PATHWAYS INNOVATION NETWORK
Shannon Doody, Director of Education Workforce Partnerships  
Center of Excellence in Leadership of Learning (CELL)

Hans Meeder, President  
National Center for College and Career Transitions (NC3T)

Natalie Wenzler, Associate Director of Employer Engagement  
Indiana Department of Workforce Development (DWD)

Peggy Wild, State Director of Career & Technical Education  
Indiana Department of Education (IDOE)
Indiana Realities
1 million jobs to fill by 2025

600,000 will require postsecondary training

300,000 will require postsecondary below a BA

IN Economic Opportunities
Levels of education for Indiana residents, ages 25-64

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ninth grade</td>
<td>110,321</td>
<td>3.24%</td>
</tr>
<tr>
<td>Ninth to 12th grade, no diploma</td>
<td>239,157</td>
<td>7.03%</td>
</tr>
<tr>
<td>High school graduate*</td>
<td>1,087,137</td>
<td>31.96%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>744,614</td>
<td>21.89%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>327,136</td>
<td>9.62%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>597,622</td>
<td>17.57%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>295,435</td>
<td>8.69%</td>
</tr>
</tbody>
</table>

TOTAL 3,401,422

* Including equivalency

Source: U.S. Census Bureau, 2014 American Community Survey

Estimated attainment of certificates: 5%
For every 100 ninth-grade students, only 88 will graduate from high school within four years.

Indiana Department of Education, 2013
Of those 100 students, only 65 will enter college the following fall.
By sophomore year of college, just 35 of the 100 will still be enrolled.
The Incomplete Promise: Indiana College Completion Rates*

Four-year Public Colleges:
- Four-year graduation rate: 28 percent
- Six-year graduation rate: 53 percent

Two-year Public Colleges:
- Two-year graduation rate: 4 percent
- Three-year graduation rate: 12 percent

Source: Indiana Commission for Higher Ed, 2011

Realities of Indiana Education
Indiana Skills Gap
Indiana Pathways
Innovation Network
Indiana Career Council Objective 2: Link career pathways to Indiana high wage, high demand careers for students and workers across the K-12, post-secondary and adult systems.

ICC Pathways Taskforce Initiative 5: Integrated/Coordinated Career Pathways from K-12 into the Workforce

Founding of IN-PIN
• Three agencies, one statewide non-profit
• Taskforce and Advisory Council
• Pathways definition
• Braiding with sector partnership work
• Regional intermediaries

Founding of IN-PIN
Indiana Pathways Model
Workers graduate with industry-approved credentials that get them hired.
Career Pathways

Effective career pathways rely on coordination across education and training programs in order to offer a clear sequence of industry-relevant coursework and credentials to job seekers. Today’s education and training programs include online and in-person opportunities.

- High school (diploma or equivalent)
- Adult Basic Education (credential)
- Community college (degree or certificate)
- Workforce training (certificate)
- Organized labor training/apprenticeships (certificate)
- University (degree)

After being in the workforce, a person may choose to go back for more credentials to make an upward or lateral career move.

Enter workforce in a variety of careers
Indiana’s Career Clusters & Pathways

- **Agriculture**
  - Agribusiness
  - Life Sciences
  - Horticulture

- **Architecture & Construction**
  - Construction Trades
  - Facilities Management
  - Drafting & Design

- **Arts, AV & Communications**
  - Digital Communications
  - Visual Arts

- **Business, Finance & Marketing**
  - Finance & Accounting
  - Entrepreneurship
  - Marketing

- **Education & Training**
  - Early Childhood Education
  - Education Careers

- **Health Science**
  - Biomedical
  - Health Care Specialties
  - Nursing
  - Dental

- **Hospitality & Human Services**
  - Culinary Arts
  - Hospitality
  - Human & Social Services
  - Cosmetology

- **Information Technology**
  - Programming
  - Network Support

- **Manufacturing & Logistics**
  - Advanced Manufacturing
  - Electronics
  - Machining
  - Logistics
  - Welding

- **Public Safety**
  - Criminal Justice
  - EMT/Paramedics
  - Fire & Rescue

- **STEM**
  - Technical & Professional Careers integrating
    - Engineering
    - Technology
    - Science
    - Mathematics

- **Transportation**
  - Automotive
  - Diesel
  - Collision Repair
  - Aviation
  - Mobile Equipment
  - Tractor Trailer
Indiana College and Career Pathway Plan – State Model

Cluster: Manufacturing
Pathway:
Core 40 with Honors High School Graduation Plan*

*This is a SAMPLE plan for schools to use in planning. Course sequences and grade level in which courses are offered may vary according to local policies, practices and resources.

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English/ Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Health/PE Social Studies</th>
<th>CTE/Career Preparation Courses for this Pathway</th>
<th>Other Elective Courses for this Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>English 9</td>
<td>Algebra I</td>
<td>Biology</td>
<td>Health &amp; Wellness/ Physical Ed</td>
<td>Preparing for College &amp; Careers;</td>
<td>Digital Citizenship, Personal Financial Responsibility</td>
</tr>
<tr>
<td>10</td>
<td>English 10</td>
<td>Geometry</td>
<td>Chemistry</td>
<td>Geography/History of the World or World History/Civilization</td>
<td></td>
<td>World Language</td>
</tr>
<tr>
<td>11</td>
<td>English 11</td>
<td>Algebra II</td>
<td>3rd Core 40 Science</td>
<td>US History</td>
<td></td>
<td>World Language</td>
</tr>
<tr>
<td>12</td>
<td>English 12</td>
<td>Math or Quantitative Reasoning</td>
<td>Government Economics</td>
<td></td>
<td>Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

State specified Pathway Assessment:
Industry Recognized Certification:

Postsecondary Courses Aligned for Potential Dual Credit**
**See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives

<table>
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<tr>
<th>Ivy Tech Community College</th>
<th>Vincennes University</th>
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www.doe.in.gov/pathways
NC3T Pathways Framework
IN-PIN Activities
IN-PIN by the Numbers

• Launched Fall 2015
• 425 members
• 201 organizations

• 3 Pathways 101 workshops
• 3 Planning for Pathways workshops
• 1 study visit
• 3 upcoming study visits
IN-PIN Members

- Business/Industry
- Works Councils
- Community Services
- State agencies
- Workforce/economic development

- K-12 Education
- Career centers
- Postsecondary Education
- Adult Education
- Non-profits
- Intermediaries
1) **Cross-sector Partnerships:** In what ways do your organizations develop and benefit from cross-sector partnerships with each other at the state level to support the development of a regional career pathways plan?

- **IDOE:** Pathways panels & clusters, New Skills For Youth
- **DWD:** Sector partnerships, Demand-Driven Work System
- **ICHE:** Statewide Gen. Ed. Core, Transfer Statewide Articulation Pathways, College readiness reports
- **CELL:** Exemplary pathways advisory council
- **All:** Indiana Pathways Innovation Network

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**4-Agency Workshop Panel**
• 2) Exposing learners and building career motivation: What programs and services are supported by your organizations to support learners as they seek to reach their educational and career goals?
  • IDOE: Increasing WBL, 4-year plans, CTE pathways
  • DWD: Elevating Work and Learn, promoting regional Works Council conversations, Work Ethics certificate
  • ICHE: Scholar Success requires WBL and job shadow
  • CELL: Professional skills continuum, community partnerships
3) **Identifying programs of study and building the curriculum:** Can you describe what your organization provide to help build the local pathway program of study?

- **IDOE:** Pathway planning template, 4 year plans
- **ICHE:** Scholar Success program
- **DWD:** Hot Hoosier Jobs, high-wage, high-demand CTE
- **CELL:** Early College CTE, Early College Polytechnic
- **All:** Dual credit crosswalk
• Seamless Career Pathways (EcO Network—Intermediary)
• Industry Perspective & Tour
• Building Collective Capacity
• Community Perspective (Industry & Students)
• Connecting to Adult Education & Training

Columbus, IN Study Visit
IN Promising Practices
Horizon Education Alliance

At a Glance
The Horizon Education Alliance identifies and provides evidenced-based programming to regional schools and organizations in an effort to expand opportunities and improve the lives of Elkhart County Indiana residents.

Origin/Implementation
Elkhart County was perhaps the hardest hit area of Indiana during the 2009 recession; unemployment reached 28 percent, exceeding the national average. The downturn was so great, in fact, that President Obama visited the economically devastated county. “In response to the recession, more than 700 community leaders came together and identified education as the single most effective strategy for strengthening Elkhart County.” In 2012, Horizon Education Alliance, or HEA, a non-profit organization, was launched with a few innovative ideas and start up funding secured from within the community. Today, HEA is a foundation with a $1.5 million dollar budget, a bold vision, and a highly committed board of directors. All seven public school superintendents along with multiple business and community leaders participate in HEA in order “to launch and examine the outcome of innovative, evidence-based education programming for local residents from birth to adulthood.”

Bringing these stakeholders to the table was an early accomplishment. From that point, HEA’s founding director Brian Wiebe knew that sustained conversations between industry and education—not only at the board level—was deeply important. For example, opportunities were established that allow business owners to talk with school principals and teachers. This led to educators touring local businesses with an eye toward developing lessons that connect curricular to real world applications. In this way, HIA facilitates communication and efforts among multiple stakeholders who share similar goals but who may not be accustomed to collaborating with one another or speaking the same language.

In addition to creating an environment for cross sector collaboration, HIA identifies and examines proven programs from around the world. When deemed to be a good fit for Elkhart County, HIA recommends and initially funds these programs to schools or community organizations. While HIA does not run the programs per se, it does ensure that they are implemented with fidelity and that results are measured. As explained by Director Brian Wiebe, “We establish the relationship with the national partner and stay close to the initiative early on. Once the superintendent or non-profit partner says yes to an initiative, we connect him or her to the national partner or philanthropist but stay engaged through continued monitoring and observation. Eventually, funding might need to be assumed by the school or organization. The long term goal is that the system owns it and ultimately pays for it.”

HIA’s “birth to adulthood” programs are organized into three broad categories: Foundations for Learning, 21st Century Success, and Cultural Change. While the focus is on finding and offering research proven education
Promising Practice:
Lebanon Community School Corporation’s
P.O.W.E.R. Pathway and Certification

To achieve the P.O.W.E.R. certification at the conclusion of the senior year, a student must complete the following:

- Obtain the eight credits of the P.O.W.E.R. Pathway. The courses are: Preparing for College & Careers, Interpersonal Relationships, Personal Financial Responsibility, Digital Applications & Responsibility and Work Based Learning—Senior Internship
- Earn at least a 75% success rate in all P.O.W.E.R. coursework
- Obtain the 10-Hour OSHA Certification during Work Based Learning course
- Complete a minimum of six hours of community service during senior year
- Demonstrate overall academic readiness by earning a minimum transcriptable GPA of 2.0 and meet criteria for graduation
- During senior year, maintain an attendance rate of 98% or higher per semester and have fewer than four tardies to school per semester
- Receive two or fewer behavior referrals to the office during senior year
Future of Indiana Pathways
• Exemplary Pathways Advisory Council
• Intermediary leaders network
• Study Visits
• Promising Practice Profiles
• Statewide framework of technical assistance
• Sector partnerships
• Work ethics certificate
Facilitated Discussion
• What IN-PIN features would you like to see in your state?
• What is successful in your state that could be useful for IN-PIN?
Questions?

Contact doodys@uindy.edu for presentations