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Indiana's Guide to Student Success
Educators' Edition | SY 2020-2021



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In a time of profound change, a call to reach higher



As our state, nation and world address the social, economic and public health challenges brought on by the global pandemic, higher education in Indiana is at a crossroads.

Building an economy, workforce and society that is stronger than ever requires Indiana to significantly increase the number of Hoosiers with some form of education beyond high school. But to do that, we need a bold re-conception of higher learning—one that aligns K-12, postsecondary and continuing education and supports smooth transitions among them. This re-conception also requires we continue to create a culture of lifelong learning for personal development and career success.

Educators like you are critical partners in achieving the bold vision expressed in **Reaching Higher in a State of Change**, Indiana's strategic plan for higher education. With a focus on **completion, equity and talent**, the plan provides action steps for high schools, colleges and universities, and community organizations, as well as focused metrics to demonstrate the plan's effectiveness as we approach the 2025 goal for at least 60 percent of Hoosiers to have a quality credential beyond a high school diploma.

This guide aims to provide Indiana educators and counselors the insights and resources needed to support students' college and career planning, while also helping advance the state's goals to reach higher. We must rise above the challenges to seize the opportunity of this unprecedented moment in history. We must focus on the future and equip students with the information and support they need to make informed decisions about college and career today and throughout their adult lives. To that end, this guide aspires to forecast—to the extent possible—what the future of learning, the future of work and the future of Indiana will look like, so you can help Indiana's emerging talent pool thrive in school, work and life.

Thank you for your continuous dedication to supporting Hoosier students.

The Future of Learning



Creating a new definition of “college”

Today, more than two-thirds of all jobs in Indiana require some form of education beyond high school, and Hoosiers with a bachelor’s degree are expected to earn at least \$1 million more in annual lifetime earnings than people with a high school diploma.

The bachelor’s degree has long been the gold standard for economic and social mobility—and is still the best option for many students—but there are many other ways that today’s students can pursue the education and training after high school that they will need for success in work and life. In fact, our economy depends on Hoosiers earning a wide array of quality postsecondary credentials—including everything from a technical workforce

certificate earned in less than a year to a bachelor’s degree and beyond.

To meet labor market needs, recover from the coronavirus recession and succeed in the long-term, Indiana needs the talent to fuel growth in high-demand industries like healthcare, IT, technology, manufacturing and logistics. What’s more, we need people with the skills to fill positions from entry level through the executive level. As school counselors and educators, you can encourage students to consider different avenues for higher education that are best aligned to their unique interests, abilities and aspirations for the future.

TO BETTER HELP STUDENTS UNDERSTAND AND NAVIGATE THEIR OPTIONS, CONSIDER THESE RESOURCES.

- ◆ The [Federal College Scorecard](#) provides information about colleges, including programs, costs, admissions, results and more.
- ◆ For students seeking shorter-term programs, the approved [Next Level Jobs](#) providers are a good place to start. These providers have been vetted by the state.



Creating a new definition of "college," continued

Looking beyond a four-year degree, students should consider the possibility of an associate degree or certificate at a two-year community college. These options can save time and money while providing a good basis for further education (like a four-year degree) down the road when students want to advance their career and earning potential. In addition to the lower cost, options such as workforce certificates and apprenticeship programs allow students to start working sooner, putting them on the path to financial independence and security.

Many of today's employers also recognize that a four-year degree is not the only way to attain the skills and knowledge needed to be a qualified candidate, though most still require some education beyond high school. Some well-known companies

provide their own postsecondary education programs that open the door to job offers. Google, for example, launched a new six-month professional certification program in data analysis, project management and design. Google hiring managers treat these certificates as the equivalent of four-year degrees. This means students who complete the Google course have an opportunity to secure a full-time position with the company.

Ultimately, students should decide what is best for them based on their professional goals, academic interests and financial resources. School counselors help students make the choice that best meets their needs by helping them understand and navigate the number of postsecondary pathways available to students.



Innovation spotlight: Nondegree industry certification

When thinking of alternatives to a traditional four-year degree, community college is often the first option to come to mind.

More than one-quarter of Americans, however, hold a nondegree credential, an industry-recognized credential that allows them to be a plumber, coder, home health aide—the list [goes on](#).

Nondegree credentials are versatile and flexible, allowing students to gain essential jobs today while leaving the door open for more learning down the road. Amidst the coronavirus pandemic and higher unemployment numbers, career and financial security is top of mind for everyone. Nondegree credentials are one way for students to enter in-demand jobs as quickly as possible. One study [found](#) that earning a nondegree credential of any kind is associated

with an increase in the likelihood of being employed and an increase in income.

It is important that students choose a credential that has value in the labor market and leads to additional education and career outcomes. [Credential Engine](#) Indiana is a resource that enables students to make informed decisions about the different credentials available. Nondegree credentials equip students with the skills needed to land a quality job without breaking the bank. Given the versatility of nondegree credentials, there is a way for students to build a path that works for them no matter their career interest.

“NONDEGREE CREDENTIALS”

is an umbrella term for the vast number of credit and non-credit certificates, occupational and professional licenses and industry certificates that equip students with the postsecondary skills they need to succeed in today’s economy.

DEFINING NONDEGREE CREDENTIALS

- ✦ [Apprenticeships](#) are credentials earned through work-based learning in industry trades and professions.
- ✦ [Industry certifications](#) are awarded by a certification body that is not a school or government after successfully passing an examination.
- ✦ A **license** is awarded by a government agency that permits someone to practice in a field.

Innovation spotlight: Nondegree industry certification, continued

INDEMAND JOBS & NONDEGREE INDUSTRY CERTIFICATIONS

INDemand Job	Essential Skills	Industry Certifications	Graduation Pathways Qualifier*
Heating and Air Conditioning	<ul style="list-style-type: none"> ◆ Attention to detail ◆ Work ethic 	National Center for Construction & Education	Yes
Mechanics and Installers	<ul style="list-style-type: none"> ◆ Problem solving ◆ Information gathering 	Research: HVAC Level 1	
Medical Assistant	<ul style="list-style-type: none"> ◆ Attention to detail ◆ Customer service ◆ Professionalism ◆ Work ethic ◆ Written communication ◆ Information gathering ◆ Integrity ◆ Critical thinking ◆ Oral communication ◆ Problem-solving ◆ Resource allocation 	American Association of Medical Assistants (AAMA): <u>Certified Medical Assistant (CMA)</u>	Yes
Aircraft Mechanics and Service Technicians	<ul style="list-style-type: none"> ◆ Attention to detail ◆ Work ethic ◆ Information gathering ◆ Problem-solving 	Vincennes University: Aviation Maintenance Technology - Airframe Certificate 8219	No

● ● ●

Click here for a full list of Indiana’s promoted industry certifications and Graduation Pathways qualifiers via the Department of Workforce Development.

**The State Board of Education defines industry-recognized credentials as those credentials developed or supported by business and industry to verify student mastery of technical skills and competencies in an occupational area that aligns with Indiana’s economic sectors. They are approved by Indiana’s Department of Workforce Development. Industry-recognized credentials that are listed as qualifiers for Graduation Pathways in the table above fulfill the Grad Pathway Requirement #3: Postsecondary Ready Competencies.*

Lifelong learning= lifelong earning

The commitment to lifelong learning is a mentality that students need to adopt before leaving high school.

Today's high school seniors have lived through two recessions, a global pandemic and rapid technological developments. They have grown up in a time when the world around them is constantly changing. They will need to adapt their skills to remain competitive employees and job candidates in an ever-evolving global economy.

School counselors play an important role in fostering that culture of lifelong learning and intellectual growth. Students may view their college, or even high school, graduation as the end of their education—but this is not realistic. Today's students are preparing for jobs and careers that do not yet exist. We are already seeing the nature of jobs change with technological advances like artificial intelligence and automation. This is why it is so important students understand that lifelong education is essential to keeping their skills sharp and relevant.

Lifelong learning does not mean students will need to redo their degrees or credentials. There are many ways students can continue learning throughout their lives: online courses, post-baccalaureate certificates, bootcamps, training programs and classes at a local community college are just a few options.

Earning stackable credentials is one way students can advance specialized skills in areas that align with employer needs. Like building blocks, students accumulate the credentials to build up their qualifications. Education and training can stack horizontally to give students breadth, or vertically to provide depth (think beginner, intermediate, advanced).





Lifelong learning = lifelong earning, continued

With **horizontal stacking**, the level of the credential is less important than the subject matter that allows learners to deepen their expertise in a given field. For example, many highly skilled IT professionals build a series of nondegree certificates and certifications horizontally across an occupational field. A learner could earn a CompTIA certificate, Microsoft Certified Solutions Expert certificate and Cisco Certified Network Associate certificate with the goal of broadening his or her skills as a systems administrator or analyst.

School counselors can also help frame lifelong learning as an opportunity for students to pursue something they are passionate about or may not

have had a chance to explore before. It may be difficult for a high school student who has spent four years fulfilling graduation requirements to imagine continuing to learn when they are 30, 40 or 50. Choosing what to study next may be the biggest decision weighing on their mind. Being a lifelong learner gives students flexibility and means they are not bound to or defined by the postsecondary decisions they make right now. With stackable credentials, a student may test out a new area of study, complete a few classes and continue building until they have worked their way up to a more advanced credential or degree and a career change.

VERTICAL STACKING

is the most traditional form of stacking, where credentials are pursued in a hierarchy to allow the learner to progress toward a higher degree and career field. For example, a high school graduate might complete an associate degree in nursing that allows them to accelerate their progress toward a Bachelor of Science or a Master of Science in Nursing, coupled with certifications in their area of practice, such as critical care. Learners holding a bachelor's degree in engineering might eventually pursue a Master of Business Administration to qualify for corporate upper-management positions.



Lifelong learning = lifelong earning, continued

When working with students, ask them where they see themselves in 5 years. Now 10 years. Finally, 20 years. Have their careers grown or shifted? Have they taken on new responsibilities? Now ask them to list skills they may need to develop over time to make these changes. Encourage students to research their end-goal career to understand all the skills they will need now and in the future.

After working so hard to graduate high school and prepare for their next steps, it can be hard for students—and school counselors—to think beyond that first postsecondary step after high school. While we cannot be certain what the future will look like, we do know that today’s students will need to be learners for life to evolve alongside the changing nature of work. Check out [this list](#) of the top skills that will be needed in the future from the World Economic Forum.

PATH TO COMPLETION
lifelong learning



Source: che.IN.gov

Innovation spotlight: New delivery models

The coronavirus pandemic has accelerated the widespread adoption of online or blended higher education delivery models.

This transition comes after more than a decade of growth in postsecondary options such as online courses, industry-driven certification programs and coding bootcamps. As online instruction becomes the new norm and a variety of fully digital and hybrid learning options come to market, helping students and families determine which programs are high-quality, what areas of study will yield the best labor market outcomes, and how long it will take to complete their education will be even more critical.

The Commission recognizes that choosing to invest in higher education is a worthwhile but complex decision. Students and families must carefully consider the costs and benefits associated with their options for how, where, and at what pace they will pursue higher education. The value of the investment in higher education increases significantly through thoughtful planning and responsible financing.

The talent pipeline from Indiana's schools fuels the state economy. However, the return on investment depends on the decisions individual students make, from what they choose to study to what credentials they earn to how long they take to graduate and how they finance their education.

1/3



= Proportion of all U.S. college students who had some type of **online course experience before the pandemic.**

Source: U.S. Department of Education

TIP

The 2020 [Indiana College Value Report](#) evaluates the return on investment of college by degree type, institution type and industries of employment. This report can help you better advise students on the pathways and programs that will yield the strongest short- and long-term outcomes for them—no matter how their learning is received.

Giving (early) college credit where it's due

More Hoosiers than ever are earning college credit while in high school—and that's a good thing for students, families, institutions and the state.

In fact, the Indiana Commission for Higher Education's Early College Credit Analysis estimates that early credit earners in the Class of 2016 saved upwards of **\$69 million** by completing college-level coursework while in high school.

In addition to potential cost savings, data suggest that students who participate in early credit generally demonstrate more positive postsecondary outcomes, including higher college-going rates, second year persistence and first year grade point averages. Data also show that early credit is expanding opportunity to a wider range of Hoosier students, including low-income students and people of color.

Early credit programs show tremendous promise in lowering the cost of college and improving postsecondary outcomes. **However, it's important that educators and counselors**

help make sure that students pursue the early college credit opportunities that are best aligned with their plans after high school.

Likewise, if students know what postsecondary institution they plan to attend after high school, they should work with their parents and counselors to investigate which early college coursework their institutions of choice will accept.

Finally, another important consideration for educators is whether students are able to commit to and complete college coursework while in high school, as course grades become a part of a student's academic record and can potentially impact students' college grade point averages (GPAs) and eligibility for financial aid.



There are many opportunities for students to earn early college credit in Indiana.

Visit [TransferIN.net](https://www.transferin.net) for a comprehensive list of resources to help your students understand the universe of early credit options available to them, including [early college credits](#), [dual credit](#), [transferring credit](#) and more.

DUAL CREDIT

Dual credit programs allow high school students to take college-level classes that count toward their high school graduation requirements and college requirements. Students can complete liberal arts courses in general subjects, such as English, political science, history or world languages; technical courses, such as construction, health sciences, information technology or manufacturing; or a combination of the two. When students are advised carefully with their future goals and plans in mind, dual credit courses can meet the general education and/or early course requirements in their future certificate or degree programs. To find out which courses transfer, use Indiana's Core Transfer Library ([CTL database](#)). The CTL is a comprehensive list of courses that are pre-approved for transfer between all Indiana public colleges and universities and six independent colleges (assuming adequate grades).

ADVANCED PLACEMENT (AP)

Another popular early credit offering, AP courses allow students to earn college credits if a college accepts the student's score on an end-of-term exam. Score acceptance criteria varies across colleges and universities, but in general, students may get credit for earning a 3, 4 or 5 depending upon the institution. Students should be aware that the credit they earn for AP courses may be applied

in different ways, and there are costs associated with each AP exam. Visit The College Board's [AP Central](#) for a robust guide of AP courses and exams. [Learn more](#) about how Indiana public and some private schools accept and apply AP exam scores.

ENDORSED EARLY COLLEGE HIGH SCHOOLS

Endorsed Early College High Schools offer an intensive, accelerated learning model that uses dual credit to award both a high school diploma and enough dual credit to earn a college certificate or degree. While open to all students, the model specifically serves low-income young people, first-generation college students, English language learners, and students of color, all of whom are statistically underrepresented in higher education. [Learn more](#) about the Endorsed Early College High School model from the Center of Excellence in Leadership and Education (CELL) at the University of Indianapolis.

DID YOU KNOW

The Indiana College Core (formerly known as the Statewide Transfer General Education Core or STGEC) is a package of 30 credit hours of college-level coursework students can take in high school to get them a head start in college? All 30 credits transfer when they are admitted to an Indiana public college or university - saving students time and money.





There are many opportunities for students to earn early college credit in Indiana, continued

DUAL ENROLLMENT

Some students choose—because of limited options at their school or their area of interest—to earn college credits in high school through dual enrollment. Dual enrollment simply means that students take college courses while in high school. This means that students either travel to a college campus, take online college courses, or are taught by a college-level instructor at their high school.

TRANSFER PATHWAYS

Transfer pathways are designed to help students who want to start a program at a two-year college and continue into a bachelor's degree program at a four-year college. These pathways offer a seamless transition, helping to ensure students take courses that will transfer appropriately. Learn more about transfer pathways on the [TransferIN](#) website.

INDIANA'S E-TRANSCRIPT

When applying to college, this initiative enables students to send their high school transcript electronically for free.

IMPORTANT NOTE:

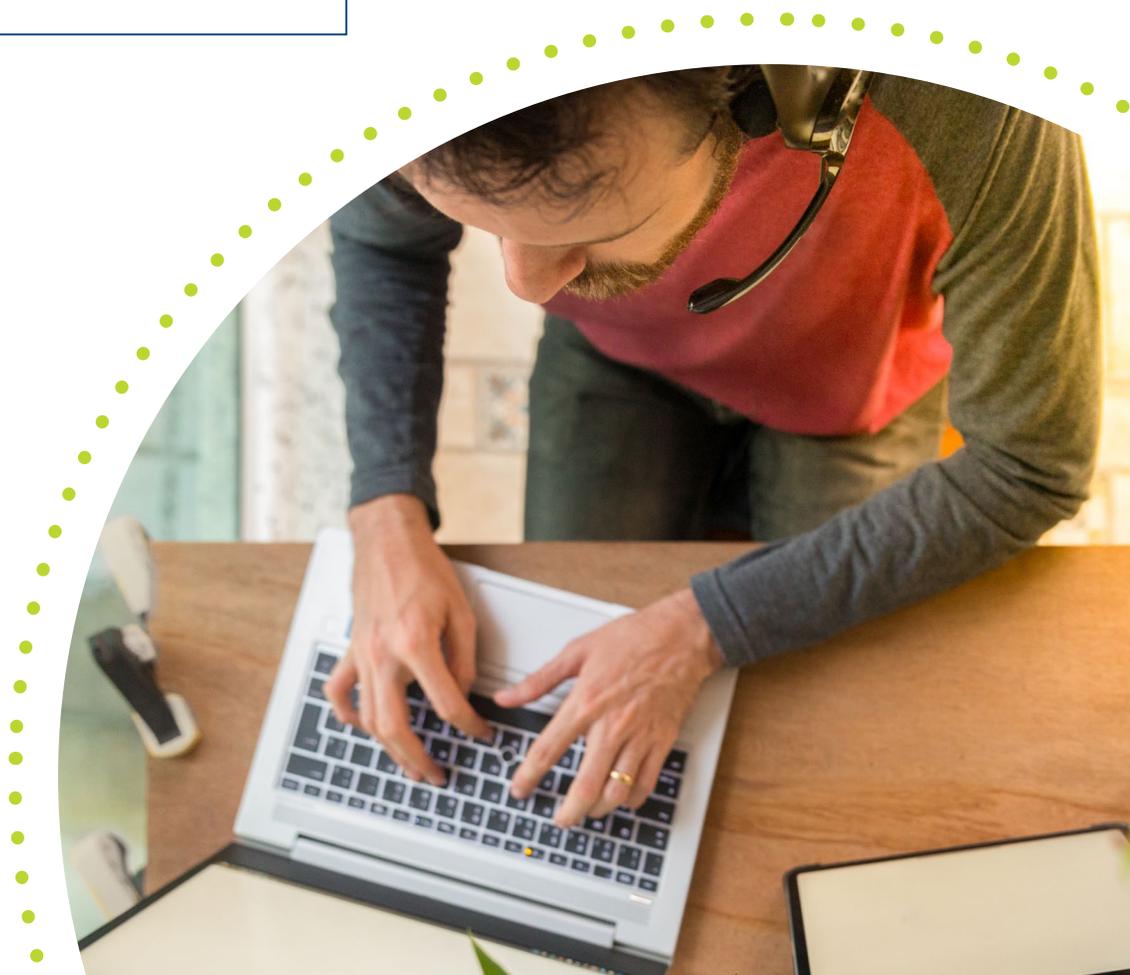
Dual credit students may earn college credit from more than one provider. They need to go to each college website where they have earned dual credit and request an official transcript be sent to the college they plan to attend after graduation. Each college charges a small fee for this service.

Graduation Pathways: A roadmap for success beyond high school

Indiana's Graduation Pathways requirements are designed to prepare all students for success in education and training beyond high school—regardless of the learning pathway they choose.

• • •

Create a college-going culture in your school by downloading Zoom backgrounds of Indiana's colleges and universities [here!](#)



Indiana Graduation Pathways



The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma.

Overview

Students starting with the Class of 2023 must meet all of the following:

- 
1 CREDITS
- 
LEARN & DEMONSTRATE EMPLOYABILITY SKILLS
- 
POSTSECONDARY-READY COMPETENCIES

Diploma Requirements

- 
1 CREDITS
 Earn credits toward a diploma with designation.

- ◆ Core 40 - minimum 40 credits
 - ◆ Academic Honors - minimum 47 credits

- ◆ Technical Honors - minimum 47 credits
 - ◆ General

- 
2 LEARN & DEMONSTRATE EMPLOYABILITY SKILLS
 Produce defined outcome(s) based on experience.

Defined Outcome Options:

<ul style="list-style-type: none"> Videos Papers Resume Dual Credit Certifications Portfolio Projects Slideshows 	<ul style="list-style-type: none"> Presentation Five Year Goal Plan Reflection of Experience Letters of Recommendation Letter of Employment Verification 	<ul style="list-style-type: none"> Postsecondary-related Experiences Co-Curricular Participation Extra-Curricular Participation Locally Defined Outcome
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- 
3 POSTSECONDARY-READY COMPETENCIES
 Meet at least one of these competencies.

- ◆ **Honors Diploma** academic or technical
 - ◆ **SAT** reading/writing = 480, math = 530
 - ◆ **ACT** english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)
 - ◆ **ASVAB** minimum of 31
 - ◆ **Industry Certification** certification from approved DWD list
 - ◆ **Apprenticeship** federally recognized

- ◆ **CTE Concentrator** C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
 - ◆ **AP/IB/Dual Credit/ Cambridge International/CLEP** C average or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)
 - ◆ **Locally Created Pathway** approved by SBOE
 - ◆ **Waiver** see listed web link

Tracking

- 
1 CREDITS
 - 
LEARN & DEMONSTRATE EMPLOYABILITY SKILLS
 - 
POSTSECONDARY-READY COMPETENCIES
- | | | |
|---|---|--|
| <p>Project-Based Experience Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.</p> | <p>Service-Based Experience Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.</p> | <p>Work-Based Experience Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.</p> |
|---|---|--|

Source: Indiana Department of Education

The Future of Work



The future of work is here. Are you ready for it?

When many people hear economists and employers talk about the “future of work,” they’re more likely to envision a distant reality than the present day. But the fact is, a growing number of Hoosier employers are adopting advanced technologies to enhance their productivity and profitability. For example, an advanced manufacturer might be using internet-enabled smart sensors to flag in real time if a part needs maintenance or if a delivery is on schedule.

Over time, this infusion of technology will mean the elimination of many lower-skill positions that do not require education beyond high school. In 2019, a **report** from the Brookings Institution found Indiana to be one of the top states at the highest risk of job loss due to automation.

”

We can let the link between automation and job loss potential be a worrisome trend, or it can be an opportunity to pivot to the new economy. Indiana must adapt from the way we were, to the way we are becoming.”

- Indiana Commissioner
for Higher Education
Teresa Lubbers



The future of work is here. Are you ready for it?, continued

The good news? Economists estimate that automation and technology will create 58 million more skilled jobs than it displaces, and that number is sure to rise as companies work to modernize their operations in response to the changing economy.

For Indiana to thrive in the future of work, we must make a focused effort to help Hoosiers of all ages and backgrounds attain the education and skills they need for our dynamic economy. For K-12 students, that means connecting what they learn in the classroom to the world of work and ensuring K-12, higher education and employers are in frequent and transparent communication about the labor market outlook and the skills needed now and in the future.

TIP

ARE YOUR COURSE OFFERINGS ALIGNED TO LABOR DEMAND?

The State of Indiana has several data visualization tools that project the number of jobs available by industry in 2027, as well as projected job openings through 2028 by county. Hoosiers by the Numbers also features a workforce economy dashboard, regional profiles and other career pathway tools to help your students explore career choices based on how much they could earn and the labor market demand for occupations.

Indiana's work-based learning pathways

Work-based learning is critical for all students, not just those who are enrolled in Career and Technical Education (CTE) programs.

Fortunately, there are many ways that today's students can obtain rigorous and relevant career preparation, including:

REGISTERED APPRENTICESHIP

Through the U.S. Department of Labor, this program includes on-the-job training with accompanying study for a trade/profession resulting in a national industry certification with wage increases at specified timeframes. Most training is done while working for an employer who helps the apprentice learn their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies. Apprenticeships typically last three to seven years. People who successfully complete an apprenticeship reach the "journeyman" or professional certification level of competence.

STATE EARN AND LEARN

Indiana's State Earn and Learn (SEAL) programs are certified through the Office of Work-Based Learning and Apprenticeship. They are structured, yet flexible programs that include both an education component and on-the-job training component. SEALs focus on employer needs, with sustainable partnerships and embedded industry certifications; they can last from weeks to years depending on employer, education, certification or licensing requirements.





Indiana's work-based learning pathways, continued

INTERNSHIP AND CAPSTONE COURSES

Participants work for an employer, paid or unpaid, for a limited period for career exploration, career experience, skill development and networking. Traditional internships are in the summer, with a focus on high school and college students. However, more robust internship programs can be held anytime throughout the year and include both micro-internships and virtual internships. Capstone courses have many different structures and vary among schools and colleges/universities. Capstone courses are designed to give students the chance to apply the knowledge they have acquired throughout their education to real-world situations, and to encapsulate all the learning objectives of a student's major.

JOB SHADOW

Aimed at career awareness and exploration, these experiences typically last for one day or less. They

are an excellent way to introduce both youth and adults to a particular occupation before they spend time and/or money for training.

CAREER AND TECHNICAL EDUCATION (CTE)

CTE prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers. The mission of CTE in Indiana is to ensure an education system of high quality and equity for the academic achievement and career preparation of all Indiana students. Students in Indiana's secondary CTE programs will gain the knowledge, skills and abilities needed for success in postsecondary education and economically viable career opportunities. See [here](#) for a CTE guidebook produced by the Governor's Workforce Cabinet.

TIP

Check out the [Indiana Office of Work-Based Learning and Apprenticeship](#) for more information on the many work-based learning pathways available to students.

Collaborating with business and industry

Educators can play an important role in developing no-cost or low-cost work-based learning partnerships that expose students to career opportunities and connect their classroom learning to real-life experiences.

1. Use [this data visualization tool](#) to identify the top industries and occupations in your county, then consult an online job board like Indeed, Monster or CareerBuilder to identify the employers that are hiring for those occupations.
2. Use LinkedIn or the company's website to identify the appropriate person to contact about partnership opportunities, or work with your school's/district's CTE staff to explore partnership opportunities.
3. Start conversations by focusing on no cost opportunities for collaboration, such as job shadowing or guest speakers, and deepen partnerships with opportunities for internships, in-class mentoring, etc. as the relationship is established.



Collaboration with business and industry, continued

**NEED HELP MAKING THE CASE FOR WORK-BASED LEARNING?
HERE'S A HELPFUL CHART THAT UNPACKS THE MYRIAD BENEFITS FOR
EMPLOYERS, SCHOOLS AND STUDENTS.**

Work-Based Learning Benefits for Employers	Work-Based Learning Benefits for Schools and Students
<ul style="list-style-type: none"> ◆ Develops a more robust talent pipeline ◆ Reduces training and recruitment costs ◆ Builds brand awareness of the employer's role in the local economy ◆ Enables employers to prescreen potential employees before offering full-time employment ◆ Offers the ability to provide direct input into the education and training provided by local schools ◆ Demonstrates a commitment by the employer to engage with the community 	<ul style="list-style-type: none"> ◆ Exposes students to career opportunities ◆ Gives students opportunities to observe professionals in action ◆ Helps students network with potential employers ◆ Enhances students' employability skills ◆ Provides a potential talent development pipeline for local companies ◆ Connects classroom learning to real-world experiences ◆ Students can receive college credits and stackable, industry recognized credentials



What won't change: Employability skills

Like the students decades before them, today's students will ultimately pursue jobs and careers that don't exist yet.

While we might not know for certain what the job descriptions of the future will entail, we do know that skills such as critical thinking, problem solving and effective communication will continue to be important traits for success in today's and tomorrow's workforce.

These **employability skills**—also known as “soft skills”—refer to the essential, in-demand skills for all job seekers, regardless of experience or occupation. Unlike some technical skills, which can lose their relevance as our economy evolves, the value of employability skills is enduring. And, given the fact that qualities such as leadership, creativity and emotional

intelligence cannot be replaced by technology, a focus on helping students build and cultivate their employability skills is essential for career readiness.

The Indiana Department of Workforce Development created the Employability Skills Benchmark in partnership with Hoosier employers statewide. Taken together, they establish a common language across all Indiana workforce sectors for evaluating career readiness. Visit [Indiana Career Ready](#) for a detailed profile of in-demand careers that includes the essential employability skills required for each job.

The four most essential career competencies, according to employers participating in the 2019 National Association of Colleges and Employers survey, are:

1. Critical thinking/problem solving;
2. Teamwork/collaboration;
3. Professionalism/work ethic; and
4. Oral/written communications



Do you have the skills Indiana's employers are searching for?

Indiana employers want highly-skilled employees. Developing these 18 Employability Skills can help you land your dream job!

Mindset

LIFELONG LEARNING



Demonstrate willingness to work and learn, and continually apply new knowledge.

SELF-CONFIDENCE



Possess belief in own ability to succeed and assert self when necessary.

Learning Strategies

EFFECTIVE COMMUNICATION



Demonstrate willingness to work and learn, and continually apply new knowledge.

DECISION-MAKING



Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.

INITIATIVE



Apply self-motivation and self-direction to work and learning.

ATTENTION TO DETAIL



Achieve thoroughness and accuracy when accomplishing a task.

PROBLEM SOLVING



Apply critical and creative thinking skills to resolve problems.

APTITUDE & AWARENESS



Identify and communicate individual interests and skills that align coursework and experiences to potential career paths and to in-demand occupations.

Source: Indiana Department of Workforce Development

Work Ethic

SELF-DISCIPLINE



Demonstrate self-control and behave in accordance to rules with minimal direction.

INDEPENDENCE



Successfully carry out expectations with minimal supervision.

PERSEVERANCE



Demonstrate endurance and capacity to complete tasks.

TIME MANAGEMENT & ORGANIZATION

Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.

ADAPTABILITY



Manage transitions and adjust to changing situations and responsibilities.

INTEGRITY



Act in a trustworthy and honest manner.

PROFESSIONALISM



Demonstrate skills and behaviors appropriate for school and work.

Social & Emotional Skills

CONNECTION



Demonstrate the ability to network with others through social awareness and cultural sensitivity.

REGULATION



Recognize and manage one's emotions.

COLLABORATION



Work well with others in a team.

Innovation spotlight: Preparing students for the remote workplace

100%



Indiana's goal for the **percentage of postsecondary programs** requiring an internship, work-based learning or other experience that has career relevance.

Seeing the cost savings and increased productivity that can result from work from home arrangements, some companies are considering shifting their operations entirely online. While it's too soon to tell what the full impact of COVID-19 will be, it's clear that remote work will continue to be a facet of our modern economy. Today's students would be well-served by focusing on the skills that are needed for success in the remote workplace, such as:

- ◆ Self-motivation;
- ◆ Organization;
- ◆ Time management;
- ◆ Strong communications skills; and
- ◆ Technological competencies.

For resources, best practices and activities to help students understand and develop employability skills, visit the National Association of Colleges and Employers site [here](#).



The Future of Indiana



COVID-19 or not, college still matters

Students may be questioning if it is worth it to attend college during the pandemic and its accompanying uncertainty. While it may not be the first-year experience students expected, it is clear college is still a worthwhile investment for students' success and sense of purpose.

Even before COVID-19, many have questioned the value of a university degree. However, students can be confident that college is—and will continue to be—a sound decision that will put them on the path

to financial well-being and a meaningful career. About 99% of the jobs created since the Great Recession in 2008 went to workers with education beyond high school. **Indiana's College Value Report** shows that those with a college degree see a strong financial return. In Indiana, those with education beyond high school are expected to earn \$1 million more than those with only a high school degree and have greater job security.

IF STUDENTS DO NOT FIND STUDIES COMPELLING, THEY CAN TURN TO THEIR PEERS:

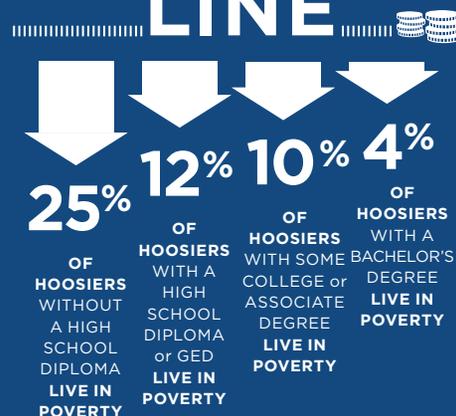
college graduates report being glad they went to college and 81% of Hoosiers say their higher education was worth the cost. More than half feel like college gave them the means to achieve their goals (63%) and provided them with strong and supportive relationships (58%).

This information comes from the [Gallup-Indiana Survey](#).



EQUITY & SUCCESS

POVERTY LINE



Source: American Community Survey, 2013-2017, 5-Year Estimate

COVID-19 or not, college still matters, continued

For some, the current college experience is not an obvious choice. Students who choose to delay attending college typically find a job or travel during their gap year, both of which are difficult options given the pandemic. The best course of action is for students to do all they can to best equip themselves to be resilient in the face of disruption and uncertainty. A college degree is one tool that students will always be able to lean on, no matter what life throws at them.

TIP

The Gallup-Indiana survey measures the opinions undergraduate alumni hold on the value of their college education and how much their education prepared them for life after college. It also evaluates how fulfilled and engaged college graduates are in their postgraduate work. Data is available for some public and private institutions in Indiana.

Advancing equity

Hoosiers students are not equally prepared for college.

Low-income and non-White populations make up a larger share of our talent pipeline than ever before.

But the chance a student will go to college, succeed socially and academically and graduate on time varies by race, ethnicity, gender and socioeconomic status.

Data from the [2020 College Equity Report](#) show that students of color are less likely than the statewide average to earn dual credit while in high school, go to college and complete college on time. Low-income Hoosiers face burdens in accessing college and succeeding while in school. Women of color are least likely to enter the high-paying science, technology, engineering and math (STEM) careers. Rural Hoosiers are less likely to go to college than their non-rural peers at all income levels (unless they are part of the 21st Century Scholars program, which nearly closes that gap).

School counselors have an important role to play in changing these outcomes and closing equity gaps by 2025.

In Indiana, equity means that circumstances and obstacles should not dictate the opportunity to succeed.

As Indiana Commissioner for Higher Education Teresa Lubbers wrote, “Equity is critical to Indiana’s success, and it requires targeted supports.” We know that the most college-ready Hoosiers earn more demanding high school diplomas. Additionally, Indiana’s early college promise program, 21st Century Scholars, is successfully closing achievement gaps and increasing college-going rates.





Advancing equity, continued

Through the outreach, guidance and support of school counselors, we will set our Hoosier students up for college success. Three effective programs that the Indiana Commission for Higher Education recommends in making college more accessible and affordable:

21ST CENTURY SCHOLARS

21st Century Scholars have the highest college-going rates in Indiana. 86 percent of Scholars go to college, compared to 38 percent of low-income students who are not Scholars and 68 percent of higher-income students.

This financial and economic support program is open to all Hoosiers who come from households with incomes that qualify for free- or reduced-price lunch in seventh or eighth grade. Scholars earn up to four years of undergraduate tuition, as well as step-by-step guidance and support to make sure they succeed in college and receive support to finish their degree.

EARLY COLLEGE CREDIT OPPORTUNITIES

The **2020 College Equity Report** shows that achievement gaps are partly driven by disparities in high school academic preparation. For example, only 18% of Black students and 26% of Hispanic or Latino students earn the state's Academic Honors Diploma, compared to 41% of White students.

Students who take either dual credit or Advanced Placement courses are more likely to complete college and more likely to graduate on time or early. Although most (64%) of Hoosiers earn some college credit before graduating high school, there are wide gaps across race and ethnicities and across socioeconomic status. Fewer Black (39%) and Hispanic or Latino (53%) Hoosiers earn AP or dual credit than the statewide average. Since AP and dual credit helps students prepare for college and can help them graduate early, these gaps can compound when students reach college.





Advancing equity, continued

SUMMER BRIDGE PROGRAMS

Bridge programs ease the college-life transition by bringing incoming students to campus ahead of their first fall semester. They may provide academic orientation as well as social opportunities that have been proven to increase persistence and completion among first-generation and at-risk students.



THE REACHING HIGHER IN A STATE OF CHANGE

The Reaching Higher in a State of Change strategic plan articulates the State of Indiana’s goals for strengthening and supporting Indiana’s classroom teachers, counselors and school leaders, with an intentional focus on growing diversity in the teaching profession. To that end, Indiana offers several types of **financial aid and stipends** for minority teachers to complete education and training beyond high school.

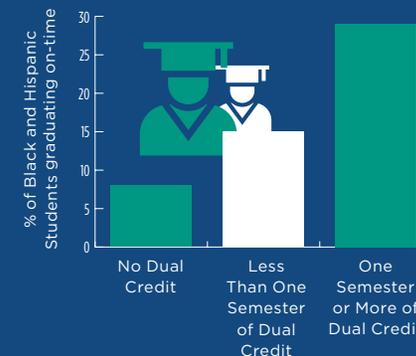


IN LATE 2019,

the Indiana Commission for Higher Education announced a new initiative to increase student access and attainment to higher education for the state’s Hispanic and Latino learners and families. Five Padres Estrellas (or “Star Parents”) in Marion, St. Joseph, Allen, Vanderburgh and Bartholomew Counties work to connect with schools, neighborhoods and community partners with a focus on helping students and families enroll in the 21st Century Scholars program and the Next Level Jobs Workforce Ready Grant. Connect with the Padres Estrellas [here](#).

GRADUATION

Black and Hispanic students who take dual credit courses in high school are more likely to graduate college on time.



Source: che.IN.gov

Using data for decision making



The Indiana Commission for Higher Education is committed to improving the accessibility of its annual reports and data tools to help educators like you inform students' decision making and drive postsecondary completion.

Here are the Commission's major publications and focus areas, with insights on how educators can use this data to help inform students' college and career consideration.

- ◆ Each year, the Indiana Commission for Higher Education's **College Readiness Report** analyzes the outcomes of the first year of college for students who graduated from high school during the previous academic year. Outcomes include persistence, remediation, course completion, freshman GPA and credits earned. The report also features an interactive dashboard and breakouts by county level, corporation level and school level. Educators can use the College Readiness Report to determine the efficacy of their college preparatory programming and identify best practices for supporting underserved students' transition from high school to college.
- ◆ The **College Completion Report** is also produced on an annual basis to provide a clear and comprehensive picture of college completion, including rates of on-time and extended time completion at two- and four-year campuses. Educators can use this report to inform students of the completion trends for each public college and university in the state.





Using data for decision making, continued

- ◆ An annual companion piece to the Commission's annual College Readiness and College Completion reports, the [College Equity Report](#) provides a closer look at Indiana's progress on closing equity gaps by 2025, measured by the college-going rate, early success in college and college completion rate for students based on race/ethnicity, socioeconomic status, gender and geography (rural and non-rural). Educators can use this information to ensure students are being given equitable opportunities in their educational journey, such as earning more rigorous high school diplomas and taking early college credit.
- ◆ The Commission recognizes that choosing to invest in higher education is a worthwhile but complex decision. The [College Value Report](#)

provides return on investment data for all public colleges and universities as well as industries of employment and degree type. Educators can use this study to help students understand the importance of completing their college degree programs on time and how decisions such as what to study can make a big impact on students' future career and earning potential.

- ◆ More Hoosiers than ever are earning college credit while in high school, according to a 2019 in-depth analysis of dual credit, AP and the broader early college credit landscape, the Commission's [Early College Credit Analysis](#) found. Educators can use this study to help students determine the types of early college courses that best align with their postsecondary goals.

92% 
of Hoosiers **with a college degree** rated their health status as "good or better."

65% 
of Hoosiers **without education beyond high school** rated their health status as "fair or poor."

Source: Centers for Disease Control and Prevention

Making college affordable for all students



The Indiana Commission for Higher Education is dedicated to making college affordable for all students by offering both need-based and non-need-based awards.

EARLINE S. ROGERS STUDENT TEACHING STIPEND FOR MINORITIES

The Earline S. Rogers Student Teaching Stipend for Minorities is available for minority students (defined as Black and Hispanic individuals) who will participate in student teaching or a school administration internship as a part of their degree requirements during the semester in which they receive it.

STUDENT TEACHING STIPEND FOR HIGH-NEED FIELDS

The Student Teaching Stipend for High-Need Fields is available for students who plan to teach in a high-need field (defined as middle or high school level math or science, or special education). Students are eligible to receive the stipend in the term they are student teaching as a part of their degree requirements.

NEXT GENERATION HOOSIER EDUCATORS SCHOLARSHIP

The Next Generation Hoosier Educators Scholarship provides 200 high-achieving high school and college students interested in pursuing a career in education the opportunity to earn a renewable scholarship of up to \$7,500 a year for four academic years.

WILLIAM A. CRAWFORD MINORITY TEACHER SCHOLARSHIP

The William A. Crawford Minority Teacher Scholarship is available to minority students (defined as Black and Hispanic individuals) who intend to pursue, or are currently pursuing, a course of study that would enable them to teach in an accredited school in Indiana.

21ST CENTURY SCHOLARSHIP

Started in 1990, 21st Century Scholars is Indiana's early college promise program. It offers income-eligible Hoosier students up to four years of paid tuition at an eligible Indiana college or university after they graduate from high school. Students enroll in seventh or eighth grade, and in high school they participate in the Scholar Success Program and are connected to programs and resources to help them prepare for college and career success. Once in college, Scholars receive support to complete their college degrees and connect to career opportunities.

Making college affordable for all students, continued**EARN INDIANA**

EARN Indiana (Employment Aid Readiness Network) is the state's work-study program. Students with financial need have access to resume-building, experiential, paid internships, while participating employers receive state matching funds—up to 50% of the student's hourly wage.

FRANK O'BANNON GRANT

The Frank O'Bannon Grant, which includes the Higher Education Award and the Freedom of Choice Award, is Indiana's primary need-based financial aid program.

MITCH DANIELS EARLY GRADUATION SCHOLARSHIP

The Mitch Daniels Early Graduation Scholarship is a one-time, \$4,000 scholarship for students who graduate at least one year early from a publicly supported Indiana high school. To claim this scholarship, students must enroll at an eligible Indiana institution no later than the fall semester in the academic year immediately following the year they graduate high school.

CHILD OF DECEASED OR DISABLED VETERAN

Provides 100% of tuition and regularly assessed fees for children of deceased or disabled veterans.

CHILD OF PURPLE HEART RECIPIENT OR WOUNDED VETERAN

Provides 100% of tuition and regularly assessed fees for children of Purple Heart recipients or wounded veterans.

CHILDREN AND SPOUSE OF INDIANA NATIONAL GUARD

Provides 100% of tuition and regularly assessed fees for students who are the child or spouse of a member of the Indiana National Guard who suffered a service-connected death while serving on state active duty.

CHILDREN AND SPOUSE OF PUBLIC SAFETY OFFICERS

Provides 100% of tuition and regularly assessed fees for students who are the child or spouse of certain Indiana public safety officers (PSO) who were killed in the line of duty or are a permanently disabled state trooper.

INDIANA PURPLE HEART RECIPIENT

Provides 100% of tuition and regularly assessed fees for students who are Indiana veterans and Purple Heart Recipients.

NATIONAL GUARD TUITION SUPPLEMENT GRANT

Provides 100% of tuition and regularly assessed fees at a public Indiana institution for eligible members of the Indiana Air and Army National Guard.

SOLDIERS' AND SAILORS' CHILDREN'S HOME

Provides 100% of tuition and regularly assessed fees for students who are former students and/or graduates of Morton Memorial High School and former residents of the Indiana Soldiers' and Sailors' Children's home.



Helping Hoosiers Identify Their Next Step



Indiana offers myriad resources to help Hoosiers obtain education and workforce training.

Our state also provides the wraparound support needed to complete education beyond high school, such as connections to jobs, career coaching, help finding childcare, healthcare coverage for those who qualify and rental assistance. The challenge is, to find these resources, you must know where to look for them and how to navigate them.

That's where **YourNextStep** comes in. Designed as a "one-stop shop," the website helps Hoosiers navigate the resources they need to move forward in their job and/or career and makes those

resources easily navigable in one centralized location. High school students deciding what comes next will find relevant content on the site, including information about:

FINDING A JOB

Those looking for a job can find the resources they need to get started at **Indiana Career Connect**. This tool is available to anyone in Indiana and offers resume building services and a job dashboard that users can create and use.



Indiana offers myriad resources to help Hoosiers obtain education and workforce training, continued

MENTAL HEALTH SUPPORT

Hoosier students are facing unique challenges during the COVID-19 pandemic. [Be Well Indiana](#) provides comprehensive mental health resources, including support for coping with anxiety, stress and depression.

EDUCATION AND TRAINING OPPORTUNITIES

Students who want to pursue short-term certificates in high-demand fields can find programs that meet their needs and learn whether they qualify for the state's [Next Level Jobs](#) program to cover the cost. Those who want to pursue a four-year degree path

can learn more about [choosing the right college](#). And there's ample information about how to [pay for college](#) and [how to choose the right job or career](#) that align to students' skills and interests.

LOOKING FOR EXPERT GUIDANCE?

Sometimes you just need a friendly voice on the other line to help you navigate to the right resources. Whether the questions are about paying for college, current financial aid benefits and state scholarship options or how to connect with local job resources that are right for you, Indiana experts from INvestEd, the Indiana Commission for Higher Education and the Department of Workforce Development are standing by and ready to assist.



A young woman with short dark hair, wearing a red and blue plaid shirt over a white t-shirt and dark pants, is seated in a wheelchair. She is reaching up with her right hand to touch a yellow object on a blue locker in a school hallway. She is looking upwards and to the right. The background shows other lockers and a blurred hallway. A large green circle is partially visible on the left side of the image.

Student Activities

Student Activity #1

What's your college and career game plan?

FIRST, TAKE THE DISCOVER YOUR INTERESTS PERSONALITY QUIZ AT [LEARNMOREINDIANA.ORG](https://www.learnmoreindiana.org).

- ◆ What personality type did you get?

- ◆ Check out the occupations listed for your personality style. Select one occupation you'd be interested in exploring more. What occupation are you interested in?

- ◆ Nice! Now, go to this [website](#) and see what kind of information you can find about that occupation.

- ◆ What education or training will you need to get after high school to get this job?

- ◆ How long will your education or training last?

- ◆ Are there related jobs that you could continue to pursue with more education? If so, what are they?

- ◆ What college, university or education provider offers the education and training you need to get this job?

- ◆ Check out [this page](#) to see what financial aid programs are out there. Do you qualify for any [scholarships](#)?

HOW ELSE DO YOU PLAN TO PAY FOR COLLEGE?

YOU CAN EARN FINANCIAL AID

from both the state government and federal government. Funding from the federal government is calculated by filing the FAFSA, the Free Application for Federal Student Aid. Anyone who could be in college the following fall should file the FAFSA, including current

college students and high school seniors. Even if you're not sure if you will enroll, or if you're already in college, you should file the FAFSA. You'll never know what financial aid you could get if you don't file the FAFSA, and you could potentially lose scholarships and other financial aid you currently have. Apply [here](#) by April 15, each year!

Student Activity #2

Predicting the future of work

- ◆ First, choose an occupation you're interested in. If you don't know what type or job you'd like to have, take the Discover Your Interests personality quiz at [LearnMoreIndiana.org](https://www.learnmoreindiana.org) and select one of the careers that appeals to you most. What career did you choose?

- ◆ Then, go to [this website](#) and search for the occupation you chose. What is the job summary for that occupation?

- ◆ What level of education or training would you need to have this job?

- ◆ Great. Now, think about the job summary and what you already know about this occupation. How do you think the responsibilities of this job will change over time? How might technology change the way this job is performed?

- ◆ What kinds of [employability skills](#) do you think this job will require?

- ◆ How can you work on building these employability skills in your everyday life?

Student Activity #3

Learn More Indiana video marathon

DID YOU KNOW THAT [LEARNMOREINDIANA.ORG](https://www.learnmoreindiana.org) IS LIKE THE NETFLIX OF INDIANA COLLEGES?

There are lots of videos to help you explore careers, your college options and how you can pay for it. For this activity, visiting [this page](#) and click the red “Show Table” button. Choose a college that appeals to you most and take the virtual tour of campus. Once you’re finished, answer these questions:

- ◆ What made you most excited about or interested in the college you chose?

- ◆ What was something surprising that you learned about the school or college in general?

- ◆ Was there anything that made you nervous about what you saw (size, distance from home, etc.)?

- ◆ What is one thing you can do to today to prepare to go to college?