INCAP

INDIANA CAREER APPRENTICESHIP PATHWAY



Opening Doors for More Hoosiers to Pursue Promising Careers

An Update on the Work of CEMETS iLab Indiana to Build the Indiana Career Apprenticeship Pathway

NOVEMBER 2026

PREPARED BY

CEMETS iLAB *Indiana*

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NOVEMBER 2026

Letter from Co-Chairs of iLab Indiana

In the 12 months since our last update of the CEMETS iLab Indiana strategic plan, the work of many partners to launch the Indiana Career Apprenticeship Pathway (INCAP) has shifted from planning to implementation.

The first INCAP participants, including both high school students in the Apprenticeship Program and adults in the Career Program, began their training earlier this year. As a result, we are starting to see early outcomes from the extensive planning and development efforts, along with opportunities to refine and strengthen the pathway.

As we introduce INCAP to broader audiences across the state, we continue to come back to a few fundamental questions: Why do we need a new education and training pathway, how will it align and connect with the high school-to-college pathway, and what makes INCAP different from existing programs? (See pages 2-4 for these answers.)

Additionally, Indiana employers' rapidly changing talent needs in light of AI have opened new conversations.

The latest research shows that even as the use of AI grows, employers continue to value work-based learning. That's because real-world experience helps students develop the foundational knowledge and skills needed to effectively evaluate AI-assisted work and determine whether AI-generated information is accurate. This kind of experience is also valuable for upskilling or reskilling the adult workforce.

Thanks to continued support from iLab members, partner organizations, employers, and education and government leaders at all levels, we are making meaningful progress toward a pathway that helps more Hoosiers prepare for rewarding careers while helping employers build the workforce they need.

Thank you to everyone with us on this exciting journey to reach our goal of 50,000 total INCAP students by 2034.

Warm regards,



David Becker



Claire Fiddian-Green

DAVID BECKER
Co-Chair, CEMETS iLab Indiana
Chairman and CEO, First Internet Bank

CLAIRE FIDDIAN-GREEN
Co-Chair, CEMETS iLab Indiana
President and CEO, Richard M. Fairbanks Foundation

SECTION ONE

How Did We Get to Today?

INDIANA IS AT A CROSSROADS

Many Indiana employers are unable to meet customer demands or grow their businesses due to a lack of qualified personnel. At the same time, many young people who could one day fill those positions do not attend college and are left with few other options to prepare for in-demand careers. Meanwhile, the traditional college pathway does not always align with the needs of adults looking to advance or even leave existing careers.

The Indiana Career Apprenticeship Pathway addresses these challenges by giving students and adults access to the education and training needed to succeed in the 21st century workplace and by providing employers in participating industries with the talent pipeline they need to compete on a global scale.

By 2031, 72% of U.S. jobs will require some form of education or training beyond high school.[1] However, Indiana is not on track to meet those needs. A few startling statistics:

- **Only 40% of Indiana adults 25 or older have an associate degree or higher.[2]**
- **Only half (52%) of Indiana's 2024 high school graduates enrolled in college within one year.[3]**
- **Of those who do go to college, slightly more than half (53%) graduate on time, and only 69% graduate within six years.[4]**

It is imperative we address these gaps.

INCAP gives Hoosiers more options that start well before high school graduation and continue through adulthood, preparing young people to launch meaningful careers and equipping adults with new ways to advance their career.

1 Georgetown University Center on Education and the Workforce 2 American Community Survey 3 Indiana College-Going Dashboard 4 Indiana College Completion Report

WHAT IS THE INDIANA CAREER APPRENTICESHIP PATHWAY?

INCAP is a new education and training pathway that combines classroom learning and paid on-the-job training to prepare Hoosiers for in-demand careers and help Indiana businesses find and train employees. INCAP is for high school students interested in learning by doing and adults seeking to advance their career. Importantly, INCAP functions as a complement to the high school-to-college pathway and is geared toward more hands-on learners. Combined, INCAP and the college pathway provide multiple options to prepare young people and adults for in-demand careers.



High Schoolers

High schoolers who participate in the INCAP Apprenticeship Program split their time between paid work and the classroom, spending multiple full days a week on the job gaining in-demand skills while also making meaningful contributions to their employers.



Adults

Adults who participate in the INCAP Career Program gain new skills and knowledge through paid education and training that builds on their experience and expertise.

INCAP graduates can decide to enter the workforce or attend college. If they launch a career, they're prepared to enter an in-demand field and have the option to continue industry-led education and training within the INCAP Career Program. If they go to college, they may be able to complete a college degree in fewer years because INCAP degrees and credentials in related fields will be recognized as college credit.

KEY DIFFERENTIATORS

INCAP is structured to align the needs of students and employers in a way that doesn't exist elsewhere in the U.S.



Employers define each occupation's competencies and shape program design around real workforce needs.



Participants are paid and spend multiple, full days each week learning on-site at the workplace, while also learning in the classroom.



Not only will INCAP degrees and credentials be recognized as indicators of industry experience, but they will also count toward college credit in related academic degree programs across Indiana, giving INCAP graduates more options for the future.

HOW DID THIS IDEA ORIGINATE?

The seeds for iLab Indiana took hold in 2016, when Indiana leaders, led by the Fairbanks Foundation, first learned about Switzerland's renowned Vocational and Professional Education and Training (VPET) system. VPET is rooted in youth apprenticeship experiences that begin in high school, but the system also offers on-the-job education and training programs for adults throughout their careers. Additionally, a key feature of the VPET system is its permeability, which means people can and do traverse between and across the academic and professional pathways throughout their careers without losing credit for their previous education and work experience.

Seeing great potential in this approach, these leaders sought to bring it to Indiana. They launched a study of the Swiss system, made several visits to Switzerland to learn more and see the system at scale, developed youth apprenticeship pilot programs in several regions of the state, and created a forum for collaboration among youth apprenticeship practitioners.

While these pilot programs created new opportunities for students, they also revealed several systemic challenges, including fragmentation within the work-based learning landscape and limited employer willingness to hire youth apprentices. In response, iLab Indiana was created to build an employer-led statewide professional education and training pathway for high school and adult students that enables permeability with the high school-to-college pathway. The professional pathway is what is now known as the Indiana Career Apprenticeship Pathway.

Permeability is a key design principle guiding the iLab Indiana effort. Simply put, it means that no educational or career path is a dead end. Students of any age can move upward, sideways, or between professional and academic pathways — for example, from an apprenticeship into a college-level program, or from one occupation into a related one — without losing credit for prior learning or having to start over.

A DECADE OF INVESTMENT

Since 2016, the Fairbanks Foundation has allocated more than $25 million in funding to study the VPET system, pilot youth apprenticeship programs, and build the Indiana Career Apprenticeship Pathway, including:

- **$319,000 grant to the National Conference of State Legislatures (NCSL) Foundation** to support convenings of Indiana business, education, government, and non-profit leaders to learn about key recommendations in NCSL's groundbreaking 2016 report "No Time to Lose: How to Build a World-Class Education System State-by-State."
- **$250,000 grant to the Partnership to Advance Youth Apprenticeship at New America** to support a year-long planning effort in Indiana, including sending a team to attend CEMETS Institute at ETH Zurich in Switzerland, where Indiana leaders began to learn in depth about the VPET system.
- **$10.7 million grant to Ascend Indiana (via the Central Indiana Corporate Partnership Foundation)** to create a statewide youth apprenticeship Community of Practice, collaborate with EmployIndy to design and implement a Marion County youth apprenticeship pilot program with pass-through funding, and support the Fairbanks Foundation with start-up CEMETS iLab Indiana activities.
- **$700,000 grant to CEMETS at Chair of Education Systems, ETH Zurich** for CEMETS leadership to play a critical role helping launch CEMETS iLab Indiana and assisting with the start-up design and implementation work for INCAP.
- **$5.4 million in grants to launch Industry Talent Associations (ITAs) and a Community of Practice** for all ITAs to share best practices and collaborate on system-building priorities.
- **$2.4 million grant to the Indy Chamber Foundation** to conduct employer outreach and engagement, including by organizing and implementing the LENS INCAP Apprenticeship Showcase.
- **$2.9 million to launch 12 regional INCAP Connectors and a Community of Practice** to share best practices and collaborate on system-building priorities. Connectors coordinate at the regional level with schools, students, and ITAs.
- **$2.6 million in consulting support** for labor market research, data collection and evaluation, and marketing and communications.

WHAT IS CEMETS iLAB INDIANA?

CEMETS iLab Indiana — a coalition of more than 300 Hoosier leaders from industry, K-12 and higher education, nonprofits, government, and philanthropy — launched in December 2023 and has led efforts to build the new pathway. INCAP is modeled after the globally-recognized Swiss Vocational and Professional Education and Training (VPET) system, which begins with high school apprenticeships and extends into adult upskilling/reskilling programs. A key design feature of the VPET system is its permeability, which means that students and adults can move seamlessly between the vocational/professional and academic pathways throughout their lives. Graduates from both pathways earn federally recognized degrees, enabling economic mobility and lifelong learning.

iLab leaders have set an ambitious goal for the Indiana Career Apprenticeship Pathway: to provide education and training to 50,000 Hoosiers by 2034.

ORGANIZATIONS LEADING INCAP'S START-UP ACTIVITIES THROUGH 2026

RICHARD M. FAIRBANKS FOUNDATION

The Richard M. Fairbanks Foundation is the leader and funder of CEMETS iLab Indiana. Since 2016, the Fairbanks Foundation has allocated more than $25 million for youth apprenticeship piloting, iLab Indiana planning and design work, and INCAP. Because of its decade-long investment and deep subject matter expertise, Fairbanks Foundation President & CEO Claire Fiddian-Green and other members of the Foundation's staff have led the initial design and implementation phases and are overseeing the work of all iLab committees and the launch of INCAP.

CEMETS iLAB *Indiana*

CEMETS iLab Indiana, comprising more than 300 Hoosier leaders, created the strategic direction for INCAP and guided critical decisions. In 2027, the Governing Committee of CEMETS iLab Indiana will transition oversight of INCAP to the newly launched two-tiered governance structure, consisting of the INCAP Steering Council and the INCAP Implementation Council.

ORGANIZATIONS LEADING INCAP IN 2027 AND BEYOND

INCAP Steering Council

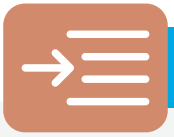
The Steering Council provides strategic direction and oversight of INCAP implementation. It is responsible for policy, governance, and issues that affect the statewide success of INCAP.

INCAP Implementation Council

The Implementation Council is responsible for strategy development and operational management of INCAP and makes recommendations to the Steering Council.

Richard M. Fairbanks Foundation

The Richard M. Fairbanks Foundation will continue to provide short-term funding for INCAP implementation. President & CEO Claire Fiddian-Green and other members of the Foundation's staff will also continue to lead INCAP's day-to-day implementation.



You can read more about INCAP's new governance structure on pages 13-15.

ORGANIZATIONS RESPONSIBLE FOR IMPLEMENTING INCAP

Three types of organizations are critical to the implementation of INCAP: **Industry Talent Associations**, which work with employers; **regional INCAP Connectors**, which act as liaisons between ITAs and schools to support students; and **regional chambers of commerce and local economic development organizations**, which will connect their employer members with ITAs and assist students with regional career exploration activities.

Industry Talent Associations

Industry Talent Associations (ITAs) are responsible for uniting employers in their industry to speak with one voice about their talent needs, identifying priority occupations for the industry, and defining required, standardized knowledge and skills within these occupations. The ITAs also develop on-the-job training materials and assessments for employers, collaborate with educators to ensure classroom content is aligned with occupational requirements, and coordinate adult participation in the INCAP Career Program.

Regionally based INCAP Connectors

Regionally based INCAP Connectors serve as bridges between the ITAs and participating schools and students, helping high schools recruit students for the INCAP Apprenticeship Program and seeking to break down barriers for participants. They also introduce the ITAs to local employers whenever possible.

Regional chambers of commerce and local economic development organizations

Regional chambers of commerce and local economic development organizations support employer engagement and student career exploration at the local level. They connect employers to ITAs and support regional career fairs and other career planning opportunities. You can read more about how the Indy Chamber is piloting this approach on page 19.



ITAs, INCAP Connectors, and – when INCAP is at scale – regional chambers of commerce and other local economic development organizations will collaborate and share information to ensure INCAP functions effectively for all stakeholders.

SECTION TWO

Update on Four Priorities in Strategic Plan

In September 2024, iLab Indiana's Governing Committee introduced a strategic plan with four key priorities. In November 2025, iLab Indiana produced an update that documented progress, as well as key learnings and next steps. This report is the latest update.

2024 Strategic Plan

2025 Progress Report

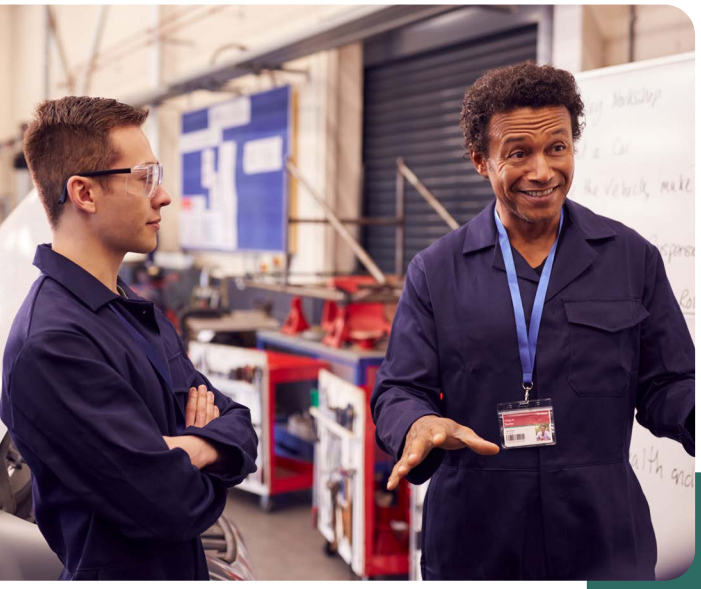
PRIORITY 1:

Establish Industry Talent Associations to convene employers, identify priority occupations, and create INCAP programs.

BACKGROUND

Industry Talent Associations (ITAs) work with employers to identify occupations within their industries that reflect their greatest talent needs and build the necessary education and training framework.

Industry Talent Associations are the core of INCAP, leading statewide employer engagement within their industry so employers can speak as one voice about their talent needs. Unlike informal employer advisory groups, ITAs are formal entities governed by employers, with established leadership structures and fee-based membership models. To design, launch, and scale INCAP programs that lead to in-demand careers, ITAs convene employers to identify talent needs, choose occupations for INCAP programs, define required knowledge and skills, develop workplace training materials and assessments, and collaborate with educators to align classroom learning with on-the-job instruction.



The first step of the ITA development process is the identification of an organization that employers in that industry think could provide the appropriate leadership and structure to launch an ITA. Industry leaders help identify organizations with a broad reach and strong reputation within their industries or determine when no such organization exists and a new one should be established.

Once an organization is identified and launches an ITA, the ITA develops a business plan and convenes employers to identify priority occupations. Each ITA is responsible for developing their own education and training programs to the specifications of their specific industry. However, the leaders of each ITA also align with set standards and processes established by the INCAP governance structure. This ensures INCAP is built as part of a statewide system that aligns the new pathway with the high school-to-college pathway and enables permeability.

PROGRESS

INCAP now has eight total ITAs representing 10 industries with engagement by a broad swath of companies from across the state — ranging from small, local employers to multi-national firms.

The ITAs are at various stages of recruiting employers to help identify priority occupations at the Apprenticeship Program and/or Career Program levels. Depending on their stage of implementation, they have engaged in a range of activities, including launching employer councils and educator advisory committees, developing training plans, training workplace supervisors, and conducting outreach to potential partners. Across the state, ITA leaders have met with INCAP Connectors, convened local employers, and engaged local and statewide organizations interested in learning about or participating in INCAP.

This work culminates in the launch of INCAP programs. In 2026, four ITAs launched a total of 10 INCAP programs. Building on that momentum, in mid-2026, the iLab Governing Committee approved 14 additional occupations from seven ITAs. Training plans for all new occupations are currently under review by the Indiana Qualifications Advisory Panel (see pages 10-11 for more information on the process). Altogether, INCAP will offer more than 20 occupations spanning eight industries in 2027.

INCAP INDUSTRIES AND ITAS

INDUSTRY/INDUSTRIES	ITA	LEADING ORGANIZATION
Advanced Manufacturing and Logistics	Advanced Manufacturing and Logistics ITA	Conexus Indiana
Banking/Financial Services **Insurance (new in 2026)**	Financial Services ITA	Financial Services Academy
Construction	Construction ITA	Indiana Construction Roundtable Foundation
Culinary (new in 2026) **Hospitality (new in 2026)**	Hospitality and Culinary ITA (new in 2026)	Hospitality Indiana
Healthcare	Healthcare ITA	BioCrossroads
Life Sciences	Life Sciences ITA	BioCrossroads
Microelectronics (new in 2026)	Microelectronics ITA (new in 2026)	Applied Research Institute
Tech/IT	Tech/IT ITA	TechIndiana



For detailed information about all INCAP occupations available now or launching in 2027, visit IndianaCAP.org/occupations.

UPDATES BY INDUSTRY

Advanced Manufacturing and Logistics

The Advanced Manufacturing and Logistics ITA launched their first occupation, Polymechanic, with the 2026-2027 cohort of INCAP apprentices. Currently, four high schoolers are participating in the program.

For the 2027-2028 school year, the AML ITA is splitting the Polymechanic occupation into two separate occupations — Polymechanic 1 and Polymechanic 2. Polymechanic 1 is a two-year program, while Polymechanic 2 builds on the two-year program by adding an additional year of specialization. Also in 2027, the AML ITA is launching three additional Apprenticeship Program occupations: Automation and Robotics Technician, Logistics Technician 1, and Logistics Technician 2.

Banking and Insurance (within the Financial Services ITA)

The Financial Services ITA launched its first occupation, Retail Banker, with the 2026-2027 cohort of INCAP apprentices. Currently, 25 high schoolers are participating in the program.

For the 2027-2028 school year, the organization is launching a second Apprenticeship Program occupation: Banking Operations Specialist, which will focus on the business functions of banking.

Also in 2026, employers in the Insurance industry selected the Financial Services Academy to play the ITA role for their industry and develop INCAP programs. Since then, the ITA has worked with insurers to identify priority occupations and develop education and training materials. The first occupation, Insurance Specialist, will launch at the start of the 2027-2028 school year.

Construction

In 2026, the Construction ITA focused on recruiting employers, developing a business plan to guide implementation, and creating a training plan for its first occupation. The Civil Construction Specialist Apprenticeship Program will launch with the 2027-2028 cohort of apprentices.

Healthcare

The Healthcare ITA launched the industry's first occupation, Healthcare Assistant, with the 2026-2027 cohort of INCAP apprentices. Currently, 16 high schoolers are participating in the program.

Hospitality and Culinary

New in April 2026, the Hospitality and Culinary ITA launched after employers in the two industries selected Hospitality Indiana to serve as their ITA. Since then, the Hospitality and Culinary ITA has developed a business plan, convened employers to identify priority occupations, and created a training plan for its first occupation. The Hospitality Operations Specialist will launch as an INCAP Apprenticeship Program with the 2027-2028 cohort of apprentices.

Life Sciences

In 2026, the Life Sciences ITA focused on recruiting employers and soliciting a large amount of feedback related to the development of the industry's first occupation. The Life Sciences Operator occupation will launch as an INCAP Apprenticeship Program with the 2027-2028 cohort of apprentices.

Microelectronics

Launched in August 2026, the Microelectronics ITA is in the process of creating a business plan and convening employers to identify priority occupations, including a Microelectronics Technician Apprenticeship Program that is planned to be available for the 2028-2029 school year.

Tech/IT

With the 2026-2027 cohort of INCAP apprentices, the Tech/IT ITA launched the industry's first three Apprenticeship Program occupations: IT Project Coordinator, IT Support Technician, and Software Development Associate. Currently, five high schoolers are participating in one of the programs.

Tech/IT was also the first ITA to launch occupations for adults within the Career Program: Applied AI Associate, Cybersecurity Associate, IT Project Manager, and IT Support Technician. Adults began participating in those programs in September 2026.

For the 2027-2028 school year, the Tech/IT ITA is launching five additional occupations:

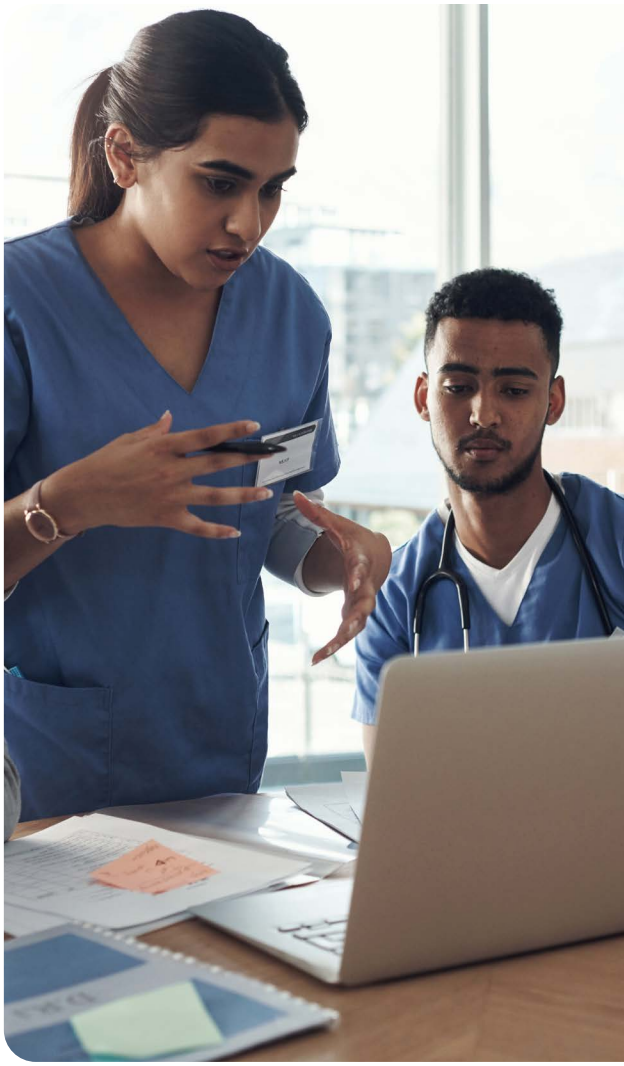
- Applied AI Associate (for high schoolers — will join existing Career Program that launched in 2026)
- Data Analytics and Business Intelligence Associate (Apprenticeship Program and Career Program)
- Technology Sales Associate (Apprenticeship Program and Career Program)

KEY LEARNINGS

Unlike informal employer advisory groups, ITAs are formal entities governed by employers, with established leadership structures and fee-based membership models. Because ITAs are responsible for the quality and relevance of their industry's INCAP programs, they focus on long-term talent development for in-demand careers. Developing this structure takes time, not to mention the substantial lift needed to convene employers, identify priority occupations, and develop detailed training plans that reflect the knowledge, skills, and competencies acquired during an INCAP program at the three different learning locations: the workplace, the classroom, and the intercompany training center.

Implementing INCAP within existing school structures has presented challenges, particularly as schools work to align INCAP Apprenticeship Program schedules with traditional block and seven-period formats while adapting to Indiana's new high school graduation requirements. In addition, work remains underway to establish consistent approaches for awarding class credits for competencies mastered in the workplace.

In response to these challenges, the Fairbanks Foundation hired long-time education and workforce experts Maureen Weber and Libby Manship to develop templated schedules aligned with each INCAP occupation that both validate and describe compliance with Indiana's high school credit and graduation requirements. The templates will be accompanied by a list of suggested classes and course codes that can be used by schools to align with the INCAP occupation training plan requirements and graduation requirements. The templates and class/course code lists are in development and will be been shared with ITAs, INCAP Connectors, and schools in late 2026. They will also be posted on the new INCAP microsite for schools that launched in September 2026.





NEXT STEPS

Employers from several new industries have expressed interest in joining iLab Indiana and launching an ITA. Once their employers identify the entity best suited to provide the leadership and structure for new ITAs, the Fairbanks Foundation will award start-up grant funding to launch additional ITAs in 2027. All new ITAs will receive structured onboarding and join the ITA Community of Practice. They will also have access to the communications, marketing, and data collection and reporting materials and technical assistance available to all ITAs.

Contact information for each of the ITAs can be found at IndianaCAP.org/employers.

PRIORITY 2:

Create a structure that allows students to transition between INCAP and the high school-to-college pathway, giving credit for their previous education and training experiences in both pathways.

BACKGROUND

For INCAP to function as intended, students must be able to move between the college pathway and INCAP without losing credit for the education and training they've already completed. As noted earlier, CEMETS iLab Indiana identified permeability as a key design feature as the coalition works to build a new education and training system in Indiana encompassing INCAP (i.e., the professional pathway) as well as the high school-to-college pathway (i.e., the academic pathway).

PROGRESS

Incorporating recommendations from CEMETS iLab Indiana, the Indiana Department of Education developed a proposed approach to implementing the Indiana Qualifications Framework (IQF) to ensure alignment of degrees and credentials earned in employer-led education and training programs with high school and college programs. The IQF recommendations align with legislation enacted by the Indiana General Assembly in 2025.

The IQF reflects the International Standard Classification of Education (ISCED), a globally recognized system for categorizing education programs and qualifications into consistent levels. As required by Indiana statute, IQF utilizes the eight ISCED levels defining the knowledge, skills, and competencies required at each level (e.g., high school diploma, associate degree, or bachelor's degree — or the equivalent to these degrees).

A new independent entity referred to as the Indiana Qualifications Advisory Panel (IQAP) is responsible for overseeing the IQF review process for proposed degrees and credentials, which includes the convening of industry evaluators with current experience in the applicable industry. In February 2026, the iLab Governing Committee selected Jobs for the Future (JFF) to serve as the IQAP during a two-year pilot period following the completion of a Request for Proposals process. Shortly thereafter, the Fairbanks Foundation awarded JFF a grant to support its IQAP efforts.

The Indiana Qualifications Framework introduce a rigorous, three-step process for assigning qualification levels. For INCAP, that means:

1. **Industry Talent Associations propose degrees, credentials, competencies, and an IQF/ISCED level for each INCAP occupation as part of a drafted training plan.**
2. **The Indiana Qualifications Advisory Panel implements the IQF review process, which can take up to nine weeks per occupation and includes up to three rounds of revisions. Up to four independent reviewers with current industry experience assess whether training plan competencies align with the IQF/ISCED level proposed by the ITA. Using a shared, evidence-based rubric, reviewers evaluate alignment with the proposed level across knowledge, skills, competencies, and key program elements. They then compare findings, reconcile differences, and document a recommendation. Finally, IQAP submits its recommendation to the Indiana Department of Education for final review.**
3. **The Indiana Department of Education reviews the IQAP recommendation and is responsible for final approval of the IQF/ISCED level. The approved INCAP degrees and credentials are added to the state's Credentials of Value list, which lists degrees, certificates, credentials, and licenses the state has determined lead to meaningful education and workforce outcomes.**

When INCAP degrees and credentials are officially tied to the levels outlined in the IQF, students can move easily between INCAP and the college pathway because the framework allows students to receive credit for the education and training they completed in the workplace. Indiana is one of the first states in the country to establish a qualifications framework, and to date is the only one in which graduates from industry-led education and training programs will earn degrees and credentials recognized both by industry and the education system.

In July 2026, the IQAP assessed all INCAP programs launching in late 2026, and the same process took place in September and October 2026 for programs launching in 2027. Once complete, the Indiana Department of Education publishes the INCAP degree and/or credential(s) associated with each occupation to the state's official Credentials of Value register.

KEY LEARNINGS

Indiana is at the early stages of formally recognizing degrees and credentials earned by graduates from industry-created education and training programs as equivalent to degrees and credentials earned by high school and college graduates. It will take time to help students, families, employers, and educators grasp the implications of the Indiana Qualifications Framework. However, the assessment of the first cohort of INCAP programs affirmed that the quality of the occupations and training plans is high. Graduates of INCAP programs will be qualified and prepared for the next steps in their career or academic journeys.

NEXT STEPS

The co-chairs of the iLab Indiana Higher Education Committee established a Permeability Working Group to develop a formalized, scalable approach for recognizing and transferring INCAP degrees and credentials across the INCAP and college pathway. Participants include leaders from Indiana University, Ivy Tech Community College, Butler University, and the Indiana Commission for Higher Education. This group began its work in August 2026 and plans to finalize its recommendations by the end of 2026.



PRIORITY 3:

Design a labor market-aligned career advising system that serves students across Indiana starting in middle school.

BACKGROUND

In 2024, iLab Indiana's Career Advising Working Group conducted an assessment of Indiana's publicly-funded career advising system.

The assessment found that for many K-12 students, career advising begins as late as 11th grade and primarily focuses on college enrollment. It also found that advising practices are generally aligned with students' interests but not consistently informed by labor market demand and workforce projections. Further, the assessment noted there is limited connection between Indiana's youth and adult career advising infrastructures, significant variation in student and adult career advising experiences across the state, limited career advising standards, and inadequate coaching capacity overall.

The iLab Working Group then developed a framework to address critical gaps in Indiana's career advising system, which was informed by multiple iLab Indiana delegations to Switzerland, which included site visits at Stadt Zürich Laufbahnzentrum, the Zurich career advising center. The framework is designed to help middle and high school students, as well as adults, identify career opportunities and select education and training pathways that align with both their interests and labor market demand.

The recommended career advising framework includes some basic tenets:

- Career centers should be established regionally, and their scope should span coaching for middle and high school students as well as adults. This would enable these centers to hire staff focused solely on career advising and ensure they are trained on labor market data. Some staff could focus on youth while others focus on adults.
- Regional career centers should assign career coaches to support middle and high schools across their service areas. These coaches would work closely with school counselors and other staff to provide both group and one-on-one career advising, expanding schools' capacity while allowing counselors to continue focusing on broader responsibilities such as academic planning, mental health, and student support services.
- Students should begin engaging with career advising services in the eighth grade and continue working with career coaches, if necessary, through high school, into adulthood, and through their career. This kind of lifelong access to career advising would be made possible through a regionalized approach to career center locations and a core focus by these centers on labor market-aligned career advising.
- Career advising centers should start by helping students and adults identify their career interests and goals, then provide information about how professional pathways (including INCAP) and the high school-to-college pathway can prepare students or adults to achieve these career goals. Centers should inform clients of all options to maximize success for the people they support. Ultimately, the selection of the best pathway (INCAP, college, other) should be made by the student and their family, or the adult.

PROGRESS

Accenture, a global consulting firm with an Indiana presence, had a representative participate in the 2025 IT/Microelectronics iLab Indiana delegation to Switzerland. In 2026, Accenture's Indiana leadership offered to provide pro bono consulting to assist with creating an operating model, funding model, and playbook building upon the iLab Career Advising Working Group's recommendations.

KEY LEARNINGS

The recommended operating model is a federated statewide career advising system: the state would set common standards, outcomes, and tools and resources based on labor market needs, while regions would be able to determine how to best deliver career advising locally. This approach combines statewide consistency with regional flexibility and centers on individual aptitudes as well as labor market demand, helping Hoosiers connect their interests with relevant career opportunities.



NEXT STEPS

Accenture will present the findings, including recommended operating and funding model to the INCAP governance structure in fall 2026. The INCAP Steering Council has ultimate responsibility for overseeing a statewide career advising system and will work to determine priority implementation action items in 2027.

PRIORITY 4:

Define clear roles and responsibilities for all stakeholders, including employers, educators, nonprofits, and government representatives.

BACKGROUND

Since the launch of CEMETS iLab Indiana in December 2023, the iLab's Governing Committee has provided strategic oversight and guidance for INCAP implementation, approved key decisions, monitored progress, and determined the optimal structure for the permanent governance of INCAP.

The permanent governance recommendations focused on a two-level structure with representatives from three areas: state government, the private sector, and regional implementors. The two levels are referred to as the INCAP Steering Council and the INCAP Implementation Council, both of which are designed to be chaired and convened by the private sector.

INCAP Steering Council

The Steering Council serves as the final approval body for INCAP. The Council provides strategic leadership on governance, policy, and sustainability. In addition, it establishes and regularly reviews key performance indicators and approves new INCAP occupations (both Apprenticeship Program and Career Program) submitted by Industry Talent Associations. Steering Council members include executive leadership from state government, the private sector, and regional implementors. The private sector leads and staffs the Council.

INCAP Implementation Council

The Implementation Council focuses on coordinating the practical rollout of INCAP across partners and supporting operational execution. Its membership includes all stakeholders responsible for putting the pathway into practice, helping coordinate activities across employers, education partners, INCAP Connectors, Industry Talent Associations, and government partners. The Implementation Council works to identify and solve operational challenges, align activities across partners, share lessons learned, and support the successful expansion of INCAP programs throughout Indiana.

INCAP GOVERNANCE STRUCTURE

STEERING COUNCIL

INCAP's Steering Council is responsible for statewide oversight and decision-making and meets once or twice each year. The group is no larger than 15-20 people and includes:

STATE

Executive Branch

- Governor
- Secretary of Education
- Secretary of Commerce

Legislative Branch

- Speaker of the House
- Senate President Pro Tempore

PRIVATE SECTOR

Industry

- CEOs of Indiana Corporate Partnership CEO
- Indiana Chamber of Commerce CEO

Foundations

- Lumina Foundation CEO
- Richard M. Fairbanks Foundation CEO
- Strada Education Foundation CEO

REGIONAL IMPLEMENTORS

INCAP Implementors

- Indy Chamber CEO
- One additional regional chamber of commerce CEO (1-year term)
- One INCAP Connector leader (1-year term)

IMPLEMENTATION COUNCIL

INCAP's Implementation Council ensures statewide coordination and is responsible for INCAP strategy and implementation. They meet four to six times each year. This group is no larger than 35-40 members and includes:

STATE

Executive Branch

Leadership from the Indiana Department of Education, Indiana Commission for Higher Education, Indiana Department of Workforce Development, and any other members appointed by the Governor and Secretary of Education

Legislative Branch

Chairs of House and Senate Education Committees, and any other members appointed by the Speaker of the House and Senate President Pro Tempore

PRIVATE SECTOR

Industry

- Leader from each Industry Talent Association
- One representative from the Indiana Chamber of Commerce
- One Indy Chamber representative
- One additional regional chamber of commerce representative (1-year term)

Foundations

One representative from the Lumina Foundation, the Richard M. Fairbanks Foundation, and Strada Education Foundation

REGIONAL IMPLEMENTORS

INCAP Implementors

Leader from each INCAP Connector

K-12

One representative each from the Indiana Association of Public School Superintendents, Indiana Association of School Principals, Indiana Charter Innovation Center, Indiana Non-Public Education Association, and Indiana School Counselor Association

Higher Education

- One private college leader (1-year term)
- One two-year public college leader (1-year term)
- One four-year public college leader (1-year term)

PROGRESS

The INCAP Implementation Council met for the first time in November 2025 and spent several months revising the structure initially developed by the iLab Governing Committee to refine roles and responsibilities across the new governance structure, the Indiana Department of Education, employers, schools, Industry Talent Associations, and INCAP Connectors.

In May 2026, the INCAP Steering Council convened for the first time and agreed to meet twice annually. The Steering Council also determined the need for an INCAP pro forma, which is a projection of how the pathway is expected to operate and be funded over time, based on assumptions about participation and costs. The Steering Council expects to review the pro forma at its second meeting in December 2026 to ensure appropriate resources are being allocated to support the successful start-up of INCAP.

KEY LEARNINGS

One of the key challenges as INCAP starts to transition to its new governance structure is defining roles and responsibilities in more depth and determining all stakeholders are clear on how they will work together going forward. This includes ongoing work to implement system-building efforts that create a sustainable statewide infrastructure that allows INCAP and its Apprenticeship Programs and Career Programs to become a regular, scalable part of Indiana's broader education and workforce development system.

NEXT STEPS

In January 2027, the governance of INCAP will transition from iLab Indiana's Governing Committee to the two-tiered INCAP governance structure. In 2027, the INCAP Steering and Implementation councils will govern INCAP with implementation and funding support from the Richard M. Fairbanks Foundation.



SECTION THREE

Implementation Updates

LAUNCH OF INCAP

The first 50 high school students began their INCAP apprenticeships at the start of the 2026-2027 school year. The 50 sophomores and juniors are working multiple days each week at 25 employer locations or intercompany training centers across 15 communities statewide, while spending the rest of their time taking classes at their high school.

They're enrolled in one of six occupations within INCAP's Apprenticeship Program:

- In Advanced Manufacturing and Logistics, four students are participating in Polymechanic apprenticeships.
- In Banking/Financial Services, 25 students are participating in the Retail Banker Apprenticeship Program.
- In Healthcare, 16 students are participating in the Healthcare Assistant Apprenticeship Program.
- In Tech/IT, three students are participating in the IT Project Coordinator Apprenticeship Program, two are in the IT Support Technician Apprenticeship Program, and one is in the Software Development Associate Apprenticeship Program.

The first five trainees participating in the INCAP Career Program began working in fall 2026 in one of four Tech/IT occupations: Applied AI Associate, Cybersecurity Associate, IT Project Manager, and IT Support Technician.



CONNECTORS INTRODUCING INCAP TO SCHOOLS, STUDENTS, AND FAMILIES

INCAP Connectors play a critical role in supporting schools as they connect interested students with apprenticeship opportunities in their communities. There's a Connector in each of 12 regions that collectively span the entire state.

This year, Connectors have focused on creating awareness of INCAP among school leaders, local employers, and other community partners, and helping develop a pool of interested students to refer to ITAs. ITAs then coordinate with their employer members to enable qualified students to apply for available INCAP opportunities.

Moving forward, Connectors will continue to bring local INCAP apprenticeship opportunities to schools and students, as well as provide support for students during the interview process, as they on-board with employers and on an ongoing basis during their INCAP experience.

NEXT STEPS

Recruitment for year two of the INCAP Apprenticeship Program will begin significantly sooner than it did for year one. Available occupations and detailed materials will be shared publicly in November 2026, with recruitment starting in January 2027. In future years, the goal is to share information about available occupations and opportunities in the fall of the year prior to when the programs expect to begin.

Contact information for each INCAP Connector can be found at IndianaCAP.org/FindConnector.

OCCUPATIONS AVAILABLE IN 2027

APPRENTICESHIP PROGRAM: For High Schoolers

INDUSTRY	OCCUPATION	
Advanced Manufacturing and Logistics	• Automation and Robotics Technician • Logistics Technician 1 • Logistics Technician 2	• Polymechanic 1 • Polymechanic 2
Banking/Financial Services	• Banking Operations Specialist • Retail Banker	
Construction	• Civil Construction Specialist	
Healthcare	• Healthcare Assistant	
Hospitality	• Hospitality Operations Specialist	
Insurance	• Insurance Associate	
Life Sciences	• Life Sciences Operator	
Tech/IT	• Applied AI Associate • Data Analytics and Business Intelligence Associate • IT Project Coordinator	• IT Support Technician • Software Development Associate • Technology Sales Associate

CAREER PROGRAM: For Adults

INDUSTRY	OCCUPATION	
Tech/IT	• Applied AI Associate • Cybersecurity Associate • Data Analytics and Business Intelligence Associate	• IT Project Manager • IT Support Technician • Technology Sales Associate



For the 2027-2028 school year, high schoolers will have more than 15 apprenticeship occupations to choose from across eight industries with significant workforce needs: Advanced Manufacturing and Logistics, Banking/Financial Services, Construction, Healthcare, Hospitality, Insurance, Life Sciences, and Tech/IT.

INCAP's opportunities for adults will also expand in 2027 with the launch of two additional Career Program occupations, bringing the total number of Career Program occupations to six.

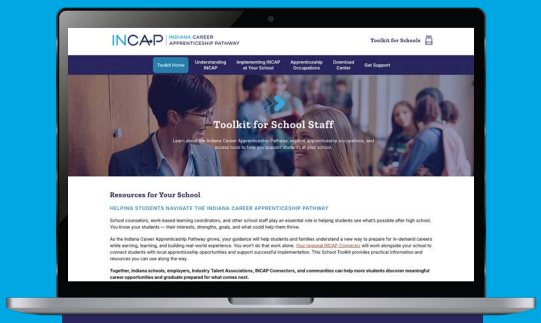
MARKETING AND COMMUNICATIONS:

BUILDING AWARENESS AND ENGAGEMENT

Over the last 12 months, the Fairbanks Foundation partnered with Williams Randall Advertising, an Indiana-based marketing and advertising agency, to execute a variety of communications strategies and tactics designed to reflect INCAP's continuous evolution from an idea in development to a system in operation. These efforts have supported INCAP's transition from concept to implementation by building awareness, strengthening the brand identity, and equipping partners with clear, consistent ways to communicate about the pathway. From the start of the iLab in 2023 through 2026, the Fairbanks Foundation has allocated more than $1.8 million to this work.



IndianaCAP.org



IndianaCAP.org/school-toolkit

Recent INCAP marketing and communications strategies and tactics include:

Transformation of the INCAP website from a basic informational site into a comprehensive statewide resource hub for employers, students, families, educators, and other stakeholders, that serves as the primary destination for exploring all available occupations, learning how INCAP works, understanding the benefits to students and employers, and connecting with participating organizations.

Creation of videos explaining INCAP, including a general overview of the pathway and a second video focused on INCAP's benefits for employers.

Paid media campaign with a corresponding landing page to generate awareness and interest with employers.

Robust online toolkit for school counselors that serves as a one-stop shop for information and resources, including example schedules that show how students can participate in INCAP and meet graduation requirements under the new diploma seals.

Launch of INCAP LinkedIn page and various earned media efforts.

GRASSROOTS OUTREACH TO EDUCATORS

Grassroots outreach to educators was a priority in 2026, and Fairbanks Foundation staff and INCAP Connector representatives staffed exhibit booths and spoke with hundreds of educators at industry-specific events, including:

- Indiana Association of Career and Technical Education (ACTE) All-CTE State Conference
- Indiana Association of Public School Superintendents/Indiana School Board Association Fall Conference
- Indiana Association of School Principals Fall Professionals Conference
- Indiana Charter Innovation Center webinar
- Indiana Non-Public Education Association Administrators Conference
- Indiana School Counselor Association Fall Conference
- Inspire Success Career Readiness Conference
- IU Office of School Partnerships P-12 Education Summit

LENS
INCAP APPRENTICESHIP SHOWCASE

With funding support via a grant from the Fairbanks Foundation, the Indy Chamber is responsible for raising awareness of career opportunities in Indiana and promoting INCAP as an option for Central Indiana students to prepare for in-demand careers and for employers to strengthen their talent pipelines.

On Nov. 12 and 13, 2026, the Indy Chamber will host the LENS INCAP Apprenticeship Showcase at the Indiana State Fairgrounds. LENS — which stands for Learn, Explore, Navigate, Succeed — will bring together more than 2,500 ninth- and 10th-graders from across Central Indiana to learn more about the industries participating in INCAP and available apprenticeship occupations starting in 2027.

For the 2027 showcase, the event will extend into Saturday to allow parents and other family members to attend LENS with their students to support their career exploration activities.

Indy Chamber staff is documenting best practices and lessons learned in a playbook to be shared with regional chambers of commerce throughout the state so that the career fair model and other parts of the Indy Chamber's work with students and employers can be replicated.

MEASURING IMPACT

In late 2025, the Fairbanks Foundation engaged Mathematica, a national data and evaluation firm, to develop a systematic approach to data collection, reporting, and evaluation for INCAP. From May 2026 through May 2027, the firm's work focuses on three areas: supporting statewide data collection, conducting a formative evaluation of INCAP's early implementation, and developing options for a long-term evaluation.

To support consistent reporting, Mathematica developed standardized data collection tools for ITAs and INCAP Connectors, established a secure SharePoint site for data storage, and provided training and ongoing technical assistance.

> **ITAs** are responsible for reporting competency progress, training participation, employer rosters, available Apprenticeship Program and Career Program slots, and demographics, placement details, and work-based learning hours for adults participating in the Career Program.

> **INCAP Connectors** are responsible for reporting information related to high schoolers participating in the Apprenticeship Program, including apprentice demographics, school information, placement details, work-based learning hours, and wages.

The Fairbanks Foundation will receive aggregate reports from ITAs and Connectors each semester.

Mathematica will also conduct a formative evaluation that includes interviews with ITAs, Connectors, schools, employers, and other stakeholders. The evaluation will identify promising practices, implementation challenges, and opportunities to strengthen INCAP as it grows. At the same time, Mathematica is working with the Fairbanks Foundation and key stakeholders to identify and assess options for measuring INCAP's long-term impact. Recommendations for long-term evaluation activities will help guide future investments in INCAP's continued implementation and growth.

NEXT STEPS: DATA COLLECTION, REPORTING, AND EVALUATION

INCAP Connectors and ITAs will continue collecting and reporting data through the standardized tools, with the first statewide submission due in January 2027. During winter 2026-2027, Mathematica will gather early implementation insights to support continuous improvement. In spring 2027, Mathematics will share findings in an internal memo and public-facing brief, including lessons learned and options for a future long-term evaluation of INCAP.

SECTION FOUR

Insights, Challenges, and Next Steps

iLab Indiana and the organizations implementing INCAP have made significant progress in 2026 to launch the first programs and begin building permeability with the high school-to-college pathway. While important considerations remain, iLab Indiana has established a clear path forward to tackle the most urgent issues.



ITA Best Practices Document

To provide in-depth information to newly launched INCAP ITAs, as well as those building similar employer-led pathways in other states, the Fairbanks Foundation created a best practices document outlining a variety of ITA-related items, including the need for a coordinated industry-led structure, the role of an ITA, short-term and long-term funding, and lessons learned by two ITA leaders.

INSIGHT:

The path from ITA launch to a student's first day in an INCAP program is complex.

After iLab Indiana launched in December 2023 and the first ITAs were awarded start-up grants in November 2024, the goal for the launch of the first cohort of apprentices was the 2025-2026 school year. The implementation team quickly learned that timeline wasn't nearly enough to go from the launch of an ITA to the start of a cohort.

In July 2025, the Fairbanks Foundation extended grants for the first four ITAs by a year and added new multi-year grants for later-launching ITAs, recognizing that going from launch to full implementation simply took longer than originally planned.

The path from the approval of an occupation by the iLab Governing Committee to when a student starts an INCAP program also proved more intricate than anticipated. Each ITA is charged with creating a business plan, recruiting employers, establishing a fee structure that aligns with INCAP system-building and industry nuances, convening employers to identify in-demand occupations, building comprehensive training plans establishing required competencies across all three learning locations, and developing standardized assessments for workplace learning. Each step takes a large amount of stakeholder management and approval.

The final training plan for each occupation then moves through the review process with the Indiana Qualifications Advisory Panel (IQAP) so an ISCED level can be assigned (learn more about the process on pages 10-11). Only after an occupation is published on the Credentials of Value list by the Indiana Department of Education can INCAP Connectors access the final detailed materials to work with school counselors to build student schedules and match them with potential INCAP opportunities. This also applies for adults seeking to enroll in INCAP Career Programs.

Direct feedback from ITA leaders who went through this process reinforced several practical lessons:

1. Plan on a full two years to go through this process, since building an entirely new occupation as part of a new education and training pathway is more complex than it looks.
2. Focus on CEO/executive leadership buy-in, as the key to fast adoption has been the engagement of top-level leadership of employers within the industry to identify workforce needs and pledge support — both financially and operationally — for a new type of education and training program. Additionally, buy-in is needed from the heads of human resources and training charged by their CEO with program oversight.
3. Stay intentional about keeping INCAP employer-led while also recognizing buy-in from other stakeholders — such as K-12 counselors and administrators and higher education representatives — is critical for INCAP to work as intended.
4. Proactively address potential discomfort before it becomes a problem. The new model may feel unfamiliar to some, due to employers leading the process, the age of some of the participants, or other factors. Acknowledging this directly, rather than avoiding it, helps prevent small concerns from becoming larger issues.

Additionally, several structural challenges surfaced along the way that will shape how future cohorts launch. Because the U.S. education system is far more decentralized than Switzerland's, implementing the Indiana Qualifications Framework has required building something new rather than adopting an existing model — work that made Indiana's approach genuinely groundbreaking but also slower to stand up.

NEXT STEPS

Now that the first high school apprentices and adult trainees are working at employer sites across Indiana, the next step is planning for the 2027-2028 cohort. Having experienced the full launch process once, the teams implementing INCAP can now apply the knowledge gained over the past several years — replicating what works and avoiding what doesn't — to move future work forward more efficiently and effectively.

INSIGHT:

Building a statewide network of intercompany training centers takes time.

When fully implemented and functioning, INCAP will include a statewide network of industry-specific intercompany training centers. These centers will address workplace training needs identified by the ITAs as more efficiently developed at the training center versus by each employer.

When iLab Indiana first launched, one of the priorities was to incorporate existing assets into the new employer-led pathway, which is how each ITA has approached identifying intercompany training centers relevant to their employers. The ITA for some industries, such as Banking/Financial Services and Tech/IT, are functioning as both the ITA and the intercompany training center. This is not possible for all industries, such as Advanced Manufacturing and Logistics or Life Sciences, because some training requires costly equipment or stringent health and safety requirements.

For these industries, developing an intercompany training center network will take time, resources, and creativity. To meet start-up needs, ITAs are working on partnerships with Ivy Tech Community College and Career and Technical Education (CTE) Centers. However, programming varies across CTE Centers and Ivy Tech campuses, and some CTE programs are already operating at capacity, which has resulted in a patchwork structure across regions as INCAP develops.

NEXT STEPS

ITAs will continue to engage various Ivy Tech campuses, CTE Centers, employer-based training centers, and other potential partners to provide intercompany training as the industries see fit. Capacity requirements for intercompany training centers will be better understood as INCAP expands.

INSIGHT:

Transportation for high school students to get to an employer site continues to be a challenge.

Transportation for high school students remains an issue to be tackled. This was first identified as a challenge during the first version of youth apprenticeship pilot programs, which had limited time commitments (e.g., three-hour slots) at employer sites and inconsistent schedules from student to student, making it difficult to coordinate effective and affordable transportation for students.

Because INCAP requires full days at an employer site, this should make it easier for students and families to plan reliable transportation to various workplace locations in partnership with schools and employers. For students enrolled in INCAP programs that launched this year, some parents have formed a carpool to share transportation duties across multiple families.

NEXT STEPS

INCAP Connectors are working with schools and families to identify reliable transportation options. A potential short-term source of transportation funding are the one-time $2,500 grants the Fairbanks Foundation awarded to schools for each student participating in an INCAP apprenticeship during the 2026-2027 school year. This grant funding will not be extended into the 2027-2028 school year.

Additionally, iLab Indiana launched an INCAP Transportation Working Group to identify scalable solutions as the number of apprentices continues to grow. The group will release its recommendations by spring 2027, shortly after recruitment begins for the 2027-2028 cohort of apprentices.

INSIGHT:

Artificial intelligence appears likely to increase – not decrease – demand for apprenticeship and reskilling pathways.

As artificial intelligence continues to reshape the workplace, a key question for Indiana is how employers will adapt their talent strategies. While much of the public discussion focuses on job displacement, emerging research suggests employers may respond to AI by increasing investments in workforce development, particularly apprenticeships and employee upskilling.

A 2025 study by Professor Samuel Mühlemann of the LMU Munich School of Management examined German employers between 2019 and 2023 and found that sustained AI adoption was associated with increased apprenticeship hiring and modest growth in continuing education for incumbent workers. Rather than reducing their reliance on talent development, employers using AI appeared to place greater emphasis on preparing workers for more complex and higher-skilled roles.

Those findings are consistent with what the organizations implementing INCAP are observing in Indiana. Across industries, employers are increasingly exploring how AI can enhance productivity while creating new skill requirements for workers. As a result, many employers are placing greater value on talent development strategies that help them build and continually adapt their workforce.

INCAP was designed with this reality in mind. Indiana's approach helps employers build talent pipelines into in-demand occupations through youth apprenticeships while also supporting adults seeking new skills or transitioning to new careers. Because occupations, competencies, and training requirements are developed and updated through employer leadership, the pathway can evolve alongside changing technologies and workforce demands. The Indiana Qualifications Framework and INCAP's permeable structure supports lifelong learning by allowing Hoosiers to continue building skills and credentials as their careers progress.

NEXT STEPS

As AI adoption accelerates, Indiana will need to continuously monitor labor market trends and employer needs to ensure education and training pathways, including INCAP, remain relevant. It will be important for employers and their ITAs to continue refining occupations, competencies, training plans, and assessments so INCAP participants develop the technical, professional, and problem-solving skills required in an evolving economy. INCAP's employer-led structure will be critical to ensure the system remains responsive as AI transforms the nature of work.



INCAP Policy Papers

A series of policy papers offering a deeper look at INCAP's design, governance, and operations will be available soon. Access the papers at IndianaCAP.org/PolicyPapers.

SECTION FIVE

INCAP Funding



The INCAP Funding Model Working Group, which was established in 2025, developed initial recommendations for the creation of a public-private funding model for INCAP implementation. While philanthropic support has been integral to the system's launch and initial operation, the long-term model built by the INCAP Funding Model Working Group puts the emphasis on employer support and public-sector resources. Central to this model is a clear delineation of which sector should support which functions and operations.

Employer Funding

Under this model, employers would fund the majority of industry-side functions. Broadly, this would include:

- Operational support for Industry Talent Associations, INCAP Connectors, and intercompany training centers.
- Wages for the INCAP apprentices and trainees they employ.
- Costs of conducting relevant workplace assessments.
- Participation in career exploration activities, such as career fairs.
- Participation in INCAP governance.

It makes sense for employers to assume these costs, since they will see the most direct return on investment and have a clear incentive to sustain that support. It also ensures employers remain in the driver's seat when it comes to occupation identification and program development.

Government Funding

The INCAP funding model recommends government support for education- or government-led activities, including:

- Career advising for middle- and high-school students.
- Career advising for adults.
- Classroom components of INCAP apprenticeships for high schoolers (e.g., high schools, CTE Centers, dual credit classes).
- Classroom assessments for high schoolers participating in INCAP.
- The launch of intercompany training centers.
- Transportation needs for high schoolers participating in INCAP.
- Evaluation and reporting of INCAP outcomes.
- Participation in INCAP governance.

Additionally, the INCAP Funding Model Working Group identified public resources that offer the potential for support but are currently inhibited by qualification or funding requirements.

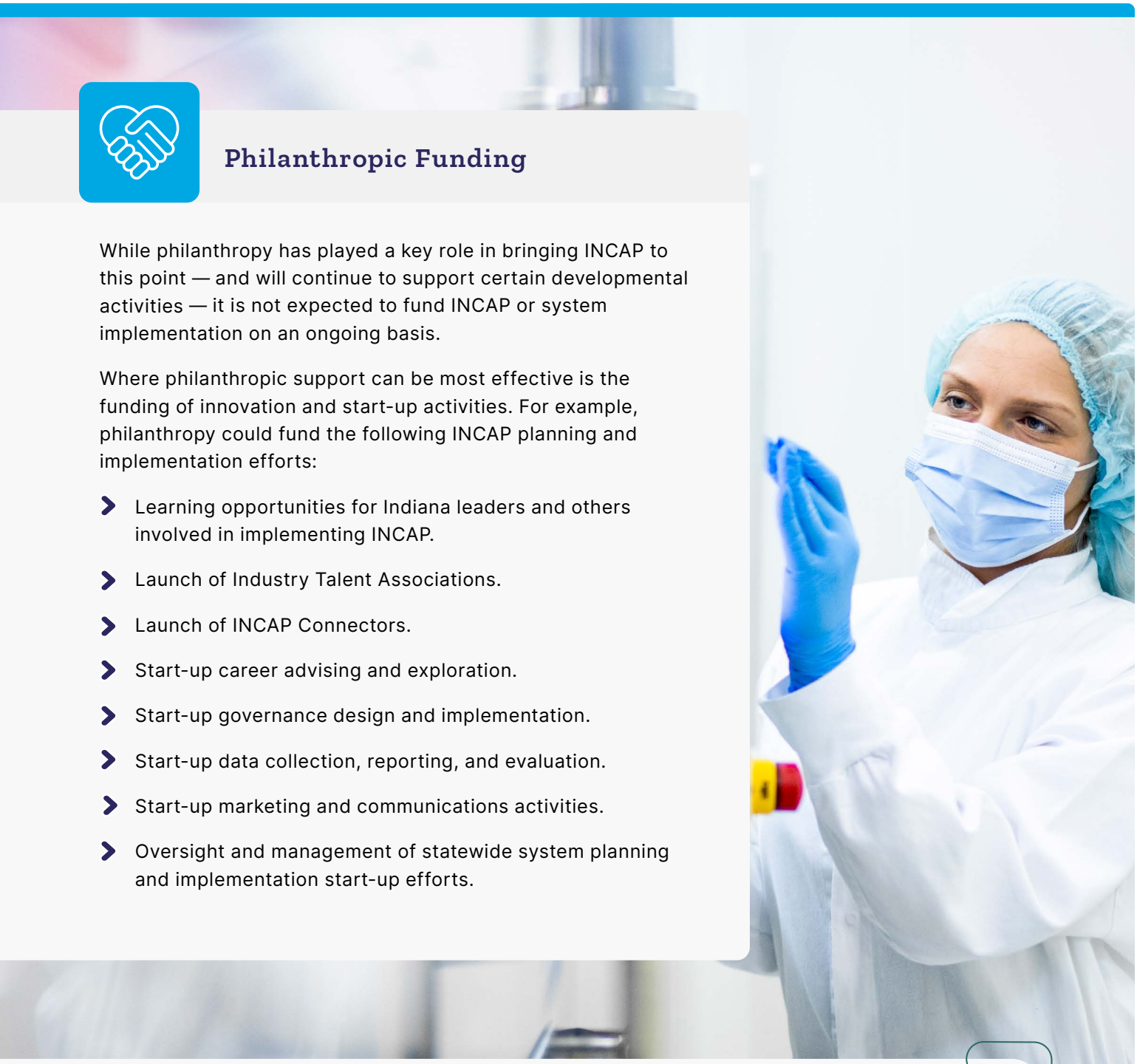


Philanthropic Funding

While philanthropy has played a key role in bringing INCAP to this point — and will continue to support certain developmental activities — it is not expected to fund INCAP or system implementation on an ongoing basis.

Where philanthropic support can be most effective is the funding of innovation and start-up activities. For example, philanthropy could fund the following INCAP planning and implementation efforts:

- Learning opportunities for Indiana leaders and others involved in implementing INCAP.
- Launch of Industry Talent Associations.
- Launch of INCAP Connectors.
- Start-up career advising and exploration.
- Start-up governance design and implementation.
- Start-up data collection, reporting, and evaluation.
- Start-up marketing and communications activities.
- Oversight and management of statewide system planning and implementation start-up efforts.



NEXT STEPS

At its May 2026 meeting, the INCAP Steering Council called for the development of an INCAP pro forma. The Fairbanks Foundation is working with Policy Analytics, an Indiana consulting firm specializing in public finance, economic research, and fiscal modeling, to develop this pro forma, which will be finalized in December 2026.

SECTION SIX

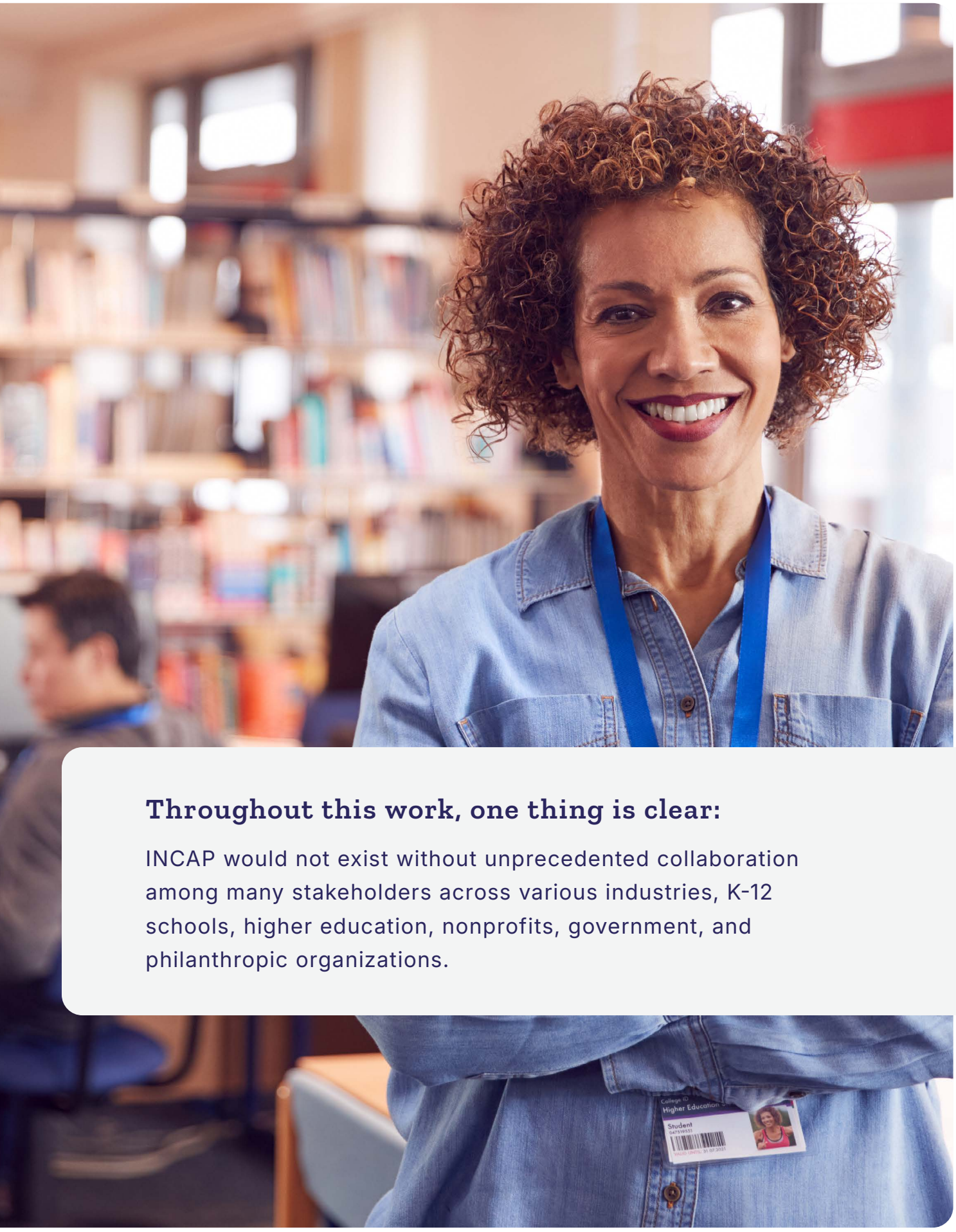
Forging Ahead

KEY ACTIVITIES IN 2027

The work to build and scale INCAP continues to gain momentum. Key activities in 2027 include:

- Transitioning INCAP governance to the INCAP Steering Council and INCAP Implementation Council.
- Recruiting the next cohort of INCAP high school apprentices and adult trainees. Recruitment for the more than 20 occupations expected to be available across the Apprenticeship Program and the Career Program will begin in January 2027.
- Launching new ITAs and occupations across a variety of industries.
- Refining the INCAP occupation training plan evaluation process as part of the Indiana Qualifications Advisory Panel pilot period.
- Hosting the second annual LENS INCAP Apprenticeship Showcase in Central Indiana and finalizing a playbook that can be replicated by other regional chambers or economic development partnerships.





Throughout this work, one thing is clear:

INCAP would not exist without unprecedented collaboration among many stakeholders across various industries, K-12 schools, higher education, nonprofits, government, and philanthropic organizations.



Let's continue working toward our vision of opening doors for more Hoosiers to pursue promising careers.

CEMETS iLAB
Indiana

RICHARD M.
FAIRBANKS
FOUNDATION

INCAP
INDIANA CAREER APPRENTICESHIP PATHWAY