WorkOne partners with SHRM to provide Human Resource Continuing Education Credit for individuals who participate in these seminars. Over 185 human resource professionals attended Business Seminars at Workone last year.

### **BUSINESS RECRUITING**

Business Service staff have arranged over 100 recruiting events at WorkOne last program year, and have assisted employers with recruitment on approximately 1,464 job orders.

### **YOUTH SERVICES**

**Summer Youth Program:** WorkOne Southern Indiana hosted a Microsoft Office Specialist Training for youth participants. Eight youth participated in the three-week intensive program designed to provide instruction on Microsoft Office Word and Excel, and successfully completed their certification exams. At the conclusion of the program participants delivered a PowerPoint presentation on their respective career path to WorkOne Management Team and staff. The program provided tangible business skills with a certification and soft skills. At the completion of the program each student was awarded a Microsoft Tablet as an incentive for successful completion of the program.

**Youth Leadership Academy:** WorkOne Southern Indiana held a Youth Leadership Academy in partnership with the New Albany Housing Authority. New Albany Housing Authority provided a classroom and computers for the three week class which was designed to provide leadership and customer service skills. Twenty-Five youth participated the training, and 24 youth received the Credential in Leadership and Customer Service. Students participated in team building activities, employability skills instruction, employer expectations, and other relevant activities related to career development.

**WorkOne Youth Career Expo:** WorkOne Southern Indiana hosted its second Youth Career Expo on April 17, 2014. The Expo is designed to provide youth age 15-25 an opportunity to explore a variety of career options with area businesses and training institutions. Thirty-eight businesses, colleges and training institutions participated in the Youth Expo and over 325 youth attended, representing eight regional high schools. Each student attending was provided a career packet to help them with career exploration. Several mini-workshops were held during the event, including professional dress techniques, career exploration, and hot 50 careers.

**WorkOne Southern Indiana Hands-Up Program:** Region 10 Workforce Board has partnered with four area Community Foundations (Clark/Floyd, Harrison, Scott and Washington Counties) to offer gap funding for WorkOne customers who are attending training for a degree/certification. The funding is to assist students with additional tuition and associated funding needed to complete their training program.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 10

	Participants Served	Training Participants
Adults	6,297	93
Dislocated Workers	239	38
Youth	88	61
Totals	6,624	192

	PARTICIPANTS DEMOGRAPHICS	ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	393	5	0	0	67	46
	21 - 25	793	17	13	6	21	15
	26 - 30	787	14	27	8		
	31 - 35	756	16	24	2		
	36 - 40	609	11	28	3		
	41 - 45	713	11	28	5		
	46 - 50	696	7	36	5		
	51 - 55	711	6	36	3		
	56 - 60	471	5	28	5		
	61 +	369	1	19	1		
	Not collected	0	0	0	0		
Education	Less than 12 years	751	6	10	3	52	40
	Received Diploma/ GED	3,059	37	107	17	25	15
	More than 12 years	2,443	50	122	18	11	6
	Not collected	45	0	0	0	0	0
Gender	Male	3,281	32	97	18	35	24
	Female	3,010	61	142	20	53	37
	Not collected	7	0	0	0	0	0

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	69.9%
	Dislocated Workers	70.9%
Retention Rate	Adults	84.5%
	Dislocated Workers	84.7%
Six Months Average Earnings	Adults	\$11,995
	Dislocated Workers	\$12,270
Placement in Employment or Education	Youth (14-21)	75.6%
Attain Degree or Certification	Youth (14-21)	63.0%
Literacy and Numeracy Gains	Youth (14-21)	41.94%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

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## WSA 11 – Southwest Indiana Workforce Service Area

### **Youth Services**

**JAG:** Region 11 began five new JAG programs at Princeton Community, Gibson Southern, Evansville Harrison, Evansville Bosse, and Evansville Central high schools; totaling eight programs in the region. Region 11's JAG program achieved 5-of-5 Performance Goals; measuring graduation rates, job placements, and positive outcomes for the program year.

**Youth Employment Services (YES)** - Continued second year of program to assist youth obtain the High School Equivalency Diploma, job placement, job retention, and post-secondary education placement.

### **REGIONAL INITIATIVES/PARTNERSHIPS**

**I-69 Innovation Corridor/Brainpower Task Force** - Goal to raise the Innovation Index Score 20% by 2025 to develop a culture and environment that supports a regional I-69 Innovation Corridor from Evansville, IN (Vanderburgh County) to Crane, IN (Martin County).

**Community Marriage Builders (CMB)** - Goal of 40 participants; partnered with the agency in the provision of a full-time staff member.

**HIRE** - Continued collaboration with the Hoosier Initiative for Re-Entry Employment (HIRE) for recently released ex-offenders where over 200 participants were placed in meaningful employment.

**STEM Challenge** - Organized the First Annual Southwest Indiana STEM Challenge in conjunction with Mead Johnson Nutrition, Oakland City University and the Brainpower Task Force. 96 students from across the region competed in the day-long event with several problem-solving and trouble-shooting challenges utilizing their Science, Technology, Engineering, and Math skills. Jasper High School took home the honors.

**Workforce Pipeline** - Organized two Innovative Conversations About Our Workforce Pipeline events in conjunction with the Brainpower Task Force. These events are a collaboration of legislative, business and education representatives to discuss the regional workforce pipeline issues.

**Business & Professional Exchange (BPE)** - Chapter launched, aimed at helping unemployed seasoned professionals transition into new careers.

**Knox HR Group** - Created a Knox HR Group in partnership with key human resource leaders in the county to discuss issues and concerns human resource representatives have day-in and day-out.

**US 41 Corridor Initiative** - Two distinct factors emerged – businesses along the route through Gibson and Vanderburgh counties are having difficulty hiring the workforce they need and WorkOne clients and other segments of the community can't apply for these jobs because they don't have reliable transportation. Government, businesses, community groups and transportation carriers have been convened to look at the two-sided dilemma and study ways of expanding transportation service along U.S. 41 through a possible public/private partnership.

WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE WORKFORCE INVESTMENT BOARD FOR REGION 11

	Participants Served	Training Participants
Adults	9,995	496
Dislocated Workers	299	74
Youth	520	159
Totals	10,814	729

	PARTICIPANTS DEMOGRAPHICS	ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***
Age Distribution	14 - 20	604	64	0	0	501	156
	21 - 25	1,267	112	15	11	19	3
	26 - 30	1,139	70	17	9		
	31 - 35	1,138	61	15	6		
	36 - 40	991	39	29	6		
	41 - 45	1,021	51	40	15		
	46 - 50	1,193	29	58	8		
	51 - 55	1,214	34	69	13		
	56 - 60	818	18	47	5		
	61 +	611	7	9	1		
	Not collected	0	0	0	0		
Education	Less than 12 years	1,071	8	7	0	489	136
	Received Diploma/ GED	5,283	290	160	40	24	20
	More than 12 years	3,576	198	132	34	5	3
	Not collected	66	0	0	0	2	0
Gender	Male	6,048	266	149	39	214	52
	Female	3,940	230	230	35	306	107
	Not collected	8	0	0	0	0	0

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	77.9%
	Dislocated Workers	79.1%
Retention Rate	Adults	86.8%
	Dislocated Workers	92.7%
Six Months Average Earnings	Adults	\$12,350
	Dislocated Workers	\$14,793
Placement in Employment or Education	Youth (14-21)	71.1%
Attain Degree or Certification	Youth (14-21)	77.3%
Literacy and Numeracy Gains	Youth (14-21)	24.24%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

\*\*\*Youth are measured on placement in employment or education, attainment of a degree or certification and literacy and numeracy gains. youth co-enrolled as adults may receive training.

## WSA 12 – Marion County Workforce Service Area

### REGIONAL INITIATIVES

**Hire Up Indy** - In PY2013, EmployIndy continued its work with the Hire Up Indy Council to address critical issues in economic growth and career opportunities. The Council identified the lack of qualified applicants to fill available jobs as the single biggest issue facing growth. Commissioned research confirmed the results of the Council's analysis and showed a fundamental misalignment between the talent demanded by employers and the output of secondary and post-secondary education. The research produced specific numbers to outline both what will be needed and what will be attained at current production rates. Some highlights include:

#### Demand:

- There is enormous demand for technical talent in healthcare, manufacturing, advanced manufacturing, life sciences, high technology, logistics, and alternative energy. This demand will equal 51,500 net new technically orientated positions available by 2025, nearly twice the number of non-technical jobs;
- These jobs will be available in about 275 technically orientated occupations, including production maintenance workers, life science technicians, computer support specialists, logisticians, pharmacy technicians, health coders, computer systems analysts and software engineers; and,
- To meet demand, Central Indiana will need 30,000 net new associate and bachelor's degrees in technical fields.

#### Supply:

- The adult workforce shows significant under-attainment in postsecondary education;
- At current rates, Central Indiana colleges and universities will produce 11,600 net new technically orientated associate and bachelor's degrees;
- This shortfall will consist of about 10,300 associate degrees and 9,500 bachelor's degrees in technical fields; and,
- To close the gap by 2025, associate degree production will need to triple and bachelor's degree production double.

In response to these facts and observations, Hire Up Indy, supported by more than \$1.8 million in local and philanthropic funds, will invest in programs and curricula that fill gaps, accelerate collaboration, and measure success in the following areas:

- Influence students and the workforce to make Smart Choices about careers and occupations;
- Establish employer-driven partnerships that build Skills that Matter in Central Indiana; and,
- Build Talent Highways enabling new and experienced workers to better access talent development, to accelerate degree and credential completion, and achieve career success.

**PowerTrain Indy** - PowerTrain Indy matches businesses in need of skilled talent with jobs for residents in their neighborhood. Launched in 2013, PowerTrain Indy offers training to qualifying residents through collaboration with Downtown Indianapolis employers. The program is funded by \$1.5 million created from the establishment of an expanded tax increment financing (TIF) district. Residents can access PowerTrain Indy through the WorkOne Indy network. Engaged employers must commit to hiring program participants and assist in the development and execution of training programs. This engagement allows the organization to develop a workforce through customized training programs and on-the-job training so they know individuals will have the skills needed to succeed from day one like CLA, CDL, CPT, CNA, welding, HVAC and dental assisting. Between January and June of 2014, PowerTrain Indy enrolled 118 residents and engaged 24 employers to start 75 residents in training programs, resulting in 38 job placements.

## **WorkOne Indy**

- More than 30,000 citizens receive services at WorkOne Indy each year. PY2013 customer satisfaction rating exceeded 95%.
- In PY2013, WorkOne Indy programs led to more than 665 credentials earned and 3,951 job placements.
- Mobile WorkOne is comprised of staff, mobile technology, and resources. It is partnered with community-based organizations, the Indianapolis Marion County Public Libraries and community events to increase access to services. In 2013, the team serviced more than 25% of WorkOne Indy customers during more than 830 events.
- WorkOne Indy expanded its reach through the online portal WorkOneIndy.org to provide 24/7 access to re-employment services. In PY2013, the website added 9,307 new registrations and logged 167,959 sessions. Registered users attended 1,667 virtual workshops and created 1,938 resumes with the free Resume Builder.

**PriorITize** - Region 12 concluded PriorITize, an IT training initiative made possible by a \$2.9 million award from the USDOL. This pipeline initiative increased the supply of the labor pool by training 342 unemployed, underemployed, and incumbent workers in IT and electronic systems industries. Training included accelerated, alternative, pilot, stackable and dual-credit educational programs in computer support, computer information technology, health information technology, and electronic systems technology. The program exceeded the project goal of training 300 participants with 285 successfully completing training (goal was 270) and more than 200 trainees being placed in employment or earning a wage increase.

## **YOUTH SERVICES**

**JAG** - In 2013, Region 12 provided services for 613 in-school and out-of-school youth. JAG (Jobs for America's Graduates) operated in 10 junior and senior classrooms throughout Marion County, exceeding all five of the National JAG standards for alternative education, and participated in 899 business, education and community service activities and 283 work experiences, job shadows and mentorships. For PY2013, JAG awarded \$899,167 in scholarship money to be used for participants' first year of post-secondary education. The out-of-school YouthWorks Indy program offered young adults, ages 18-21, assistance to obtain a high school equivalency diploma through accelerated adult basic education. In total, the two programs placed 66.8% of participants in education or employment and 63.3% of participants earned a degree or certification. The programs also delivered literacy and numeracy gains of 69.8%.

**Youth Employment Services (YES)** - This program is provided at no cost and is open to young adults, ages 18-24, who have a desire to secure and grow in a job. YES helps remove barriers to successful employment by providing vouchers to assist in childcare, transportation, work clothing, training and education. In PY2013 YES invested \$653,194 in services for 328 participants, leading to 73 high school equivalency completions, 56 certifications and 203 job placements.

**YouthBuild Indy** - This is a national education, work readiness and leadership training program which EmployIndy manages for Marion County. Participants receive support towards a high school equivalency diploma and pathways to college or vocational training, including credentialed construction training. In PY2013, YouthBuild Indy enrolled 68 participants resulting in 23 high school equivalencies and 21 certifications. The program also placed 62% of its participants in employment.

PROGRAM YEAR 2013 SUMMARY OF LOCAL PERFORMANCE  
THE INDIANAPOLIS PRIVATE INDUSTRY COUNCIL  
THE WORKFORCE INVESTMENT BOARD FOR MARION COUNTY

	Participants Served	Training Participants
Adults	7,224	911
Dislocated Workers	1,081	268
Youth	481	280
Totals	8,786	1,459

PARTICIPANTS DEMOGRAPHICS	ADULTS	TRAINING ADULTS	DISLOCATED WORKERS	TRAINING DW	YOUTH	TRAINING YOUTH ***	
Age Distribution	14 - 20	450	124	13	5	459	259
	21 - 25	946	187	68	29	22	21
	26 - 30	878	137	102	38		
	31 - 35	860	138	131	50		
	36 - 40	790	118	126	49		
	41 - 45	780	79	148	36		
	46 - 50	719	50	136	22		
	51 - 55	854	40	167	18		
	56 - 60	624	28	137	15		
	61 +	323	10	53	6		
Not collected	0	0	0	0			
Education	Less than 12 years	835	80	32	9	479	278
	Received Diploma/GED	3,225	450	424	110	2	2
	More than 12 years	3,097	381	624	149	0	0
Gender	Not collected	67	0	1	0	0	
	Male	3,470	473	566	166	186	108
	Female	3,742	437	515	102	295	172
	Not collected	12	1	0	0	0	0

WIA COMMON MEASURES RESULTS FOR PARTICIPANTS SERVED

Entered Employment Rate	Adults	66.91%
	Dislocated Workers	68.54%
Retention Rate	Adults	82.04%
	Dislocated Workers	84.38%
Six Months Average Earnings	Adults	\$13,669
	Dislocated Workers	\$14,987
Placement in Employment or Education	Youth (14-21)	66.83%
Attain Degree or Certification	Youth (14-21)	63.27%
Literacy and Numeracy Gains	Youth (14-21)	69.77%

\*Funds used to provide training services for large scale dislocations. The participants served included in totals.

\*\*The amounts mandated by WIA to formula allocate to each Workforce Investment Board for services to participants. Includes administrative 10% and carry-in funds available.

\*\*\*Youth are measured on placement in employment or education, attainment of a degree or certification and literacy and numeracy gains. youth co-enrolled as adults may receive training.

## Glossary of Terms

### ***Average Earnings (TAA & WIA Performance Measure)***

Of those participants who are employed in the first, second and third quarters after the exit quarter: Total earnings in the second quarter plus the total earnings in the third quarter after the exit quarter divided by the number of participants who exit during the quarter. To calculate this rate, the time period used was October 2011 through September 2012.

### ***Earning Replacement Rate (ERR)***

A measurement that is used to determine wage change. The ERR is determined by dividing average quarterly wages earned in the fourth quarter after training is completed by the average quarterly wages earned in the training entrance quarter.

### ***Employment Rate***

The percentage of graduates employed one year after training. It is determined by dividing the number employed during the fourth quarter after training is completed by the number of graduates.

### ***Employment Retention Rate (TAA & WIA Performance Measure)***

Of those who are employed in the first quarter after the exit quarter: The number of participants who are employed in both the second and third quarters after the exit quarter divided by the number of participants who exit during the quarter. To calculate this rate, the time period used was October 2011 through September 2012.

### ***Entered Employment Rate (TAA & WIA Performance Measure)***

Of those who are not employed at the date of participation: The number of participants who are employed in the first quarter after the exit quarter divided by the number of participants who exit during the quarter. The time period used was October 2011 through September 2012.

### ***Retention Rate***

One of the measurements used to gauge long-term benefits of DWD training programs. Retention rates are calculated by analyzing wage data one year after the completion of training.

### ***Youth (14-21) Attainment of a Degree or Certificate (WIA Performance Measure)***

Of all youth enrolled in education (at the date of participation or at any point during the program): Number of youth participants who attain a diploma, Graduate Equivalent, or certificate by the end of the third quarter after the exit quarter divided by the number of youth participants who exit during the quarter. To calculate this rate, the time period used was January 2012 through December 2012.

### ***Youth (14-21) Literacy and Numeracy Gains (WIA Performance Measure)***

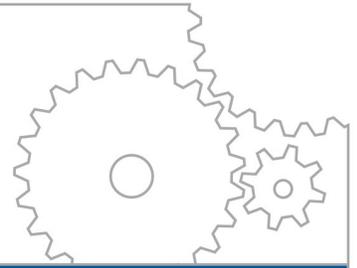
Of all those out-of-school youth who are basic skills deficient (at the date of participation): Number of youth participants who increase one or more educational functioning levels divided by the number of youth participants who have completed a year in the youth program (i.e., one year from the date of first youth program service) plus the number of youth participants who exit before completing a year in the youth program. To calculate this rate, the time period used was January 2012 through December 2012.

### ***Youth (14-21) Placement in Employment or Education (WIA Performance Measure)***

Of all youth who are not in post-secondary education or employment (including the military) at the date of participation: Number of youth participants who are in employment (including the military) or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter divided by the number of youth participants who exit during the quarter. To calculate this rate, the time period used was January 2012 through December 2012.

# **Appendix IV:**

**Indiana Economic Development Corporation  
Skills Enhancement Fund Summary**



# SKILLS ENHANCEMENT FUND

The Skills Enhancement Fund (SEF) provides financial assistance to businesses committed to training their workforce. Trainees must be Indiana residents. SEF reimburses eligible training expenses over a two-year term. Companies may reapply for additional SEF funds after their initial two-year term. Indiana Economic Development Corporation (IEDC) typically does not provide reimbursement for training that is required by law.

## DESCRIPTION

The Skills Enhancement Fund (SEF) provides financial assistance to businesses committed to training their Indiana workforce by offering grants that reimburse a portion of a company's eligible training costs over a two-year term. Each SEF application is evaluated on its merits. Companies may reapply for additional SEF funds after their initial grant is successfully completed. The SEF Program is established under [IC 5-28-7](#).

## ELIGIBLE COMPANIES

- Manufacturing Companies
- Distribution/Logistics Providers
- Headquarters and other businesses that can demonstrate that a significant portion of their local revenue stems from transactions with out-of-state entities

## OTHER ELIGIBILITY REQUIREMENTS

- Company is in good standing with all state regulatory agencies
- Company is making a capital investment in addition to employee training costs
- Company will commit to continue operations and maintain employment levels where the SEF training assistance is provided for at least five years after the training grant is completed
- Company is not a retail establishment, a non-profit entity, or engaged in business that is otherwise prohibited
- Trainees must be Indiana residents who are full-time and permanent employees of the company (i.e., 35 hours or more per week and non-temporary)

## FINANCIAL ASSISTANCE AND TRAINING PARAMETERS

The maximum amount awarded through the SEF program will typically not exceed 50 percent of a company's eligible training budget; the actual approved amount may be less than 50 percent.

- Most types of training are eligible except safety, HR/benefits orientation, and training required by law (e.g., Commercial Driver's License)
- Training expenses eligible for reimbursement include instruction, travel, and material and supply costs

<b>Industry</b>	<b>Actual Employees Trained</b>	<b>Total Paid in 2014</b>	<b>Total Contractual Grant</b>
Administrative and Support and Waste Mgmt and Remediation Services	779	\$ 62,336.18	\$ 913,000.00
Agriculture, Forestry, Fishing and Hunting	81	\$ 6,740.88	\$ 95,000.00
Construction	88	\$ 33,640.82	\$ 100,000.00
Education Services	109	\$ 59,871.15	\$ 330,000.00
Finance and Insurance	1,047	\$ 234,092.72	\$ 585,000.00
Health Care and Social Assistance	701	\$ 190,962.95	\$ 365,000.00
Information	2,142	\$ 974,412.79	\$ 2,320,000.00
Management of Companies and Enterprises	2,978	\$ 491,626.04	\$ 1,020,000.00
Manufacturing	13,960	\$ 5,292,577.40	\$ 14,128,754.00
Mining, Quarrying, and Oil and Gas Extraction	37	\$ 14,891.01	\$ 200,000.00
Other Services (except Public Administration)	214	\$ 184,650.57	\$ 275,000.00
Professional, Scientific, and Technical Services	2,587	\$ 831,708.82	\$ 3,529,850.00
Real Estate and Rental and Leasing	208	\$ 20,933.70	\$ 120,000.00
Retail Trade	410	\$ 39,959.27	\$ 345,000.00
Transportation and Warehousing	3,364	\$ 739,667.91	\$ 1,465,000.00
Utilities	60	\$ 99,872.00	\$ 167,500.00
Wholesale Trade	1,074	\$ 454,651.49	\$ 1,571,250.00
<b>Grand Total</b>	<b>29,839</b>	<b>\$ 9,732,595.70</b>	<b>\$ 27,530,354.00</b>

# **Appendix V:**

**Commission for Higher Education  
Indiana Wage and Workforce Measures**

**\*Update in progress**

# Indiana Wage and Workforce Measures

Graduates from Public Higher Education  
2007/2008 to 2011/2012

Powered by INK  
October 2014

## Contents

Table 1. Indiana Wage & Employment | Graduates by Degree Level

Table 2. Indiana Wage & Employment | Graduates by Major (Program)

Table 3. Indiana Wage & Employment 1, 5 and 10 years Post-Graduation

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## Important Notes for Understanding these Data

1. Includes resident and non-resident students.
2. Wages are calculated beginning two quarters out from graduation and for the next four quarters after that point.
3. Graduates with an annualized wage below \$13,195 are excluded and deemed part-time working at minimum wage (\$7.25/hour \*35 hrs./week \* 52 weeks per year).
4. Wages are annualized if there are at least three quarters of wages in one year; if a graduate has only one or two quarters of wages in the reference year, they are not included in the employment counts.
5. Counts are unduplicated for each school year. If a student earned more than one degree in a given school year, the student is counted at the highest degree level. If a student earned more than one degree at the same degree level in more than one degree CIP, the student is counted once in the school year at the highest CIP code. If a student appears in more than one school year, the student is counted once in each school year.
6. A student is counted in only one post-graduate outcome per school year (employed or enrolled in additional post-secondary education). Employment at the above parameters takes precedence over post-graduate enrollment. For a student to be counted in enrollment, in addition to not being counted as employed, they must be degree-seeking AND must be enrolled in the following school year directly after graduation.
7. An \* in the cell indicates primary suppression (values greater than 0 and less than 5). Wage is suppressed in a cell only if the graduate count is suppressed for the same year and degree level.
8. A double \*\* indicates secondary suppression, where the value of the suppressed cells can be determined by calculations, using the non-suppressed cells.

Table 1  
**Indiana Statewide**  
**Wage and Workforce Measures - Graduates by Degree Level**

One Year Post-Graduation - Residents/Non-Residents

Updated Oct 2014

<b>Degree Level</b>	<b>2007-2008</b>	<b>2011-2012</b>
<b>Undergraduates</b>		
<b>Total Undergraduates</b>	<b>36,254</b>	<b>44,425</b>
# of Graduates Employed in Indiana	17,072	21,568
<b>% of Graduates Employed in Indiana</b>	<b>47.1%</b>	<b>48.5%</b>
# of Graduates Enrolled in Additional Postsecondary Education	4,163	4,712
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>11.5%</b>	<b>10.6%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$34,413</b>	<b>\$35,214</b>
<b>Awards Of Less Than 1 Academic Year</b>		
<b>Total Awards Of Less Than 1 Academic Year</b>	<b>335</b>	<b>1,398</b>
# of Graduates Employed in Indiana	172	783
<b>% of Graduates Employed in Indiana</b>	<b>51.3%</b>	<b>56.0%</b>
# of Graduates Enrolled in Additional Postsecondary Education	108	397
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>32.2%</b>	<b>28.4%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$31,681</b>	<b>\$30,945</b>
<b>Awards At Least 1 But Less Than 2 Academic Years</b>		
<b>Total Awards At Least 1 But Less Than 2 Academic Years</b>	<b>2,122</b>	<b>2,303</b>
# of Graduates Employed in Indiana	1,371	1,358
<b>% of Graduates Employed in Indiana</b>	<b>64.6%</b>	<b>59.0%</b>
# of Graduates Enrolled in Additional Postsecondary Education	345	514
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>16.3%</b>	<b>22.3%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$29,943</b>	<b>\$30,317</b>
<b>Associate Degrees</b>		
<b>Total Associate Degrees</b>	<b>9,363</b>	<b>11,567</b>
# of Graduates Employed in Indiana	5,133	6,839
<b>% of Graduates Employed in Indiana</b>	<b>54.8%</b>	<b>59.1%</b>
# of Graduates Enrolled in Additional Postsecondary Education	1,830	1,671
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>19.5%</b>	<b>14.4%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$36,170</b>	<b>\$36,190</b>
<b>Bachelor's Degrees</b>		
<b>Total Bachelor's Degrees</b>	<b>24,434</b>	<b>29,157</b>
# of Graduates Employed in Indiana	10,396	12,588
<b>% of Graduates Employed in Indiana</b>	<b>42.5%</b>	<b>43.2%</b>
# of Graduates Enrolled in Additional Postsecondary Education	1,880	2,130
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>7.7%</b>	<b>7.3%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$34,180</b>	<b>\$35,478</b>
<b>Graduate Degrees</b>		
<b>Total Graduates</b>	<b>10,150</b>	<b>12,251</b>
# of Graduates Employed in Indiana	3,651	4,502
<b>% of Graduates Employed in Indiana</b>	<b>36.0%</b>	<b>36.7%</b>
# of Graduates Enrolled in Additional Postsecondary Education	624	828
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>6.1%</b>	<b>6.8%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$55,314</b>	<b>\$56,402</b>
<b>Master's Degrees</b>		
<b>Total Master's Degrees</b>	<b>7,461</b>	<b>9,132</b>
# of Graduates Employed in Indiana	2,894	3,573
<b>% of Graduates Employed in Indiana</b>	<b>38.8%</b>	<b>39.1%</b>
# of Graduates Enrolled in Additional Postsecondary Education	521	727
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>7.0%</b>	<b>8.0%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$51,828</b>	<b>\$53,965</b>
<b>Doctor's Degrees - Research/Scholarship</b>		
<b>Total Doctor's Degrees - Research/Scholarship</b>	<b>1,177</b>	<b>1,277</b>
# of Graduates Employed in Indiana	176	220
<b>% of Graduates Employed in Indiana</b>	<b>15.0%</b>	<b>17.2%</b>
# of Graduates Enrolled in Additional Postsecondary Education	24	8
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>2.0%</b>	<b>0.6%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$64,704</b>	<b>\$59,532</b>
<b>Doctor's Degrees - Professional Practice</b>		
<b>Total Doctor's Degrees - Professional Practice</b>	<b>1,202</b>	<b>1,269</b>
# of Graduates Employed in Indiana	440	487
<b>% of Graduates Employed in Indiana</b>	<b>36.6%</b>	<b>38.4%</b>
# of Graduates Enrolled in Additional Postsecondary Education	15	13
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>1.2%</b>	<b>1.0%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$72,970</b>	<b>\$69,559</b>
<b>Graduate Certificate</b>		
<b>Total Graduate Certificate</b>	<b>310</b>	<b>573</b>
# of Graduates Employed in Indiana	141	222
<b>% of Graduates Employed in Indiana</b>	<b>45.5%</b>	<b>38.7%</b>
# of Graduates Enrolled in Additional Postsecondary Education	64	80
<b>% of Graduates Enrolled in Additional Postsecondary Education</b>	<b>20.6%</b>	<b>14.0%</b>
<b>Average Annualized Wage in Indiana</b>	<b>\$60,050</b>	<b>\$63,649</b>

Table 2

Indiana

Wage and Workforce Measures - Graduates by Degree Level and Major

One Year Post-Graduation - Residents/Non-Residents

Degree Level	Major	2007-2008						2011-2012					
		Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage
Awards Of Less Than 1 Academic Year	01. Agricultural Business And Production	0	0	0%	0	0%		0	0	0%	0	0%	
	09. Communications	0	0	0%	0	0%		0	0	0%	0	0%	
	10. Communications Technologies	0	0	0%	0	0%		0	0	0%	0	0%	
	11. Computer And Information Sciences	42	22	52%	12	29%	\$31,125	95	46	48%	24	25%	\$31,895
	12. Personal And Miscellaneous Services	0	0	0%	0	0%		27	16	59%	16	59%	\$25,460
	13. Education	0	0	0%	0	0%	\$0	16	16	100%	0	0%	\$75,711
	15. Engineering-Related Technologies	24	14	58%	6	25%	\$49,012	59	39	66%	12	20%	\$43,682
	19. Home Economics, General	0	0	0%	0	0%	\$0	15	7	47%	7	47%	\$22,918
	23. English Language And Literature/Letters	0	0	0%	0	0%	\$0	0	0	0%	0	0%	
	24. Liberal Arts And Sciences, General Studies And Humanities	0	0	0%	0	0%		0	0	0%	0	0%	
	27. Mathematics	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	31. Parks, Recreation, Leisure And Fitness Studies	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	40. Physical Sciences	0	0	0%	0	0%	\$0	0	0	0%	0	0%	
	42. Psychology	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	43. Protective Services	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	44. Public Administration And Services	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	45. Social Sciences And History	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	46. Construction Trades	6	5	83%	0	0%	\$43,235	17	9	53%	5	29%	\$38,232
	47. Mechanics And Repairers	65	31	48%	30	46%	\$24,756	323	198	61%	69	21%	\$30,776
	48. Precision Production Trades	0	0	0%	0	0%	\$0	53	34	64%	7	13%	\$34,543
	49. Transportation And Materials Moving Workers	16	0	0%	0	0%	\$33,138	13	8	62%	0	0%	\$29,707
	50. Visual And Performing Arts	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	51. Health Professions And Related Sciences	27	18	67%	0	0%	\$23,181	329	194	59%	81	25%	\$23,769
	52. Business Management And Administrative Services	140	69	49%	53	38%	\$33,167	435	216	50%	172	40%	\$31,156
54. History	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0	
<b>TOTAL (ALL MAJOR AREAS)</b>	<b>335</b>	<b>172</b>	<b>51%</b>	<b>108</b>	<b>32%</b>	<b>\$31,681</b>	<b>1,398</b>	<b>783</b>	<b>56%</b>	<b>397</b>	<b>28%</b>	<b>\$30,944</b>	
Awards At Least 1 But Less Than 2 Academic Years	01. Agricultural Business And Production	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	05. Area, Ethnic And Cultural Studies	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	09. Communications	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	11. Computer And Information Sciences	0	0	0%	0	0%	\$0	119	58	49%	48	40%	\$34,062
	12. Personal And Miscellaneous Services	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	13. Education	26	13	50%	9	35%	\$20,448	45	20	44%	16	36%	\$20,647
	15. Engineering-Related Technologies	145	91	63%	17	12%	\$36,302	185	105	57%	52	28%	\$38,884
	16. Foreign Languages And Literatures	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	19. Home Economics, General	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	22. Law And Legal Studies	0	0	0%	0	0%	\$0	10	7	70%	0	0%	\$29,173
	24. Liberal Arts And Sciences, General Studies And Humanities	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	27. Mathematics	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	30. Multi/Interdisciplinary Studies	239	146	61%	46	19%	\$36,226	64	37	58%	13	20%	\$36,111
	31. Parks, Recreation, Leisure And Fitness Studies	0	0	0%	0	0%	\$0	6	0	0%	0	0%	\$22,650
	44. Public Administration And Services	0	0	0%	0	0%	\$0	9	0	0%	0	0%	\$26,415
	46. Construction Trades	31	18	58%	5	16%	\$31,388	32	18	56%	6	19%	\$31,630
	47. Mechanics And Repairers	42	18	43%	13	31%	\$23,763	39	27	69%	7	18%	\$29,182
	48. Precision Production Trades	19	8	42%	0	0%	\$34,875	7	7	100%	0	0%	\$37,490
	49. Transportation And Materials Moving Workers	0	0	0%	0	0%	\$0	7	0	0%	0	0%	\$65,643
	50. Visual And Performing Arts	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	51. Health Professions And Related Sciences	1,349	943	70%	151	11%	\$28,996	1,174	779	66%	152	13%	\$28,054
	52. Business Management And Administrative Services	251	122	49%	94	37%	\$26,694	595	288	48%	211	35%	\$29,248
	N/A	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	<b>TOTAL (ALL MAJOR AREAS)</b>	<b>2,122</b>	<b>1,371</b>	<b>65%</b>	<b>345</b>	<b>16%</b>	<b>\$29,943</b>	<b>2,303</b>	<b>1,358</b>	<b>59%</b>	<b>514</b>	<b>22%</b>	<b>\$30,317</b>
Associate Degrees	01. Agricultural Business And Production	34	14	41%	8	24%	\$34,618	134	56	42%	36	27%	\$28,677
	03. Conservation And Renewable Natural Resources	32	12	38%	9	28%	\$22,367	53	25	47%	18	34%	\$26,530
	09. Communications	5	0	0%	0	0%	\$16,963	14	0	0%	5	36%	\$29,813
	10. Communications Technologies	38	16	42%	7	18%	\$26,710	22	11	50%	0	0%	\$22,244
	11. Computer And Information Sciences	332	183	55%	60	18%	\$31,886	646	354	55%	104	16%	\$34,193
	12. Personal And Miscellaneous Services	41	19	46%	5	12%	\$34,331	48	28	58%	0	0%	\$29,781
	13. Education	252	110	44%	44	17%	\$21,429	449	177	39%	130	29%	\$21,611
	14. Engineering	0	0	0%	0	0%	\$0	8	0	0%	5	63%	\$42,214
	15. Engineering-Related Technologies	1,023	492	48%	368	36%	\$37,455	920	597	65%	134	15%	\$41,245
	16. Foreign Languages And Literatures	23	8	35%	0	0%	\$26,964	11	0	0%	6	55%	\$39,050
	19. Home Economics, General	20	0	0%	8	40%	\$19,856	23	7	30%	12	52%	\$19,293
	22. Law And Legal Studies	113	63	56%	28	25%	\$27,608	167	88	53%	27	16%	\$27,030
	23. English Language And Literature/Letters	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	24. Liberal Arts And Sciences, General Studies And Humanities	1,470	292	20%	557	38%	\$31,056	1,499	428	29%	410	27%	\$29,439
	25. Library Science	0	0	0%	0	0%	\$0	16	7	44%	0	0%	\$21,109
	26. Biological Sciences/Life Sciences	40	23	58%	8	20%	\$28,651	43	28	65%	7	16%	\$34,285
	27. Mathematics	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	30. Multi/Interdisciplinary Studies	9	0	0%	0	0%	\$25,992	0	0	0%	0	0%	\$0
	31. Parks, Recreation, Leisure And Fitness Studies	5	0	0%	0	0%	\$22,189	6	0	0%	0	0%	\$33,319
	38. Philosophy And Religion	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	40. Physical Sciences	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	41. Science Technologies	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
	42. Psychology	11	0	0%	0	0%	\$21,460	12	0	0%	9	75%	\$17,361
	43. Protective Services	336	196	58%	77	23%	\$28,868	484	284	59%	96	20%	\$27,871
44. Public Administration And Services	25	6	24%	16	64%	\$24,647	8	0	0%	0	0%	\$24,238	
45. Social Sciences And History	9	0	0%	0	0%	\$28,659	5	0	0%	0	0%	\$13,975	
46. Construction Trades	438	313	71%	23	5%	\$52,780	693	534	77%	12	2%	\$56,977	
47. Mechanics And Repairers	138	90	65%	12	9%	\$30,920	150	91	61%	14	9%	\$32,302	
48. Precision Production Trades	84	54	64%	14	17%	\$47,171	168	118	70%	6	4%	\$50,246	
49. Transportation And Materials Moving Workers	11	0	0%	0	0%	\$28,787	6	0	0%	0	0%	\$32,893	
50. Visual And Performing Arts	181	74	41%	28	15%	\$23,639	216	94	44%	44	20%	\$25,045	
51. Health Professions And Related Sciences	2,932	2,193	75%	189	6%	\$39,774	3,543	2,653	75%	254	7%	\$37,192	
52. Business Management And Administrative Services	1,746	949	54%	335	19%	\$29,785	2,211	1,239	56%	319	14%	\$31,117	
54. History	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0	
<b>TOTAL (ALL MAJOR AREAS)</b>	<b>9,363</b>	<b>5,133</b>	<b>55%</b>	<b>1,830</b>	<b>20%</b>	<b>\$36,170</b>	<b>11,567</b>	<b>6,839</b>	<b>59%</b>	<b>1,671</b>	<b>14%</b>	<b>\$36,190</b>	
Bachelor's Degrees	01. Agricultural Business And Production	309	125	40%	31	10%	\$34,718	389	154	40%	45	12%	\$37,519
	03. Conservation And Renewable Natural Resources	82	24	29%	8	10%	\$30,578	167	56	34%	17	10%	\$26,991
	04. Architecture And Related Programs	155	49	32%	28	18%	\$28,138	154	52	34%	27	18%	\$30,338
	05. Area, Ethnic And Cultural Studies	37	18	49%	0	0%	\$24,479	54	14	26%	0	0%	\$28,552
	09. Communications	1,602	595	37%	84	5%	\$27,548	1,918	729	38%	74	4%	\$28,644
	10. Communications Technologies	9	0	0%	0	0%	\$14,535	13	0	0%	0	0%	\$22,228
	11. Computer And Information Sciences	603	270	45%	42	7%	\$43,146	786	335	43%	48	6%	\$45,052
	13. Education	2,627	1,574	60%	109	4%	\$30,558	2,549	1,614	63%	83	3%	\$31,035
	14. Engineering	1,229	249	20%	111	9%	\$52,815	1,666	361	22%	173	10%	\$53,434
	15. Engineering-Related Technologies	914	459	50%	38	4%	\$45,984	856	459	54%	30	4%	\$57,793
	16. Foreign Languages And Literatures	307	107	35%	32	10%	\$29,173	372	134	36%	32	9%	\$28,561
	19. Home Economics, General	716	275	38%	29	4%	\$29,189	547	242	44%	12	2%	\$27,676
	22. Law And Legal Studies	21	11	52%	0	0%	\$30,954	20	9	45%	0	0%	\$24,536
	23. English Language And Literature/Letters	550	207	38%	50	9%	\$26,555	573	246	43%	42	7%	\$26,869
	24. Liberal Arts And Sciences, General Studies And Humanities	1,662	766	46%	110	7%	\$33,351	1,873	788	42%	109	6%	\$33,136
	25. Library Science	0	0	0%	0								

Indiana

Wage and Workforce Measures - Graduates by Degree Level and Major

One Year Post-Graduation - Residents/Non-Residents

Degree Level	Major	2007-2008						2011-2012						
		Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	
	42. Psychology	1,034	398	38%	110	11%	\$25,966	1,083	398	37%	133	12%	\$27,018	
	43. Protective Services	553	315	57%	35	6%	\$32,233	558	355	64%	24	4%	\$31,090	
	44. Public Administration And Services	583	259	44%	52	9%	\$31,122	939	415	44%	99	11%	\$31,465	
	45. Social Sciences And History	1,383	504	36%	134	10%	\$28,486	1,671	567	34%	112	7%	\$29,075	
	47. Mechanics And Repairers	*	*	*	*	*	*	10	*	*	0	0%	\$60,348	
	49. Transportation And Materials Moving Workers	186	48	26%	7	4%	\$29,482	183	46	25%	7	4%	\$33,368	
	50. Visual And Performing Arts	978	326	33%	64	7%	\$26,301	1,211	396	33%	57	5%	\$26,394	
	51. Health Professions And Related Sciences	2,091	1,183	57%	206	10%	\$44,216	2,997	1,895	63%	236	8%	\$44,530	
	52. Business Management And Administrative Services	4,295	1,801	42%	238	6%	\$36,177	5,214	2,222	43%	261	5%	\$38,247	
	54. History	330	107	32%	33	10%	\$27,658	423	139	33%	43	10%	\$26,184	
	N/A	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0	
	<b>TOTAL (ALL MAJOR AREAS)</b>	<b>24,434</b>	<b>10,396</b>	<b>43%</b>	<b>1,880</b>	<b>9%</b>	<b>\$34,180</b>	<b>29,157</b>	<b>12,588</b>	<b>43%</b>	<b>2,130</b>	<b>9%</b>	<b>\$35,478</b>	
Master's Degrees	01. Agricultural Business And Production	72	9	13%	5	7%	\$37,670	66	8	12%	9	14%	\$49,142	
	03. Conservation And Renewable Natural Resources	32	10	31%	*	*	\$33,306	47	11	23%	5	11%	\$40,364	
	04. Architecture And Related Programs	46	13	28%	*	*	\$39,103	66	29	44%	*	*	\$38,067	
	05. Area, Ethnic And Cultural Studies	24	*	*	*	*	\$45,398	46	5	11%	14	30%	\$25,730	
	09. Communications	169	63	37%	13	8%	\$43,338	189	76	40%	13	7%	\$45,433	
	11. Computer And Information Sciences	167	38	23%	13	8%	\$59,695	318	67	21%	40	13%	\$58,055	
	13. Education	1,657	1,019	61%	46	3%	\$47,047	1,815	1,173	65%	52	3%	\$46,815	
	14. Engineering	500	47	9%	50	10%	\$69,277	720	96	13%	129	18%	\$71,066	
	15. Engineering-Related Technologies	48	12	25%	0	0%	\$68,838	201	88	44%	*	*	\$61,379	
	16. Foreign Languages And Literatures	88	10	11%	33	38%	\$36,844	96	20	21%	38	40%	\$41,250	
	19. Home Economics, General	45	13	29%	5	11%	\$32,635	35	15	43%	*	*	\$34,787	
	22. Law And Legal Studies	125	*	*	5	4%	\$78,357	165	5	3%	11	7%	\$56,082	
	23. English Language And Literature/Letters	114	44	39%	21	18%	\$35,505	148	43	29%	37	25%	\$36,877	
	24. Liberal Arts And Sciences, General Studies And Humanities	43	23	53%	*	*	\$36,864	35	19	54%	*	*	\$34,954	
	25. Library Science	233	106	45%	*	*	\$36,670	230	119	52%	8	3%	\$33,862	
	26. Biological Sciences/Life Sciences	250	73	29%	58	23%	\$41,118	292	82	28%	49	17%	\$41,814	
	27. Mathematics	98	21	21%	20	20%	\$54,945	97	24	25%	32	33%	\$47,669	
	30. Multi/Interdisciplinary Studies	53	24	45%	*	*	\$42,636	107	39	36%	5	5%	\$46,182	
	31. Parks, Recreation, Leisure And Fitness Studies	94	30	32%	5	5%	\$39,839	96	33	34%	6	6%	\$35,783	
	38. Philosophy And Religion	18	5	28%	7	39%	\$29,064	11	5	45%	*	*	\$58,917	
	40. Physical Sciences	89	20	22%	19	21%	\$47,678	110	22	20%	34	31%	\$40,656	
	42. Psychology	150	63	42%	44	29%	\$34,374	163	60	37%	55	34%	\$36,645	
	43. Protective Services	6	*	*	*	*	\$39,475	6	*	*	0	0%	\$55,936	
	44. Public Administration And Services	566	359	63%	10	2%	\$39,408	651	361	55%	9	1%	\$36,356	
	45. Social Sciences And History	166	31	19%	48	29%	\$40,015	142	37	26%	44	31%	\$40,814	
	46. Construction Trades	0	0	0%	0	0%	\$0	5	*	*	*	*	\$42,675	
	49. Transportation And Materials Moving Workers	0	0	0%	0	0%	\$0	18	*	*	*	*	\$57,739	
	50. Visual And Performing Arts	250	24	10%	39	16%	\$34,736	320	39	12%	48	15%	\$36,528	
	51. Health Professions And Related Sciences	651	335	51%	16	2%	\$68,290	848	495	58%	18	2%	\$68,446	
	52. Business Management And Administrative Services	1,639	464	28%	38	2%	\$72,606	2,035	577	28%	47	2%	\$78,322	
	54. History	47	13	28%	12	26%	\$43,527	54	18	33%	12	22%	\$46,434	
	N/A	21	18	86%	0	0%	\$72,456	0	0	0%	0	0%	\$0	
		<b>TOTAL (ALL MAJOR AREAS)</b>	<b>7,461</b>	<b>2,894</b>	<b>39%</b>	<b>521</b>	<b>7%</b>	<b>\$51,828</b>	<b>9,132</b>	<b>3,573</b>	<b>39%</b>	<b>727</b>	<b>8%</b>	<b>\$53,965</b>
Doctor's Degrees - Research/Scholarship	01. Agricultural Business And Production	38	*	*	0	0%	\$59,621	31	0	0%	0	0%	\$0	
	03. Conservation And Renewable Natural Resources	9	*	*	0	0%	\$54,653	12	*	*	0	0%	\$43,076	
	05. Area, Ethnic And Cultural Studies	6	0	0%	*	*	\$0	13	*	*	0	0%	\$14,472	
	09. Communications	17	0	0%	0	0%	\$0	37	5	14%	0	0%	\$45,977	
	11. Computer And Information Sciences	36	*	*	*	*	\$81,134	39	5	13%	0	0%	\$76,450	
	13. Education	193	71	37%	*	*	\$72,150	172	67	39%	0	0%	\$72,305	
	14. Engineering	194	10	5%	0	0%	\$74,387	219	13	6%	*	*	\$78,210	
	15. Engineering-Related Technologies	13	0	0%	0	0%	\$0	26	6	23%	0	0%	\$55,440	
	16. Foreign Languages And Literatures	41	5	12%	*	*	\$30,569	49	8	16%	0	0%	\$40,356	
	19. Home Economics, General	21	*	*	0	0%	\$76,920	12	*	*	0	0%	\$36,692	
	22. Law And Legal Studies	5	0	0%	0	0%	\$0	9	0	0%	0	0%	\$0	
	23. English Language And Literature/Letters	41	*	*	0	0%	\$51,978	49	8	16%	0	0%	\$41,931	
	25. Library Science	*	*	*	*	*	\$0	5	*	*	0	0%	\$37,178	
	26. Biological Sciences/Life Sciences	80	14	18%	*	*	\$58,109	96	23	24%	*	*	\$47,253	
	27. Mathematics	35	*	*	0	0%	\$44,547	36	8	22%	0	0%	\$53,073	
	30. Multi/Interdisciplinary Studies	16	*	*	0	0%	\$43,038	8	*	*	0	0%	\$107,790	
	31. Parks, Recreation, Leisure And Fitness Studies	15	*	*	*	*	\$51,898	25	*	*	0	0%	\$50,143	
	38. Philosophy And Religion	13	*	*	*	*	\$26,665	18	*	*	0	0%	\$46,457	
	40. Physical Sciences	106	*	*	*	*	\$46,627	111	14	13%	0	0%	\$43,563	
	41. Science Technologies	*	*	*	*	*	\$0	*	*	*	*	*	\$0	
	42. Psychology	58	9	16%	0	0%	\$50,006	51	10	20%	0	0%	\$51,055	
	43. Protective Services	*	*	*	*	*	\$0	*	*	*	*	*	\$0	
	44. Public Administration And Services	7	*	*	0	0%	\$58,000	10	*	*	0	0%	\$55,372	
	45. Social Sciences And History	51	6	12%	*	*	\$43,567	56	8	14%	0	0%	\$39,638	
	50. Visual And Performing Arts	54	6	11%	*	*	\$52,492	71	9	13%	0	0%	\$35,004	
	51. Health Professions And Related Sciences	67	15	22%	*	*	\$75,714	64	14	22%	*	*	\$75,640	
	52. Business Management And Administrative Services	32	*	*	0	0%	\$124,804	34	*	*	0	0%	\$107,698	
	54. History	23	*	*	*	*	\$42,435	21	*	*	0	0%	\$37,527	
		<b>TOTAL (ALL MAJOR AREAS)</b>	<b>1,177</b>	<b>176</b>	<b>15%</b>	<b>24</b>	<b>2%</b>	<b>\$64,704</b>	<b>1,277</b>	<b>220</b>	<b>17%</b>	<b>8</b>	<b>1%</b>	<b>\$59,532</b>
	Doctor's Degrees - Professional Practice	22. Law And Legal Studies	504	219	43%	5	1%	\$60,553	499	227	45%	*	*	\$54,773
		42. Psychology	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
		51. Health Professions And Related Sciences	698	221	32%	10	1%	\$85,275	770	260	34%	**	**	\$82,467
		N/A	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0
		<b>TOTAL (ALL MAJOR AREAS)</b>	<b>1,202</b>	<b>440</b>	<b>37%</b>	<b>15</b>	<b>1%</b>	<b>\$72,970</b>	<b>1,269</b>	<b>487</b>	<b>38%</b>	<b>13</b>	<b>1%</b>	<b>\$69,558</b>
Graduate Certificate	04. Architecture And Related Programs	0	0	0%	0	0%	\$0	*	*	*	*	*	\$0	
	11. Computer And Information Sciences	*	*	*	*	*	\$0	*	*	*	*	*	\$0	
	13. Education	45	34	76%	*	*	\$79,552	72	48	67%	5	7%	\$79,547	
	14. Engineering	0	0	0%	0	0%	\$0	*	*	*	*	*	\$0	
	19. Home Economics, General	*	*	*	*	*	\$0	*	*	*	*	*	\$0	
	23. English Language And Literature/Letters	11	*	*	*	*	\$74,820	10	6	60%	0	0%	\$38,727	
	25. Library Science	*	*	*	*	*	\$0	*	*	*	*	*	\$0	
	26. Biological Sciences/Life Sciences	0	0	0%	0	0%	\$0	*	*	*	*	*	\$0	
	27. Mathematics	**	**	**	**	**	**	5	*	*	*	*	\$44,763	
	30. Multi/Interdisciplinary Studies	166	57	34%	44	27%	\$49,053	148	41	28%	19	13%	\$64,176	
	31. Parks, Recreation, Leisure And Fitness Studies	0	0	0%	0	0%	\$0	0	0	0%	0	0%	\$0	
	42. Psychology	20	12	60%	0	0%	\$52,407	18	6	33%	*	*	\$39,461	
	43. Protective Services	0	0	0%	0	0%	\$0	7	7	100%	0	0%	\$50,497	
	44. Public Administration And Services	**	**	**	**	**	**	68	25	37%	20	29%	\$36,006	
	45. Social Sciences And History	**	**	**	**	**	**	5	*	*	*	*	\$45,938	
	50. Visual And Performing Arts	0	0	0%	0	0%	\$0	42	*	*	11	26%	\$27,612	
	51. Health Professions And Related Sciences	22	11	50%	*	*	\$84,077	95	33	35%	5	5%	\$87,445	
52. Business Management And Administrative Services	32	21	66%	*	*	\$49,806	92	50	54%	11	12%	\$56,289		
	<b>TOTAL (ALL MAJOR AREAS)</b>	<b>310</b>	<b>141</b>	<b>45%</b>	<b>64</b>	<b>21%</b>	<b>\$60,050</b>	<b>573</b>	<b>222</b>	<b>39%</b>	<b>80</b>	<b>14%</b>	<b>\$63,649</b>	

Indiana Statewide Table 3

Wage and Workforce Measures - Graduates by Degree

4-Quarter Rolling Cohort Analysis - Residents/Non-Residents

Degree Level	Major	1 Year Post-Graduation*						5 Year Post-Graduation**						10 Year Post-Graduation***						
		Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	
Awards Of Less Than 1 Academic Year	01. Agricultural Business And Production	6			0	0.0%	\$38,172	6			0	0.0%	\$36,299	0	0	0.0%	0	0.0%	\$0	
	09. Communications							0	0	0.0%		0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0
	10. Communications Technologies													0	0	0.0%	0	0.0%	\$0	
	11. Computer And Information Sciences	142	72	50.7%	28	19.7%	\$31,518	48	28	58.3%	9	18.8%	\$41,347	0	0	0.0%	0	0.0%	\$0	
	12. Personal And Miscellaneous Services	31			17	54.8%	\$30,220							0	0	0.0%	0	0.0%	\$0	
	13. Education	20	19	95.0%	0	0.0%	\$75,671							0	0	0.0%	0	0.0%	\$0	
	15. Engineering-Related Technologies	259	154	59.5%	51	19.7%	\$36,764	45	24	53.3%	9	20.0%	\$60,354							
	19. Home Economics, General	23	10	43.5%	10	43.5%	\$21,244	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	23. English Language And Literature/Letters							6			0	0.0%	\$39,188	0	0	0.0%	0	0.0%	\$0	
	24. Liberal Arts And Sciences, General Studies And							8					\$26,506	0	0	0.0%	0	0.0%	\$0	
	27. Mathematics							0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	31. Parks, Recreation, Leisure And Fitness Studies							0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	43. Protective Services							7					\$22,163	0	0	0.0%	0	0.0%	\$0	
	44. Public Administration And Services	0	0	0.0%	0	0.0%	\$0							0	0	0.0%	0	0.0%	\$0	
	45. Social Sciences And History													0	0	0.0%	0	0.0%	\$0	
	46. Construction Trades	48	28	58.3%	8	16.7%	\$42,894	10			0	0.0%	\$53,234	0	0	0.0%	0	0.0%	\$0	
	47. Mechanics And Repairers	434	257	59.2%	96	22.1%	\$30,852	63	41	65.1%	18	28.6%	\$34,084	0	0	0.0%	0	0.0%	\$0	
	48. Precision Production Trades	70	44	62.9%	9	12.9%	\$34,494							0	0	0.0%	0	0.0%	\$0	
	49. Transportation And Materials Moving Workers	42	27	64.3%			\$31,216	68	34	50.0%			\$37,705	0	0	0.0%	0	0.0%	\$0	
	50. Visual And Performing Arts													0	0	0.0%	0	0.0%	\$0	
	51. Health Professions And Related Sciences	448	249	55.6%	116	25.9%	\$23,270	51	35	68.6%	7	13.7%	\$28,993	12					\$39,943	
	52. Business Management And Administrative Services	646	303	46.9%	218	33.7%	\$32,811	247	164	66.4%	59	23.9%	\$49,914							
	54. History																			
	<b>TOTAL (ALL MAJOR AREAS)</b>	<b>2,188</b>	<b>1,183</b>	<b>54.1%</b>	<b>560</b>	<b>25.6%</b>	<b>\$31,662</b>	<b>576</b>	<b>361</b>	<b>62.7%</b>	<b>110</b>	<b>19.1%</b>	<b>\$43,982</b>	<b>35</b>	<b>22</b>	<b>62.9%</b>	<b></b>	<b></b>	<b>\$52,376</b>	
Awards At Least 1 But Less Than 2 Academic Years	01. Agricultural Business And Production	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0							
	05. Area, Ethnic And Cultural Studies							0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	09. Communications							0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	11. Computer And Information Sciences	173	83	48.0%	66	38.2%	\$34,853							107	43	40.2%	28	26.2%	\$43,041	
	12. Personal And Miscellaneous Services							0	0	0.0%	0	0.0%	\$0	15			0	0.0%	\$69,017	
	13. Education	96	39	40.6%	26	27.1%	\$21,013	50			14	28.0%	\$25,215							
	15. Engineering-Related Technologies	408	261	64.0%	67	16.4%	\$39,229	359	236	65.7%	50	13.9%	\$47,150	231	132	57.1%	39	16.9%	\$55,378	
	16. Foreign Languages And Literatures							0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	19. Home Economics, General	0	0	0.0%	0	0.0%	\$0													
	22. Law And Legal Studies	8	5	62.5%			\$27,960	0	0	0.0%	0	0.0%	\$0							
	24. Liberal Arts And Sciences, General Studies And							0	0	0.0%	0	0.0%	\$0	84	43	51.2%	27	32.1%	\$37,486	
	30. Multi/Interdisciplinary Studies	386	219	56.7%	52	13.5%	\$35,184	595	340	57.1%	75	12.6%	\$44,627	485	232	47.8%	63	13.0%	\$56,973	
	31. Parks, Recreation, Leisure And Fitness Studies							0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	44. Public Administration And Services	8					\$26,415	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	46. Construction Trades	128	89	69.5%			\$39,582	80	55	68.8%	7	8.8%	\$43,581	48	32	66.7%			\$58,347	
	47. Mechanics And Repairers	76	45	59.2%	16	21.1%	\$28,106	80	52	65.0%	10	12.5%	\$36,201	48	25	52.1%	10	20.8%	\$40,990	
	48. Precision Production Trades	27	24	88.9%			\$40,506							30					\$64,464	
	49. Transportation And Materials Moving Workers	12					\$50,785	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	50. Visual And Performing Arts							0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
	51. Health Professions And Related Sciences	2,945	1,962	66.6%	296	10.1%	\$28,883	4,245	2,840	66.9%	333	7.8%	\$36,210	3,552	2,238	63.0%	326	9.2%	\$41,674	
	52. Business Management And Administrative Services	898	427	47.6%	268	29.8%	\$29,126	450	228	50.7%	133	29.6%	\$33,881	421	206	48.9%	107	25.4%	\$47,704	
	N/A.	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0							
	<b>TOTAL (ALL MAJOR AREAS)</b>	<b>5,178</b>	<b>3,168</b>	<b>61.2%</b>	<b>815</b>	<b>15.7%</b>	<b>\$30,696</b>	<b>5,959</b>	<b>3,833</b>	<b>64.3%</b>	<b>640</b>	<b>10.7%</b>	<b>\$37,632</b>	<b>5,044</b>	<b>2,986</b>	<b>59.2%</b>	<b>610</b>	<b>12.1%</b>	<b>\$44,239</b>	
	Associate Degrees	01. Agricultural Business And Production	226	98	43.4%	49	21.7%	\$28,733	94	54	57.4%	10	10.6%	\$46,010	123	77	62.6%	6	4.9%	\$46,628
03. Conservation And Renewable Natural Resources		133	70	52.6%	35	26.3%	\$26,877	100	74	74.0%	10	10.0%	\$34,989	84	63	75.0%	5	6.0%	\$46,674	
09. Communications		35	14	40.0%	10	28.6%	\$25,296	22	11	50.0%			\$36,906	21	12	57.1%			\$41,326	
10. Communications Technologies		57	20	35.1%	14	24.6%	\$23,236	106	65	61.3%	7	6.6%	\$29,934	108	56	51.9%	14	13.0%	\$41,459	
11. Computer And Information Sciences		1,499	832	55.5%	216	14.4%	\$33,316	1,144	682	59.6%	140	12.2%	\$41,860	1,678	903	53.8%	222	13.2%	\$46,198	
12. Personal And Miscellaneous Services		119	69	58.0%	7	5.9%	\$31,741	124	65	52.4%	6	4.8%	\$40,776	52	34	65.4%			\$36,294	
13. Education		993	408	41.1%	280	28.2%	\$21,473	726	372	51.2%	82	11.3%	\$25,114	424	233	55.0%	46	10.8%	\$32,295	
14. Engineering		30	6	20.0%	17	56.7%	\$31,558	8					\$57,355	0	0	0.0%	0	0.0%	\$0	
15. Engineering-Related Technologies		2,345	1,507	64.3%	328	14.0%	\$40,866	2,633	1,666	63.3%	499	19.0%	\$52,027	2,718	1,617	59.5%	556	20.5%	\$61,932	
16. Foreign Languages And Literatures		29	11	37.9%	10	34.5%	\$29,895	50	23	46.0%	14	28.0%	\$31,968	11	5	45.5%			\$34,701	
19. Home Economics, General		56	17	30.4%	24	42.9%	\$21,781	66	28	42.4%	13	19.7%	\$25,705	132	69	52.3%	27	20.5%	\$30,178	
22. Law And Legal Studies		426	226	53.1%	75	17.6%	\$27,085	323	186	57.6%	44	13.6%	\$30,830	195	127	65.1%	16	8.2%	\$35,295	
23. English Language And Literature/Letters																				
24. Liberal Arts And Sciences, General Studies And		3,763	1,026	27.3%	971	25.8%	\$30,728	3,626	1,148	31.7%	959	26.4%	\$35,795	2,518	879	34.9%	758	30.1%	\$44,328	
25. Library Science		39	15	38.5%	14	35.9%	\$22,817	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
26. Biological Sciences/Life Sciences		102	63	61.8%	20	19.6%	\$33,741	68	39	57.4%	12	17.6%	\$39,228							
27. Mathematics								6					\$56,822	18			7	38.9%	\$58,233	
30. Multi/Interdisciplinary Studies		7					\$38,631	21	9	42.9%	6	28.6%	\$45,762	34	24	70.6%	8	23.5%	\$66,884	
31. Parks, Recreation, Leisure And Fitness Studies		25	5	20.0%	11	44.0%	\$28,432	9					\$29,695							
38. Philosophy And Religion														0	0	0.0%	0	0.0%	\$0	
40. Physical Sciences		5	0	0.0%			\$0	12	8	66.7%			\$42,926	29	16	55.2%	9	31.0%	\$53,683	
41. Science Technologies		0	0	0.0%	0	0.0%	\$0							7					\$84,044	
42. Psychology		26	6	23.1%	15	57.7%	\$19,564	29	18	62.1%	5	17.2%	\$26,791	33	20	60.6%	8	24.2%	\$36,870	
43. Protective Services		1,155	645	55.8%	246	21.3%	\$27,707	865	569	65.8%	145	16.8%	\$38,032	512	314	61.3%	97	18.9%	\$45,903	
44. Public Administration And Services	28	12	42.9%	14	50.0%	\$23,810	49	30	61.2%	11	22.4%	\$32,610	52	29	55.8%	11	21.2%	\$36,113		
45. Social Sciences And History	9					\$16,865	19	13	68.4											

Degree Level	Major	1 Year Post-Graduation*						5 Year Post-Graduation**						10 Year Post-Graduation***						
		Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	
Bachelor's Degrees	01. Agricultural Business And Production	1,103	467	42.3%	112	10.2%	\$36,438	922	410	44.5%	60	6.5%	\$48,278	996	470	47.2%	60	6.0%	\$60,602	
	03. Conservation And Renewable Natural Resources	327	125	38.2%	26	8.0%	\$26,949	270	110	40.7%	19	7.0%	\$38,735	353	130	36.8%	24	6.8%	\$48,329	
	04. Architecture And Related Programs	441	132	29.9%	54	12.2%	\$27,319	516	162	31.4%	49	9.5%	\$41,766	472	152	32.2%	28	5.9%	\$55,022	
	05. Area, Ethnic And Cultural Studies	139	40	28.8%	12	8.6%	\$25,500	85	35	41.2%	8	9.4%	\$32,910	66	16	24.2%	**	**	\$50,430	
	09. Communications	5,475	2,046	37.4%	185	3.4%	\$28,634	5,033	1,840	36.6%	137	2.7%	\$39,624	4,631	1,588	34.3%	171	3.7%	\$52,309	
	10. Communications Technologies	38	5	13.2%	**	**	\$25,771	**	**	**	**	**	**	12	**	**	**	**	0.0%	\$39,993
	11. Computer And Information Sciences	1,905	805	42.3%	105	5.5%	\$45,281	1,967	924	47.0%	77	3.9%	\$57,781	2,070	815	39.4%	140	6.8%	\$74,039	
	13. Education	7,479	4,469	59.8%	287	3.8%	\$29,360	8,171	4,851	59.4%	165	2.0%	\$39,385	8,424	4,650	55.2%	310	3.7%	\$47,686	
	14. Engineering	4,661	1,030	22.1%	380	8.2%	\$52,618	3,792	682	18.0%	285	7.5%	\$68,110	3,570	683	19.1%	351	9.8%	\$87,670	
	15. Engineering-Related Technologies	2,787	1,471	52.8%	101	3.6%	\$48,055	2,763	1,390	50.3%	83	3.0%	\$60,370	2,409	1,206	50.1%	95	3.9%	\$73,149	
	16. Foreign Languages And Literatures	964	323	33.5%	73	7.6%	\$27,832	838	301	35.9%	46	5.5%	\$35,727	617	173	28.0%	60	9.7%	\$43,781	
	19. Home Economics, General	2,128	865	40.6%	58	2.7%	\$28,351	2,098	795	37.9%	48	2.3%	\$40,136	1,486	554	37.3%	46	3.1%	\$51,148	
	22. Law And Legal Studies	53	31	58.5%	7	13.2%	\$30,718	53	**	**	**	**	**	32	59.3%	**	**	**	\$42,640	
	23. English Language And Literature/Letters	1,622	683	42.1%	106	6.5%	\$26,660	1,677	707	42.2%	95	5.7%	\$35,426	1,554	563	36.2%	114	7.3%	\$45,792	
	24. Liberal Arts And Sciences, General Studies And	5,569	2,347	42.1%	335	6.0%	\$32,691	5,031	2,352	46.8%	236	4.7%	\$41,931	3,971	1,772	44.6%	300	7.6%	\$50,333	
	25. Library Science	**	**	**	**	**	**	**	**	**	**	**	**	5	**	**	**	**	0.0%	\$41,964
	26. Biological Sciences/Life Sciences	2,865	869	30.3%	637	22.2%	\$28,686	2,261	795	35.2%	366	16.2%	\$50,190	1,985	724	36.5%	357	18.0%	\$86,858	
	27. Mathematics	768	289	37.6%	67	8.7%	\$35,233	618	259	41.9%	37	6.0%	\$46,783	502	214	42.6%	38	7.6%	\$56,953	
	30. Multi/Interdisciplinary Studies	420	148	35.2%	35	8.3%	\$28,530	322	114	35.4%	13	4.0%	\$37,008	268	76	28.4%	20	7.5%	\$57,946	
	31. Parks, Recreation, Leisure And Fitness Studies	2,297	812	35.4%	171	7.4%	\$27,947	1,790	733	40.9%	88	4.9%	\$43,373	1,405	550	39.1%	78	5.6%	\$57,484	
	38. Philosophy And Religion	381	100	26.2%	39	10.2%	\$29,443	447	138	30.9%	25	5.6%	\$41,952	328	86	26.2%	40	12.2%	\$51,728	
	40. Physical Sciences	1,166	317	27.2%	200	17.2%	\$33,402	876	285	32.5%	121	13.8%	\$51,754	764	265	34.7%	96	12.6%	\$75,394	
	42. Psychology	3,134	1,184	37.8%	322	10.3%	\$26,254	3,159	1,267	40.1%	204	6.5%	\$35,891	2,774	1,088	39.2%	228	8.2%	\$46,927	
	43. Protective Services	1,444	845	58.5%	59	4.1%	\$30,605	1,609	954	59.3%	63	3.9%	\$41,774	1,257	689	54.8%	65	5.2%	\$48,881	
	44. Public Administration And Services	2,428	1,026	42.3%	183	7.5%	\$30,974	1,785	799	44.8%	78	4.4%	\$43,867	1,723	716	41.6%	107	6.2%	\$58,056	
	45. Social Sciences And History	4,769	1,618	33.9%	320	6.7%	\$28,592	4,063	1,546	38.1%	239	5.9%	\$38,983	3,234	1,232	38.1%	246	7.6%	\$50,849	
	47. Mechanics And Repairers	**	**	**	**	**	**	**	**	**	**	**	**	0	**	**	**	**	0.0%	\$0
	49. Transportation And Materials Moving Workers	533	137	25.7%	26	4.9%	\$29,833	629	176	28.0%	18	2.9%	\$46,508	541	139	25.7%	45	8.3%	\$68,552	
	50. Visual And Performing Arts	3,410	1,115	32.7%	166	4.9%	\$25,830	2,993	951	31.8%	164	5.5%	\$34,191	2,514	750	29.8%	214	8.5%	\$44,132	
	51. Health Professions And Related Sciences	7,767	5,025	64.7%	493	6.3%	\$45,809	5,355	3,308	61.8%	268	5.0%	\$53,216	4,146	2,334	56.3%	254	6.1%	\$64,419	
	52. Business Management And Administrative Services	14,284	5,982	41.9%	528	3.7%	\$37,115	12,722	5,241	41.2%	365	2.9%	\$50,414	12,448	5,016	40.3%	505	4.1%	\$68,254	
	54. History	1,128	372	33.0%	116	10.3%	\$26,245	1,010	390	38.6%	58	5.7%	\$37,487	834	298	35.7%	75	9.0%	\$47,079	
	N/A.	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	7	6	85.7%	0	0.0%	\$36,706	
	<b>TOTAL (ALL MAJOR AREAS)</b>	<b>81,502</b>	<b>34,689</b>	<b>42.6%</b>	<b>5,205</b>	<b>6.4%</b>	<b>\$34,928</b>	<b>72,892</b>	<b>31,553</b>	<b>43.3%</b>	<b>3,421</b>	<b>4.7%</b>	<b>\$45,396</b>	<b>65,420</b>	<b>26,996</b>	<b>41.3%</b>	<b>4,080</b>	<b>6.2%</b>	<b>\$58,760</b>	
	Master's Degrees	01. Agricultural Business And Production	202	37	18.3%	27	13.4%	\$48,029	167	24	14.4%	23	13.8%	\$51,341	206	25	12.1%	34	16.5%	\$120,053
		03. Conservation And Renewable Natural Resources	115	28	24.3%	13	11.3%	\$38,496	92	20	21.7%	5	5.4%	\$47,144	104	23	22.1%	10	9.6%	\$54,303
		04. Architecture And Related Programs	206	79	38.3%	**	**	\$35,673	98	26	26.5%	**	**	\$51,923	84	23	27.4%	0	0.0%	\$64,872
		05. Area, Ethnic And Cultural Studies	86	6	7.0%	19	22.1%	\$27,014	67	6	9.0%	15	22.4%	\$35,541	51	6	11.8%	10	19.6%	\$53,267
		09. Communications	479	186	38.8%	35	7.3%	\$45,254	498	159	31.9%	32	6.4%	\$51,192	363	108	29.8%	27	7.4%	\$62,467
		11. Computer And Information Sciences	823	178	21.6%	89	10.8%	\$57,416	468	104	22.2%	61	13.0%	\$73,400	653	161	24.7%	71	10.9%	\$87,399
		13. Education	5,214	3,302	63.3%	152	2.9%	\$48,142	5,068	3,012	59.4%	162	3.2%	\$57,481	4,124	2,341	56.8%	272	6.6%	\$64,762
		14. Engineering	1,806	235	13.0%	309	17.1%	\$70,820	1,499	145	9.7%	195	13.0%	\$99,657	1,330	121	9.1%	235	17.7%	\$112,386
		15. Engineering-Related Technologies	420	147	35.0%	14	3.3%	\$63,216	422	6	1.3%	**	**	\$87,679	42	6	14.3%	**	**	\$73,284
		16. Foreign Languages And Literatures	263	32	12.2%	102	38.8%	\$42,079	274	38	13.9%	100	36.5%	\$43,170	208	23	11.1%	77	37.0%	\$46,678
		19. Home Economics, General	1,064	41	38.7%	8	7.5%	\$37,568	131	43	32.8%	12	9.2%	\$46,115	136	43	31.6%	22	16.2%	\$52,969
		22. Law And Legal Studies	408	13	3.2%	20	4.9%	\$83,335	315	7	2.2%	26	8.3%	\$55,440	168	**	**	18	10.7%	\$22,687
		23. English Language And Literature/Letters	407	139	34.2%	79	19.4%	\$37,067	340	107	31.5%	68	20.0%	\$44,535	268	62	23.1%	54	20.1%	\$50,787
		24. Liberal Arts And Sciences, General Studies And	104	60	57.7%	7	6.7%	\$36,120	91	47	51.6%	6	6.6%	\$43,914	76	34	44.7%	**	**	\$50,717
25. Library Science		731	363	49.7%	13	1.8%	\$35,366	706	292	41.4%	16	2.3%	\$43,650	528	225	42.6%	20	3.8%	\$53,187	
26. Biological Sciences/Life Sciences		776	226	29.1%	138	17.8%	\$37,990	677	189	27.9%	134	19.8%	\$59,993	409	129	31.5%	89	21.8%	\$128,734	
27. Mathematics		283	71	25.1%	66	23.3%	\$47,212	331	73	22.1%	64	19.3%	\$65,227	237	37	15.6%	84	35.4%	\$85,882	
30. Multi/Interdisciplinary Studies		229	97	42.4%	13	5.7%	\$47,167	135	46	34.1%	7	5.2%	\$45,597	71	20	28.2%	**	**	\$62,920	
31. Parks, Recreation, Leisure And Fitness Studies		315	114	36.2%	21	6.7%	\$35,534	297	80	26.9%	15	5.1%	\$50,895	273	68	24.9%	23	8.4%	\$61,706	
38. Philosophy And Religion		41	10	24.4%	9	22.0%	\$86,002	39	7	17.9%	14	35.9%	\$37,913	21	**	**	**	**	\$13,312	
40. Physical Sciences		272	50	18.4%	78	28.7%	\$44,812	280	65	23.2%	70	25.0%	\$58,751	276	56	20.3%	65	23.6%	\$86,849	
42. Psychology		467	170	36.4%	143	30.6%	\$35,914	464	158	34.1%	148	31.9%	\$46,247	363	110	30.3%	127	35.0%	\$56,110	
43. Protective Services		12	7	58.3%	**	**	\$47,457	14	7	50.0%	**	**	\$48,998	6	0	0.0%	0	0.0%	\$0	
44. Public Administration And Services		1,864	1,046	56.1%	33	1.8%	\$39,731	1,640	825	50.3%	29	1.8%	\$48,780	1,435	573	39.9%	50	3.5%	\$53,899	
45. Social Sciences And History		497	106	21.3%	147	29.6%	\$39,239	490	105	21.4%	147	30.0%	\$49,043	454	93	20.5%	143	31.5%	\$63,433	
46. Construction Trades		5	**	**	**	**	\$42,675	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
49. Transportation And Materials Moving Workers		30	**	**	**	**	\$38,705	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	
50. Visual And Performing Arts		921	123	13.4%	140	15.2%	\$35,272	817	85	10.4%	151	18.5%	\$42,665	740	88	11.9%	132	17.8%	\$49,827	
51. Health Professions And Related Sciences		2,361	1,333	56.5%	56	2														

Degree Level	Major	1 Year Post-Graduation*						5 Year Post-Graduation**						10 Year Post-Graduation***					
		Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage	Total Graduates	# Employed in Indiana	% Employed in Indiana	# Enrolled Post-Graduation	% Enrolled Post-Graduation	Average Wage
bolarship	30. Multi/Interdisciplinary Studies	14					\$75,555	24			0	0.0%	\$58,668						
	31. Parks, Recreation, Leisure And Fitness Studies	50	8	16.0%			\$60,067	40	7	17.5%	5	12.5%	\$65,713	34	7	20.6%			\$82,166
	38. Philosophy And Religion	48	**	**	0	0.0%	\$43,757	37					\$36,785	32					\$54,769
	40. Physical Sciences	364	47	12.9%			\$47,296	287	21	7.3%			\$76,340	284	23	8.1%	10	3.5%	\$124,546
	41. Science Technologies	6			0	0.0%	\$50,261	**	**	**	**	**	**	5			0	0.0%	\$89,615
	42. Psychology	189	25	13.2%	0	0.0%	\$50,582	174	22	12.6%			\$67,016	172	26	15.1%	5	2.9%	\$71,598
	43. Protective Services	10			0	0.0%	\$59,155												
	44. Public Administration And Services	31	**	**	0	0.0%	\$59,640	22					\$77,153	19	0	0.0%			\$0
	45. Social Sciences And History	194	25	12.9%	0	0.0%	\$42,382	170	20	11.8%			\$52,569	211	16	7.6%	8	3.6%	\$79,328
	50. Visual And Performing Arts	187	17	9.1%			\$32,659	151	12	7.9%			\$52,194	128	14	10.9%			\$57,815
	51. Health Professions And Related Sciences	201	48	23.9%			\$64,337	186	41	22.0%	6	3.2%	\$87,852	119	25	21.0%			\$92,389
	52. Business Management And Administrative Services	84	7	8.3%			\$103,703	100	7	7.0%			\$128,174	74	7	9.5%			\$123,971
	54. History	62	9	14.5%	0	0.0%	\$38,145	59	7	11.9%			\$49,596	72	9	12.5%	0	0.0%	\$58,404
	<b>TOTAL (ALL MAJOR AREAS)</b>	<b>3,783</b>	<b>661</b>	<b>17.5%</b>	<b>27</b>	<b>0.7%</b>	<b>\$58,833</b>	<b>3,409</b>	<b>468</b>	<b>13.7%</b>	<b>67</b>	<b>2.0%</b>	<b>\$78,067</b>	<b>2,879</b>	<b>374</b>	<b>13.0%</b>	<b>74</b>	<b>2.6%</b>	<b>\$87,886</b>
Doctor's Degrees - Professional Practice	22. Law And Legal Studies	1,442	648	44.9%	20	1.4%	\$55,729	1,444	600	41.6%	12	0.8%	\$77,826	1,362	538	39.5%	17	1.2%	\$94,462
	42. Psychology	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0	7	5	71.4%	0	0.0%	\$65,136
	51. Health Professions And Related Sciences	2,245	737	32.8%	34	1.5%	\$84,632	2,088	807	38.6%	24	1.1%	\$136,604	1,886	771	40.9%	33	1.7%	\$200,350
	N/A.	15	13	86.7%	0	0.0%	\$87,986	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0
<b>TOTAL (ALL MAJOR AREAS)</b>	<b>3,702</b>	<b>1,398</b>	<b>37.8%</b>	<b>54</b>	<b>1.5%</b>	<b>\$71,266</b>	<b>3,532</b>	<b>1,407</b>	<b>39.8%</b>	<b>36</b>	<b>1.0%</b>	<b>\$111,539</b>	<b>3,255</b>	<b>1,314</b>	<b>40.4%</b>	<b>50</b>	<b>1.5%</b>	<b>\$156,481</b>	
Graduate Certificate	04. Architecture And Related Programs						\$0	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0
	11. Computer And Information Sciences						\$0					\$0	10	**	**	0	0.0%	\$72,854	
	13. Education	199	157	78.9%	9	4.5%	\$86,478	124	86	69.4%	11	8.9%	\$99,554	53	29	54.7%	6	11.3%	\$97,057
	14. Engineering						\$0					\$0	0	0	0.0%	0	0.0%	\$0	
	19. Home Economics, General						\$0					\$0	0	0	0.0%	0	0.0%	\$0	
	23. English Language And Literature/Letters	21	**	**			\$34,644	13					\$61,735	0	0	0.0%	0	0.0%	\$0
	25. Library Science						\$0					\$0	**	**	**	**	**	**	
	26. Biological Sciences/Life Sciences						\$0	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0
	27. Mathematics	9			7	77.8%	\$88,367	16	**	**			\$50,010	0	0	0.0%	0	0.0%	\$0
	30. Multi/Interdisciplinary Studies	461	142	30.8%	57	12.4%	\$50,972	403	109	27.0%	114	28.3%	\$55,984	375	62	16.5%	117	31.2%	\$68,669
	42. Psychology	32	17	53.1%			\$42,442	36	19	52.8%			\$60,707	15			0	0.0%	\$62,528
	43. Protective Services	**	**	**	**	**	**	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0
	44. Public Administration And Services	69	20	29.0%	18	26.1%	\$38,589	*	*	*	*	*	*	0	0	0.0%	0	0.0%	\$0
	45. Social Sciences And History	**	**	**	**	**	**	9					\$61,924	0	0	0.0%	0	0.0%	\$0
	50. Visual And Performing Arts	30			9	30.0%	\$27,612	0	0	0.0%	0	0.0%	\$0	0	0	0.0%	0	0.0%	\$0
	51. Health Professions And Related Sciences	172	48	27.9%	15	8.7%	\$90,138	72	31	43.1%	8	11.1%	\$117,659	0	0	0.0%	0	0.0%	\$0
	52. Business Management And Administrative Services	130	83	63.8%	12	9.2%	\$55,203	54	33	61.1%	*	*	\$66,709	*	*	*	*	*	
	<b>TOTAL (ALL MAJOR AREAS)</b>	<b>1,147</b>	<b>489</b>	<b>42.6%</b>	<b>134</b>	<b>11.7%</b>	<b>\$65,872</b>	<b>739</b>	<b>293</b>	<b>39.6%</b>	<b>151</b>	<b>20.4%</b>	<b>\$76,859</b>	<b>465</b>	<b>103</b>	<b>22.2%</b>	<b>123</b>	<b>26.5%</b>	<b>\$75,929</b>

# **Appendix VI:**

**Family & Social Services Administration  
Indiana Vocational Rehabilitation**



Michael R. Pence, Governor  
State of Indiana

**Bureau of Rehabilitation Services**  
402 W. WASHINGTON STREET, P.O. BOX 7083  
INDIANAPOLIS, IN 46207-7083  
1-800-545-7763

### Indiana Vocational Rehabilitation

Indiana’s Vocational Rehabilitation (VR) program is housed within the Family Social Services Administration (FSSA). VR is a comprehensive statewide program that is designed to assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capability, interests, and informed choice so that they may prepare for and engage in competitive integrated employment and achieve economic self-sufficiency.

VR funds are used primarily for provision of services in line with each eligible consumer’s Individualized Plan for Employment (IPE). The range of client services that VR may provide under each IPE is broad in scope as well as highly individualized to each eligible consumer.

VR client services are extremely broad in scope and may include employment services, training and education, rehabilitation technology, physical and mental restoration services, evaluation and assessment services, vocational counseling and guidance, and a wide menu of other services. VR services between 26,000-30,000 individuals statewide each year. The total number of consumers served this program year was 28,248 with a rehabilitation rate of 58.6%. While the scope of client services is broad, below is a *snapshot* of VR service categories and the number of consumers per category for the last state fiscal year.

Category	Number of Consumers
Employment Services (Including Supported Employment)	11,399
Training (Educational and Vocational)	3,381
Physical and Mental Restoration	2,370
Diagnostic and Evaluation	9,371
Project Search	260
Small Business Enterprise	176
Blind Vending	45
Transportation and Maintenance	6,792
Other/Miscellaneous	2,057



# **Appendix VII:**

**Indiana Works Council**

**Innovative Curriculum Grants Overview**



INDIANA  
WORKS  
COUNCILS

# INNOVATIVE CTE CURRICULUM

The Indiana Works Councils are championed by Governor Mike Pence and were created by a unanimous vote of the 2013 General Assembly. Bringing together educators, business leaders and workforce professionals in 11 regions, their mission is to align local career and technical education offerings to regional business needs.

## BY THE NUMBERS:

- **2,627** Students Participating\*
- **1,007** Total Certifications Earned\*
- **3,627** Total Dual Credits Earned\*
- **\$4.46** Million in Grants
- **\$2.89** Million in Private Funding

\*Statistics reflect just Year 1 of the grant program. Grants are designed to enable programs to grow during future school years.

The Indiana Works Councils provided \$4.3 million in grant funding for innovative career and technical education curricula from 2014 through 2016. The grants encouraged collaborative training opportunities for Hoosier students, working in conjunction with the eleven regional Works Councils around the state. The goal is to foster and scale the most innovative and effective CTE curriculum models.

*Students learn advanced manufacturing skills at Subaru of Indiana in Lafayette.*



**Jay County Manufacturing Academy**  
 CTE Grants Enable Jay Schools to Prepare  
 Students for High-demand, High-wage Careers

The Jay County Manufacturing Academy, recipient of an Indiana Works Councils CTE Innovative Curriculum Grant, is actively working with students on a variety of fronts. Both classes and internships are exposing students to hands-on opportunities in advanced manufacturing.

“The academy’s goal is to benefit students and manufacturers by training students to have the skills needed to perform manufacturing jobs,” said Jeremy Gulley, director of teacher effectiveness for Jay Schools. “As manufacturing jobs have increased post-recession and baby boomers have started retiring, it’s become more difficult for employers to find enough qualified employees.”

Gulley went on to credit the CTE Curriculum Grant for giving Jay Schools “the tools and resources we needed to prepare kids for high demand, high wage manufacturing jobs in our community.”

*“The world as we know it would not exist without skilled trades and manufacturing. The Innovative CTE Curriculum Grant and business partnerships being created, start us on the path to reaffirming a career in the trades or manufacturing is a good, quality career choice, and that not everyone needs to attend a four year university in order to be successful.” ~ Seth Swallow, Manufacturing Teacher, Jay County High School*



**CAREER PATHWAYS IMPACTED THROUGH  
 INNOVATIVE CTE CURRICULUM GRANTS**

- |                               |                         |
|-------------------------------|-------------------------|
| <b>Advanced Manufacturing</b> | <b>Energy</b>           |
| <b>Healthcare</b>             | <b>Logistics</b>        |
| <b>Automation</b>             | <b>Entrepreneurship</b> |
| <b>Robotics</b>               | <b>Construction</b>     |
| <b>Automotive Mechanics</b>   | <b>Welding</b>          |
| <b>Machining</b>              | <b>Agriculture</b>      |

**Jay County Manufacturing Academy: By the Numbers**

Grant Funds Allocated: **\$153,776**  
 Private Matching Funds: **\$61,514**  
 Sector: **Advanced Manufacturing**

Key Partners: Jay School Corp., Blackford Schools, Area 18 CTE District, Vincennes Univ., Tyson, Fort Recovery Industries, Sunoco, John Jay Center for Learning, CELL, Conexus and 30 local business partners.

Start Date: **Fall 2014**

2014-15 Enrollment: **55 students**  
 2015-16 Enrollment: **75 students**

2014-15 Credits: **261 dual credits earned**

Students engage in advanced welding at J. Everett Light Career Center in Indianapolis



## POST-SECONDARY PATHWAYS SESSION IN ODON



## POST-SECONDARY PATHWAYS

The Indiana Works Councils, Indiana Chamber of Commerce, Center of Excellence in Leadership of Learning at the University of Indianapolis and Indiana Youth Institute partnered on Post-secondary Pathways sessions in Lafayette, Odon, Muncie and Batesville. The regionally-based discussion brings together educators, corporations, employers, youth-serving professionals, and state and regional government agencies to discuss how best to connect Hoosier students with the education and careers that fit their skills and interests.

Through employer panel discussions, keynote presentations, group networking, and manufacturing and business tours, attendees were connected to resources that enhance their ability to educate and train students to successfully pursue the careers that exist within the region and the state. Several more events are scheduled for 2015-16.

*"The WIRED class was designed to inspire students to pursue CTE programs or a career in some branch of advanced manufacturing. This "spring-board" concept was really the vision behind the program and I have witnessed the fulfillment of that vision this year. This year was considered the Pilot year for the WIRED program and although we have had many challenges, I have watched students with little interest or knowledge of advanced manufacturing make life decisions about their future careers directly related to the content to which they have been introduced. This is a testament to the success of a new program, and I believe we shall continue to see greater successes as this program evolves and matures."*

**Curtiss Davis, Instructor  
WIRED/Welding, Area 30  
Career Center**



The CTE awareness campaign "MADEBYME" is led by the Region 3 Works Council and its partners to focus on outreach to students and parents in northeast Indiana. It aims to encourage exploration of career options, particularly in manufacturing, and educational opportunities available through local schools, the area's five CTE centers, and other post-secondary institutions. Area CTE directors report an upswing in student interest & inquiries into local advanced manufacturing programs.

# TWO PLAN A's

~ Governor Mike Pence

*"All students deserve the same opportunity for success, whether they want to go to college or start their career right out of high school. This is not about a Plan A and a Plan B –this is about two Plan A's."*



Cycle 1  
7/3/14



Cycle 2  
2/10/15



Grantee	Grant Amount	Private Match
South Newton County Schools	\$339,571	\$135,050
Pulaski Co. Community Found.	\$84,354	\$28,195
Michigan City Energy Pathway	\$225,009	\$141,785
Fairfield Comm. Schools	\$12,917	\$7,641
Warsaw Comm. Schools	\$350,000	\$160,035
South Bend Comm. Schools	\$39,819	\$13,370
Elkhart Career Center	\$124,500	\$42,500
Heartland Career Center	\$134,886	\$180,325
Tecumseh Area Partnership	\$174,292	\$87,680
Kokomo Schools	\$75,338	\$76,000
Anderson Comm. Schools	\$292,320	\$79,700
Conexus	\$289,050	\$121,040
Central 9 Career Center	\$126,900	\$42,300
Goodwill, Inc.	\$314,993	\$151,800
Noblesville MAC	\$137,000	\$736,150
Jay School Corp.	\$152,776	\$62,514
New Castle Comm. Schools	\$49,982	\$48,380
Area 30 Career Center	\$82,505	\$55,000
Parke-Vermillion Edu. & Training	\$89,710	\$62,600
Vigo Co. Schools	\$303,575	\$243,253
Columbus Area Career Connection	\$204,805	\$69,000
Prosser Career Education Center	\$294,693	\$128,000
Scott Co. Schools	\$137,606	\$62,652
Perry Central Comm. Schools	\$73,101	\$40,000
Vincennes Univ.	\$250,265	\$116,000
<b>TOTAL</b>	<b>\$4,459,967</b>	<b>\$2,890,970</b>

Learn more at [www.in.gov/irwc](http://www.in.gov/irwc)

# **Appendix VIII:**

## **Indiana Career Council Overview**

The Indiana Career Council was created by the 2013 General Assembly, with a specific directive to:

- Align and Coordinate Activities of Indiana's Education, Job Skills Development, and Career Training System;
- Provide Administrative Oversight of the Indiana Network of Knowledge (INK);
- Develop and Maintain an Inventory of Current Job and Career Training Activities;
- Coordinate its work with that of the Indiana Works Councils; and
- Develop a Strategic Plan for the Indiana General Assembly by July 1, 2014.



## ALIGN, ENGAGE, ADVANCE

In June of 2014, the Career Council adopted its strategic plan, "Align, Engage, Advance: A Strategic Plan to Transform Indiana's Workforce," which focuses on three organizing pillars of transformation: 1) system alignment; 2) worker- and student-centric services; and 3) demand-driven programs and investments.

### THE STRATEGIC PLAN SEEKS TO ACHIEVE FIVE MAIN OBJECTIVES:

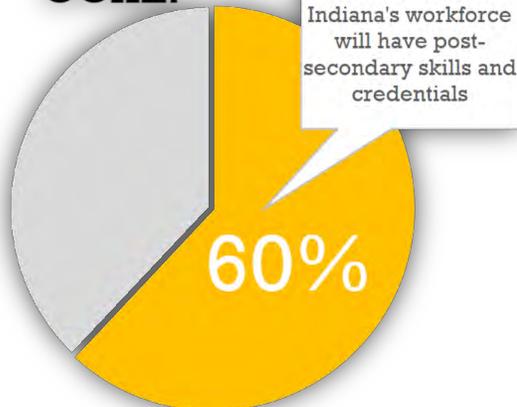
- 1) Provide a seamless system of partners that provides worker-centric and student-centric services.
- 2) Link career pathways to high-wage, high-demand careers for students and workers across the K-12, post-secondary and adult systems.
- 3) Increase the number of students and adults who attain post-secondary skill certifications and degrees.
- 4) Elevate the importance of work-and-learn models.
- 5) Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana's regional economies.

### *The Systems Approach*





## GOAL:



In accordance with its statutory duties, the Career Council completed a return on investment and utilization study of CTE programs in Indiana in the fall of 2014. Additionally, the Career Council formed a subcommittee to review the current Core 40 diploma course offerings and make recommendations to the State Board of Education concerning:

- changing course and credit requirements;
- the types of diplomas offered; and
- make recommendations concerning CTE offerings

Due to the significant range of duties and complexity, the following three taskforces were created under the Career Council specifically regarding implementation efforts.

### SYSTEM ALIGNMENT TASKFORCE

- Made recommendations for system alignment
- Created Asset Map-Service Matrix

### SECTOR STRATEGIES TASKFORCE

- Completed CTE ROI Analysis
- Considered initial sector and occupational priorities in Indiana

### PATHWAYS TASKFORCE

- Developed definitions and framework for career pathways systems
- Developed the Indiana Plan and Launch Sector Partnership Initiative
- Adopted the Priority Sector and Occupation Determination resolution
- Created a work-and-learn guide "A Guide to Talent Attraction and Development for Indiana Employers"

## MEMBERS OF THE INDIANA CAREER COUNCIL

The Career Council membership brings together key government and business leaders, including the governor, lieutenant governor, superintendent of public instruction, commissioners of Department of Workforce Development and Commission on Higher Education, secretaries of Commerce and Family and Social Services, president of Ivy Tech, and members representing manufacturing, the business community, labor, and life sciences, as well as two members from each the Indiana House and Senate.

The Career Council continues to evaluate systems and alignment opportunities, and work with agency members and stakeholder partners at the state and regional levels on implementation of key objectives and specific strategies identified in the strategic plan.

# **Appendix IX:**

## **Skill UP Indiana Program Overview**

## WHAT IS SKILL UP INDIANA?

The Indiana Department of Workforce Development is providing up to \$11 million to regional partnerships via Skill UP Indiana. The grant program focuses on the implementation of strategies aimed at ensuring Indiana citizens have the skills necessary to fill the **one million jobs** projected to be available between now and 2025.

Implementation strategies may focus on:

- Designing one or more sector-focused career pathway systems;
- Developing and using a curriculum around the needed knowledge, skills, and abilities identified by a regional partnership;
- Integrating cross-economic sector competency development of employability and technical skills;
- Creating work-and-learn opportunities for youth and adult learners at multiple stages of a career pathway system; and
- Implementing innovative programming that uses prior learning assessments and competency-based education models to meet employer needs.

The DWD anticipates that regional partnerships will develop shared metrics to measure outcomes on these or other related strategies.

## WHO IS ELIGIBLE?

An industry-led, cross-sector partnership, including small, medium, and large businesses; education entities (k-12, postsecondary, career and technical education centers, adult education programs, workforce training providers); social service providers; community based organization; workforce development partners; economic development partners; and local government units may be eligible to apply. The partnership must be in a region that encompasses a contiguous geographic area consisting of a minimum of 200,000 in population or encompass an existing economic growth region(s) as defined by the Indiana Department of Workforce Development.

## FUNDING DETAILS

Up to \$11 million in total grant funding may be divided amongst grantees this fiscal year for the Skill UP Indiana grant program. A private match in the amount of 25%, in which 10% may be from in-kind contributions, of total grant funds is required.

[www.in.gov/dwd/skillup.htm](http://www.in.gov/dwd/skillup.htm)



## OBJECTIVE

To develop Indiana's workforce for the jobs of tomorrow through industry-led regional partnerships aimed at aligning education and workforce needs and increasing the education attainment of Hoosiers.

## ELIGIBILITY CRITERIA

Must be an industry-led, cross-sector partnership with a focus on a contiguous, geographic area consisting of a minimum of 200,000 in population.

## ELIGIBLE ACTIVITIES

Implementation of evidenced-based strategies aimed at aligning education to workforce needs and increasing education attainment.

## TIMELINE

**SEPTEMBER 18-30:** Letter of Interest  
**NOVEMBER 2:** Preliminary Proposal  
**DECEMBER 31:** Application Deadline  
**EARLY FEBRUARY:** Grants Awarded



INDIANA  
**WORKFORCE**  
DEVELOPMENT