Indiana Workforce Development
STRATEGIC SKILLS INITIATIVE (SSI)

PHASE 3
Report and Funding Proposal
For SSI Solutions to
Current and Projected
Critical Occupational Shortages &
Skills Shortages

Implementation Time Period: July 1, 2006---June 30, 2008

Target Sectors:
1) Healthcare,
2) Manufacturing and
3) Logistics (as relates to Manufacturing)

Economic Growth Region 10
(Clark, Crawford, Floyd, Harrison, Scott and Washington Counties, Indiana)

March 3, 2006

Submitted by:

1. **<u>Core Agent</u>: Southern 7 Workforce Investment Board, Inc., and SSI Work Team:**
   - **Dr. Jay White, Indiana University Southeast (IUS)**
   - **Jennifer Wilcox, Jennifer Wilcox Consulting**
   - **Thayr Richey, Strategic Development Group (SDG)**

INDIANA WORKFORCE DEVELOPMENT

Strategic Skills Initiative Regional Solutions Report Cover Sheet

Economic Growth Region # 10: Clark, Crawford, Floyd, Harrison, Scott and Washington Counties

1. Funding Request $1,911,760.00		
Requested: $	**Start Date: July 1, 2006**	**End Date: June 30, 2008**
2. Designated Grantee		
Organization Name: Southern 7 Workforce Investment Board, EGR 10 SSI Core Agent		**Telephone Number: 812-944-7793**
Address: P.O. Box 6712		**Fax Number: 812-944-4056**
Address: 3131 Grant Line Road, 2nd Floor		**Email Address: rm@south7work.org**
City: New Albany	**State: Indiana**	**Zip + 4: 47150-6712**
County: Floyd	**FEIN: 35-2148244**	
3. Contact Person		
X Mr. □ Ms. □ Dr. □ Other	**First Name: Ron**	**Last Name: McKulick**
	Title: Executive Director	**Telephone Number: 812-944-7793**
Address: P.O. Box 6712		**Fax Number: 812-944-4056**
Address: 3131 Grant Line Road		**Email Address: rm@south7work.org**
City: New Albany	**State: Indiana**	**Zip + 4: 47150-6712**
Member:	**Name:**	

Lead Team Members

Name:	Industry:	Signature:	Title:
Mike Ford	Healthcare		HR Director; Floyd Mem.orial Hospital
Kathy Clayton	Organized Labor Labor Institute for Training	Kathy Clayton	Executive Director
Robert Peacock	Economic Development Scott County, Indiana		Executive Director
Urich DuFrene	Education: School of Business, IU Southeast		Dean
Paul Perkins	Advanced Manufacturing Amatrol		President
Tom Hollkamp	Education: Workforce Development Division; Ivy Tech Community College		Director
Vicki Kellerman	Economic Development Washington County	Left position in 2/06	Executive Director

EXECUTIVE SUMMARY

By using thorough and diligent research methods, the EGR 10 Consortium and Work Team have created a Solutions Proposal for the Strategic Skills Initiative that address both short-term and long-term approaches to the mitigation of gaps in critical occupations and industries in our region. Our solutions are organized in three over-arching categories exemplifying those elements essential for sustainability and success, which categories are:

- Organizational Capacity
- Career Awareness
- Supply Chain Management

Within said categories, the solutions recommended for implementation by the SSI stakeholders are as follows:

Organizational Capacity:

- Form Five Sector Networks to encourage industry collaboration
- Hire Staff to Administer Activities of SSI
- Develop Stipend Pool for MSN Attraction
- Create Long-Term Fund Development Strategy for Sustainability

Career Awareness:

- Develop and Implement Branding Strategy and Campaign for Health Care and Advanced Manufacturing Sectors
- Implement an Advanced Manufacturing Career Academy "Blitz" in Nine Regional Schools to Benefit Emerging and Incumbent Workers

Supply Chain Management

- Improve Access to KeyTrain and WorkKeys
- Launch Mentoring Program in Participating Hospitals those Supports Student Nurses, Improves Retention of New RNs and Re-engages veterans.
- Provide Web-Based Clinical Training Modules to Encourage Career Ladder Ascension by Feeder Occupations
- Assist Employees to Pursue Careers in Respiratory Therapy and Laboratory Technology through Tuition Grants
- Improve Prospects for Production Workers by offering tuition assistance to gain industry credentials
- Train Industrial Maintenance Technicians, Industrial Engineering Technicians and Machinists to meet industry demands in a highly technical world.
- Arm the TDL industry with additional truck driving capacity by offering tuition assistance to employees pursuing a CDL Certification
- Invest in our region's future by allocation funds for capital equipment and web-based simulation software expenditures.

The following spread sheet exemplifies the impact that the solutions recommended by EGR 10 will likely have in the occupation gaps as calculated in Phase 1 of this initiative.

Gap Effect

Occupation	06-07	07-08	08-09	09-10	10-11	
Registered Nurse	**69**	**79**	**87**	**94**	**101**	
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	
Mentorship Program	25	25	25	25	25	
Total Gap Effect	**42**	**52**	**60**	**67**	**74**	

Occupation	06-07	07-08	08-09	09-10	10-11	
Respiratory Therapist	**21**	**27**	**24**	**21**	**18**	*1
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	
SAW	5	5	5	5	5	
Tuition Assistance	5	10	10	10	10	
Total Gap Effect	**9**	**10**	**7**	**4**	**1**	
Laboratory Tech	**11**	**16**	**21**	**26**	**31**	
Networks	1	1	1	1	1	
Fund Dev. Strategy				2	5	*2
Branding	1	1	1	1	1	
SAW	5	5	8	10	12	*3
Tuition Assistance	5	5	5	5	5	
Total Gap Effect	**-1**	**4**	**6**	**7**	**7**	
Indus. Maint. Tech	**39**	**53**	**49**	**46**	**42**	
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	
Career Academy	5	5	5	5	5	
KeyTrain	2	2	2	2	2	
Training Assistance	20	20	20	20	20	
Total Gap Effect	**10**	**24**	**20**	**17**	**13**	
Indus. Engineering Tech	**4**	**1**	**-4**	**-9**	**-15**	
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	
Career Academy	5	5	5	5	5	
KeyTrain	2	2	2	2	2	
Training Assistance	5	5	5	5	5	
Total Gap Effect	**-10**	**-13**	**-18**	**-23**	**-29**	*4
Machinists	**41**	**58**	**65**	**71**	**78**	
Networks	1	1	1	1	1	
Fund Dev. Strategy				10	10	*5
Branding	1	1	1	1	1	
Career Academy	5	5	5	5	5	
Training Assistance	25	25	25	25	25	
Total Gap Effect	**9**	**26**	**33**	**29**	**36**	
Production Worker	**118**	**139**	**149**	**159**	**169**	
Networks	1	1	1	1	1	

Occupation	06-07	07-08	08-09	09-10	10-11	
Branding				10	10	*5
Career Academy	1	1	1	1	1	
KeyTrain	10	10	10	10	10	
Tuition Assistance	50	75	100	100	100	
Total Gap Effect	**56**	**52**	**37**	**37**	**47**	
CDL Truck Driver	**136**	**195**	**248**	**301**	**355**	*6
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	
Tuition Assistance	25	25	25	25	25	
Total Gap Effect	**110**	**169**	**222**	**275**	**329**	

Observations relative to the Gap Effect Chart pertain to numbers noted in the chart's last column and include:

*1 – Due to the relatively young nature of the Ivy Tech Community College Respiratory Therapy program, we anticipate that the gap identified in this proposal will begin to decline naturally after the first few cohorts of students have graduated.
*2 – Additional funding for tuition assistance for Laboratory Technicians will be pursued in Years 4 and 5 to continue to reduce the magnitude of the gap.
*3 – In Years 3-5, we anticipate that those hospitals who participate in the School At Work program through SSI will realize its applicability across many applications and will expand its use within the hospital setting.
*4 – Although these figures appear to be more than adequate to alleviate the anticipated gap, this occupation is an emerging one and data is sketchy on the real need for IETs in an industry that will only become more reliant on technology on a daily basis.
*5 - Additional funding for training assistance for Machinists and Production Workers will be pursued in Years 4 and 5 to continue to reduce the magnitude of the gap.
*6 – This occupation was addressed marginally, solely as a function of advanced manufacturing; as such, more funding emphasis was placed on other occupation gaps.

Our total proposed investment in the EGR 10 workforce over the next two years is **$2,836,000.00**; we are requesting **$1,911,760.00** from the Indiana Department of Workforce Development. We are documenting **$924,240.00** in local investment in Years 1 and 2, which is the equivalent of 32% match across both years, exceeding the requirement of 25% match across both years. Our stakeholders view the injection of SSI funds into this region as the catalyst for a much larger workforce development effort.

The estimated investment in EGR 10 over the course of the Five Year Plan we have created will be approximately **$6 Million** in regional, state and national monies.

The timeline for completion of activities associated with Strategic Skills Initiative is aggressive enough to promote quick action and results; yet, it remains fluid enough to accommodate employers' and employees' need for flexibility in service delivery. The proposed timeline is as follows:

Work Item	Date Initiated/Term of Activity	Responsible Parties	*Estimated* Funding Source
Admin Staff Search	July 06; hire Aug. 06	RWB, Reg. Operator	WIA/WDBG
Procure Solution Implementation Consulting Services	Aug. 06--Ongoing	Reg. Operator, SSI staff, RWB	WIA/WDBG
Launch Activities for Business **Sector Network #1**	September 06--Ongoing	Staff, Employers, OSI, WorkOne, GLI	TAG/LOCAL
Phase 1 Career Academies Preparation Begins	September 06—mid 07	Staff, Employers, Region 14 Career Link School-to-Work Partnership	TAG/LOCAL
Procurement for: >Branding Campaign >Marketing Specific Training Initiatives (RT, Lt, Prod. Wrker; IET, IMT, etc.) >Equipment (Tr. Machines; Software; Laptops, etc.) >Training Providers	October 06	RWB, Staff, Reg. Operator, Consultants, Trainer Candidates, Employers	WIA/WDBG
Initial Key Procurements Completed: Branding, Marketing Material, Equipment, Training Providers	Dec 06	RWB, Staff, Operator, Training Partners, Consultants, Employers	WIA/TAG/ WDBG/LOCAL
Procure Supervision Training as 1st Sector Network activity	1st Qtr. 07; Deliver trainings during 07	Staff, Reg. Operator, RWB, sector employers	TAG/LOCAL

Work Item	Date Initiated/Term of Activity	Responsible Parties	***Estimated*** **Funding Source**
Capital Investment: **Equipment assigned and set-up**	Feb 07	Staff, Reg. Operator, Tr. Providers	
Begin Accepting Mfg., Healthcare and Trucking Training Participants through WorkOne and Through Employers	January 07--Ongoing	WorkOne, employers, Regional Operator	WIA/TAG/ WDBG/LOCAL
Begin Work on Sector Branding Strategies	Jan 07--Ongoing	Vendor, Sector Network(s), Staff, Consultant, OSI, GLI	WIA/WDBG
Benchmark with Galen School expert re: RN Mentoring Program	Benchmark: Feb 07 Mentoring program begins mid-07--Ongoing	Staff, Networks, Employers	WDBG/LOCAL
Design, execute and begin usage of **specific tr. initiatives marketing materials** (Prod. Wrker; RT, LT, IET, IMT, etc.), as needed	Jan-Feb 07 Begin using Mar 07	SSI staff, WorkOne, Sector Networks, employers	WIA/WDBG
Formalization of **Network #1 Complete**	Mar 07	Staff, Employers, WorkOne, OSI, GLI	TAG/LOCAL
Launch (MSN) Fund Development Strategy	April 07	Staff, Employers	TAG
Worker/student Training	Ongoing	All Stakeholders	WIA/TAG/ WDBG/LOCAL
KeyTrain Computer "Banks" are Distributed in Region to Employers	April 07--Ongoing	Staff, Reg. Operator, Employers	WDBG/LOCAL
Year 1 Program/Metrics **Evaluation** Conducted (Based on Qtrly.	July 2007	Staff, Reg. Operator, RWB, All Stakeholders	WIA/WDBG

Work Item	Date Initiated/Term of Activity	Responsible Parties	***Estimated*** **Funding Source**
Reports)			
Launch Activities for **Network #2**	Aug 07	Staff, Employers, WorkOne, OSI, GLI	TAG/LOCAL
Career Academies in Place and Fully **Operational**	Oct 07--Ongoing	Staff, Employers, Schools, Region 12 Career Link StW Partnership	TAG/LOCAL
Placement of Branding Activities	Oct 07--Ongoing	Vendor, Staff, WorkOne, Reg. Operator, Networks, Consultant	WIA/WDBG
Final SSI Implementation Evaluation (Based on Annual Eval. and Quarterly Reports	June 08	Staff, Reg. Operator, RWB, All Stakeholders	WIA/WDBG

As in previous phases of SSI, EGR 10 once again adopted a very open and assertive approach to its Partner Engagement activities. Opportunities to participate in the crafting and directing of solutions development were offered to regional stakeholders in the forms of a Regional Workforce Summit, two Employer Work Sessions, a Training Providers Luncheon, two Core Team sessions, and a presentation to the Regional Workforce Board. Individual appointments were also conducted with key employers to discuss solutions and their willingness/ability to invest in said solutions.

The level of commitment expressed by regional stakeholders for the components of SSI listed herein and for the systemic changes that the implementation of SSI will surely bring to bear is evident in 1) the number of Intent to Invest Certification forms and amounts expressed as "contribution" received from participating employers, totaling in excess of $2 Million over the course of the larger project; 2) in the extent to which

different types of organizations from across six counties have actively become involved AND have stayed involved in the evolution of this project, 3) in the level of collaboration that has been documented, and 4) in the resounding support and accord expressed by the Regional Workforce Board, the Core Team members, the local Chambers of Commerce and Economic Development entities, and area educational institutions (See Appendix 6).

The approach taken by the EGR 10 Work Team and its participating employers has, from the very beginning of this process, focused on short term solutions in the framework of long term systemic change in the way that our region approaches workforce development. As such, we have incorporated a measure of and commitment to sustainability of this initiative in every work activity. EGR 10 views the sustainability of the solutions developed and recommended herein as both programmatic and financial in nature. SSI management will use the metrics established for this initiative to document progress and facilitate mid-stream change. Periodic reports of progress will be shared with regional stakeholders, which reports will include information relative to the following issues:

- Comparison of actual progress to the proposed timeline
- Status of achieving metrics and the impact thereof on the Occupation Gap
- Efficient use of program resources
- Response/feedback from participating stakeholders

This information will be used to verify progress and success for SSI, and will also serve as a baseline for future fund development and program initiatives that will continue to sustain and improve the region's workforce in the future.

LIST OF TABLES AND FIGURES

Table 1 - Solutions Grid: Health Care 13
Table 2 - Solutions Grid: Manufacturing/Logistics 15
Table 3 - Solutions/Root Cause Linkage Matrix 38
Table 4 - Gap Effect 40
Table 5 - Proposed SSI Budget Years 1 and 2 67
Table 6 - Proposed SSI Sustainability Budget 68
Table 7 - Estimated Timeline 71

Figure 1 - Root Causes: Registered Nurses 43
Figure 2 - Solutions: Registered Nurses 44
Figure 3 - Root Causes: Respiratory Therapists 45
Figure 4 - Solutions: Respiratory Therapists 45
Figure 5 - Root Causes: Laboratory Technicians 46
Figure 6 - Solutions: Laboratory Technicians 46
Figure 7 - Root Causes: Industrial Maintenance Technicians 47
Figure 8 - Solutions: Industrial Maintenance Technicians 48
Figure 9 - Root Causes: Industrial Engineering Technicians 49
Figure 10 - Solutions: Industrial Engineering Technicians 50
Figure 11 - Root Causes: Machinists 51
Figure 12 - Solutions: Machinists 52
Figure 13 - Root Causes: Production Workers 53
Figure 14 - Solutions: Production Workers 54
Figure 15 - Root Causes: Truck Drivers (CDL) 55
Figure 16 - Solutions: Truck Drivers (CDL) 56

THOROUGH AND LOGICAL METHODOLOGY

In the Strategic Skills Initiative (SSI) Phase 3 "Regional Solutions" Report, the EGR10 Work Team (we) continued to employ "line of sight" methodology in the research and crafting of solutions and in the engagement of employers in the solutions development process. Our philosophy has been and continues to be that the Strategic Skills Initiative is not just about the application of training money to our region or about the number of units of service we offer; the EGR10 participants truly view this initiative as an opportunity to catalyze a new, long-term awareness of the interconnectivity between economic and workforce development and to use the synergies inherent therein to improve both individuals' and companies' economic position. For this reason, the solutions recommended in the Phase 3 report are each subject to a Five Year funding and implementation timeline, with those activities to be undertaken during the formal SSI time period (7/1/06—6/30/08) clearly identified.

Using the occupations and root causes identified in Phase 2 as the foundation, the Work Team conducted a broad-reaching scan of secondary research material to gather information about best practices solutions related to the industry sectors of Health Care, Advanced Manufacturing, and Logistics (as it specifically relates to Advanced Manufacturing). Live links in the SSI Handbook were also perused to further collect information about potential solutions. Results of the literature scan were compiled into a "laundry list" of potential solutions for the industry sectors being studied. The EGR10 Work Team also participated on January 19, 2006 in an extended web-based workshop

provided by Workforce Associates, Inc. to discuss the planned approach to the preparation of the Phase 3 work items. (See Appendix 1)

As in the previous phases, the EGR 10 Work Team again took an aggressive approach to public engagement. On January 24, 2006, we hosted a Regional Workforce Summit to: 1) make a compelling, data-driven case for unprecedented workforce needs and challenges in the global economy context, 2) present on the rationale, process and effectiveness of the Sector approach, 3) catalyze the solutions development phase and4) engender the flow of new "sector solution" ideas. Training providers were engaged in SSI at a Trainer's Luncheon on January 27. 2006, during which time, in light of their capacities and expertise, we discussed our expectations for training solutions that were brought to bear for the occupation and skills shortages identified. Our consortium members were further included in the solutions development process on February 2 and 16, during SSI Work Sessions held to flesh out details of potential solutions. The SSI process, our methodology and philosophy and the solutions recommended in this report were presented to the newly-formed Regional Workforce Board on February 23, 2006.

DESCRIPTION OF SOLUTIONS

Once the "laundry list" of potential solutions had been compiled, the Work Team used the compilation to link solutions options with root causes that they had potential to address. Two matrices were developed exemplifying the occupations in shortage, the root causes identified for each, and a list of solutions options that could be discussed and refined by employer participants. Participants in Work Session #1 reviewed the solutions

grids and added further detail. Five themes continued to evolve from the discussion: 1) Internships and 2) Apprenticeships; 3) Re-Engaging Retirees; 4) Branding/Career Awareness; and 5) Management Culture Shift. These themes were discussed and the ideas proposed were incorporated into the solutions development process. The following are the Solutions Grids used for employer engagement and initial solutions development:

Table 1 - Solutions Grid: Health Care

Occupation	Root Cause	Potential Solutions
Registered Nurses	Educational Capacity	Job Sharing between Hospitals and Universities for MSNs Stipend Pool Established to Encourage MSNs to Teach Increase Program Capacity for ASN and BSN Establish Internship-to-Work Opportunities
	Stressful Work Environment	Network w/ Center for Health Professions re: Training Opps. Evaluate and Modify Retention Practices New/Seasoned RN Mentorship Program Assess Emotional Intelligence of Floor and Supervisory RNs Assess and Improve Care Delivery Systems (Purdue DN)
	Training Issues for Student Candidates	Tuition Assistance & Scholarships Convenient Modes of Instructional Delivery Project CREW Model (JCC) Rewards for Successful Completion of Education Courses Career Academies in Two or More EGR 10 High Schools
	Leakage	Examine the Feasibility of Re-Attraction Strategies – Nurse Mentor Programs
Respiratory Therapists	Education Program Output	Provide Accelerated Education Opportunities Increase Program Capacity Establish Internship-to-Work Opportunities Develop and Promote Career Awareness and Matrices
	Burnout & Travel	Network w/ Center for Health Professions re: Training Opps. Evaluate and Modify Retention Practices Burnout Avoidance Workshops Monitor Caseload Requirements
	Leakage to Louisville & From Hospitals	Examine the Workplace Environment for Improvement Opps.
Laboratory Technicians	Career Matrices Not Communicated	Develop and Promote Career Matrices Bridges Partnership – occurs in HS; targets entry level

Occupation	Root Cause	Potential Solutions
	Wages & Benefits Insufficient for Family	Examine opportunities for career advancement Offer bonuses for performance and/or education
	Requires Certification	Tuition Assistance & Scholarships Convenient Modes of Instructional Delivery Rewards for Successful Completion of Education Courses Career Academies in Two or More EGR 10 High Schools
	Leakage	Examine the Feasibility of Re-Attraction Strategies

Table 2 - Solutions Grid: Manufacturing/Logistics

Occupation	Root Cause	Potential Solutions
Industrial Maintenance Technician	Education/Training	Tuition Assistance & Scholarships Advanced Mfg. Curriculum (Baltimore CC Model) Opportunities for Accelerated Applied Learning Career Ladder Development Opportunities for Raises & Promotions Apprenticeship Opportunities
	Technology Transition	Onsite Training Modules – Drop off or mobile
	Human Resources Issues	Career Switching Project Based Work (Benefits)
	Pipeline	Career Ladder Development Branding Campaign Career Academies
	Leakage	Career Ladders Reconfiguration of Job Descriptions Professional Development
Industrial Engineering Technician	Pipeline	Career Ladder Introduction in Middle/High School Branding Campaign Reconfiguration of Job Descriptions Career Academies in Two or More EGR 10 High Schools
	Recruitment	Career Ladder Development Branding Campaign Tuition Covered for Retention Agreement
	Education	Tuition Assistance & Scholarships Advanced Mfg. Curriculum (Baltimore CC Model) WIB-Based Apprenticeship Program – Emp. Funded Rewards for Successful Completion of Education Courses Career Academies in Two or More EGR 10 High Schools

Occupation	Root Cause	Potential Solutions
	Leakage	Reconfiguration of Job Descriptions Branding Campaign
Machinists	Imagee	Career Ladder Introduction in Middle/High School Branding Campaign Reconfiguration of Job Descriptions Career Academies in Two or More EGR 10 High Schools
	Ineffective Recruitment	Career Ladder Development Branding Campaign Tuition Covered for Retention Agreement
	Training Inadequate or Not Available	Tuition Assistance & Scholarships Advanced Mfg. Curriculum (Baltimore CC Model) WIB-Based Apprenticeship Program – Emp. Funded Rewards for Successful Completion of Education Courses Career Switching
Production Worker	Corporate Culture	Rewards for Successful Completion of Education Courses Reconfiguration of Job Descriptions Employer Training re: Future Workforce Issues Systems Shift from Commodity to Essential Resource
	Recruitment	Career Ladder Development Branding Campaign Career Academies in Two or More EGR 10 High Schools Tuition Covered for Retention Agreement

Occupation	Root Cause	Potential Solutions
	High Turnover	Reconfiguration of Job Descriptions Branding Campaign Core Competency Certification Program
CDL Truck Driver	Wages & Benefits	Profit Sharing with Company
	Education	Tuition Assistance & Scholarships Rewards for Successful Completion of Education Courses
	Turnover	Reconfiguration of Job Descriptions Branding Campaign Flexible Route Scheduling Spouse Driving Teams

Following Work Session #1, EGR 10 Work Team members compared employer feedback to recommendations made by Edward Barlow, the Workforce Futurist who was the keynote presenter at the Regional Workforce Summit and then conducted a special workshop, after the Summit, for Core Team members and key stakeholders. The recommendations/observations from Mr. Barlow's workshop were as follows:

- Lab Techs – Career awareness in early middle school
- Industrial Maintenance Techs – Accelerated Applied Learning, Apprenticeships, Educational Equipment, Retired Employees Used in Training, Career Academies
- Manufacturing – Image Shift, Expert Pool, Two Prong Approach: Pipeline and Incumbents; Culture Issues at Management Level; Cafeteria Plan – Training Tied to Raises; Mfg. Networking; Change Agent Projects; Production: BCC model--key 1st Year coursework, and connect also as High School Career Academy
- Capacity Building - $$ - Helps extend life of projects; Resource Development; Case Statement Development; "Giving" Opportunities; Capital Campaign
- State Policy Advocacy – Research w/in Secondary Schools re: Curricular Gaps; Implementation of Best Practices Models, i.e. Project Lead the Way; Content Knowledge Experts
- Awareness Building – Substance of Issues; Identify Stakeholders; Quantify Case: What does success/failure mean?; Rewrite Job Descriptions
- Registered Nurses – Instructors & Space; Awareness; Internal Support; Emotional Intelligence Training/Assessment; Fortune 100 "best practices"; Supervisor Training; Clinical Experience; Mentoring
- Career Ladder Building for Hispanic Population – Earn & Learn
- Qualitative Impact as Important as Beans & Units
- Develop Compelling Scenario of Unmet Need
- Supply Chain Management – Workforce Trainers; Educators; Retrain Older Workers; Project-Based Work; Pipeline Expansion: K-17 Cycle Time Reduction; Career Explorer/Pathways/Certification

The above-mentioned discussion points correlated closely with secondary research and employer feedback, and were incorporated into the solutions development process. During his workshop, Mr. Barlow had also suggested that EGR 10 use three over-arching themes to organize the solutions recommended for SSI and beyond:

- Organizational Capacity
- Career Awareness
- Supply Chain Management

Organizational Capacity addresses those infrastructure elements that need to either be created or enhanced in order to support and implement a significant and long-term workforce development movement in the Health Care, Advanced Manufacturing and Logistics (as it specifically relates to Advanced Manufacturing) sectors. Without this critical component of solutions development, the systemic nature of the initiative becomes very difficult to implement and sustain.

Career Awareness focuses on the real need for accurate, engaging information about the industry sectors studied in EGR 10 to be disseminated to the residents of our region for the purpose of workforce development; that is, information such as sector career paths and matrices, sector occupations that are/will be in-demand, skilled, high-wage, etc.. The social perceptions linked with Health Care and Manufacturing in our region, according to the employers and employees that have been surveyed during the course of this initiative, are outdated and negative. If we expect incumbent workers to recognize the potential within their company via career ladders, we must first make sure that career ladders exist and are in use by said company. Likewise, if we expect students and parents, who are making decisions about the future during middle and high school, to explore the opportunities available in Health Care and Advanced Manufacturing, the perception they possess must be one of hope, advancement, innovation, and prosperity.

Finally, Supply Chain Management addresses the skills improvement and the effective management therein of the most critical component in successful workforce investment efforts: the workforce itself. The approach to Supply Chain Management must be two-pronged: a healthy balance between emphasis on the needs of those workers emerging from the pipeline and those incumbent workers who are currently

accomplishing important work tasks in their given sector occupation. Opportunities to earn and learn, to access accelerated training to improve skills and achieve certification, and an attitude of continuous learning are key components here.

ORGANIZATIONAL CAPACITY

The EGR 10 Consortium and Work Team propose three solutions to address the needs of Health Care and Advanced Manufacturing employers relative to Organizational Capacity issues for the Strategic Skills Initiative and beyond:

1. Development of and Linking with Industry Sector Networks

EGR 10 proposes to create **five** sector networks, first for Health Care and Advanced Manufacturing employers, then for three other industry sectors as deemed timely and appropriate. In Years 1 and 2, those which are directly linked to the SSI project, the networks established will be for Health Care and Advanced Manufacturing. In Years 3-5, the industry sectors selected will be based on substantive discussion among workforce/economic development professionals and employers in the region and will be substantiated by secondary research relative to existing and emerging industries in the region. The rationale for the inclusion of this solution is fully supported by "best practices" research, and by the functional success and impact that the development of sector networks has had both for the Western Indiana Workforce Region and for Greater Louisville, Inc. By forming sector networks, employers have begun to communicate and collaborate more effectively around common needs and issues, to the mutual benefit of businesses and the industry in total. The results of effective network activity grow measurable competitive advantage for the business/industry sector in its regional economy, advantages that are not otherwise attainable for a region. Furthermore, the

organization of such networks enables employers from a particular industry sector to speak with one voice and to enact needed change by doing so. With the advent of networks, employers have greater potential to address skills shortages issues and to collectively bring training to the region to ameliorate such shortages, i.e. supervisory training (which has been expressed by companies as a prominent, pressing need), team development training, internships and apprenticeships, re-engagement opportunities for retirees, etc. Networks are also excellent forums for discussion regarding retention issues and policy development. The oversight of the networks will be accomplished by SSI Administrative staff, who will likely have reporting functions to the newly-formed Regional Workforce Board (RWB) and the Regional Operator (RO), and who will have close ties to the five Chambers of Commerce that exist in our region. The activities of the networks formed in and by EGR 10 may also link with other networks that are already in place in the broader 24-county bi-state region to exercise economies of scale in the areas of training, advocacy, and fund development. Most importantly, the establishment of sector networks in EGR 10 ensures that the region continues to approach workforce development issues from a regional, demand-driven perspective into the future.

2. Administration of Strategic Skills Initiative

In order to successfully implement the activities described herein, a solid administrative component is necessary. As such, we propose to allocate funds for **one full-time Coordinator of SSI and one full-time Administrative Manager**, to be engaged immediately upon receipt of SSI solutions approval. The Coordinator and the Fiscal Manager will have direct reporting responsibilities to the Regional Workforce

Board and Regional Operator, and will have dotted-line reporting to the area Chambers of Commerce. The job functions will be to implement all aspects of the SSI project, to include but not to limited to, initiation and management of networks, procurement and management of consultants and training providers, management and reporting of multiple funding streams, and community liaison responsibilities. In Years 3 and 5 of this proposed plan, the Administrative team will increase by **one full-time Assistant in Year 3 and one in Year 5** to accommodate the launching of three new networks, the continuation of the branding campaign and to increase the level of support for ongoing training programs.

3. Fund Development Activities

We propose to interject fund development capacity into the Strategic Skills Initiative to accomplish short and long term objectives. The short term purpose of this solution will be to **create and fund a "Stipend Pool"** that would be used to encourage individuals, who possess a Masters of Science in Nursing (MSN), to give more serious consideration to teaching at least part-time at one of the region's nursing education programs. Funds from the Stipend Pool would also be used to compensate those hospitals that encouraged their MSNs to teach by granting release time for classes to be taught during the work day. This solution addresses the root cause of constrained, inadequate Registered Nurse (RN) educational capacity due to insufficient faculty. If more faculty are fundamental to any prospect of increasing college RN program capacity and increasing RN graduates, the Stipend Pool acts as a solution. The Pool is modeled from an initiative undertaken by a consortium of hospitals in Houston, Texas, who recognized the need to augment the salaries of MSNs, who then choose to become

faculty, and to reward forward-thinking health care institutions who recognized the need to proactively grow faculty capacity and thus grow RNs. Fund development capacity may be exercised through a consulting relationship, with input and direction from the Health Care Network. In the long term, the advent of fund development capacity will position the industry sector networks appropriately to begin to address the issues relative to solutions sustainability.

CAREER AWARENESS

1. Branding Strategy & Campaign

The SSI consortium will contract with an area marketing firm to develop a **branding strategy and a complimentary branding campaign for Health Care and Advanced Manufacturing**. The branding campaign will help to change perceptions and to disseminate accurate information about the industry sectors we have targeted in this study. Currently, social perceptions of the Health Care industry are fraught with notions of stress, burnout, and compromised care; opinions surrounding Advanced Manufacturing are even more driven by fallacy, as most individuals perceive Manufacturing as dirty, low-paying, and for those with lower abilities and/or educational attainment. Without a change in perception, the likelihood that emerging workers will choose a profession in one of these industries is low. In their book, Building the Brand-Driven Business, Scott Davis and Michael Dunn highlight benefits that are realized when a company, or an industry, develops a strong brand:

Strong brands…
- Allow for premium pricing versus competitive products;
- Give you protection against competition;
- Allow for greater new product success because of implied endorsement;
- Provide better leverage when negotiating with partners;
- Make you more attractive to potential partners;

- Help you to mitigate a brand crisis more effectively;
- Are a magnet for recruiting the best employees and retaining them over time;
- More readily garner loyalty, which in turn drives profitability;
- Mandate clarity in focus and brand execution.

The branding campaign undertaken will identify potential audiences, recommend promotion methods, and disseminate materials developed to refocus and accurately reshape perceptions in EGR 10 relative to Health Care and Advanced Manufacturing. Another aspect of the branding campaign that will further promote career awareness among emerging and incumbent workers is the development and implementation of Career Ladders and/or Matrices for the occupations identified as both critical and in shortage, using industry synergies to ensure that said ladders and or matrices envelop as many of the occupations studied as is feasible. The branding consultant and the industry representatives will use existing career ladder/matrix models and modify them to fit the specific needs of EGR 10. Special attention will be paid in the development of these tools to the needs of diverse populations. Once completed, the ladders/matrices will become a part of the promotions/education package that is used to bolster career awareness in our communities. Additionally, participating employers will also receive copies of the ladders/matrices to be incorporated in to everyday HR practices and job descriptions. In order to give ample time to the development of each industry sector's campaign, one industry will be addressed in Year 1 and the other in Year 2, with Years 2-5 seeing continued placement and promotion activities relative to both campaigns.

2. Career Academy Development

EGR 10 is seeking funding to initiate, at **8 small learning communities,** a model program – **"Virtual Project-Based Technology"** commencing at the 9th and 10th grade

levels. The concept of virtual simulation-based training, designed to both motivate and initiate learning, first arose in our region through our summer robotics' camps. Observations of students – male and female – participating enthusiastically in the camps as well as in competitive video games indicates an appeal for virtual, project-based technology training equally between boys and girls – all members of the **"**emerging workforce".

The curriculum for our 9th and 10th graders will be multimedia content delivered with imbedded trainers. The technology for 9th and 10th graders will include: CAD, Graphic Design, Desktop Publishing, Robotics, CNC, Mechanisms, Measurement, Industrial Electricity, Pneumatics and Electrical Controls. Student learning materials will include both print-based and interactive multimedia formats as well as classroom testing and management software for students and teachers. The skills learned herein transfer to career tracks either in the Advanced Manufacturing sector OR in the Healthcare sector.

The students during each year of a four-year program will develop teamwork, research and presentation skills through creating, during each year at each site, a project-based, hands-on, learning experience and competition. In the 1st year, at each campus, teams will create a "can crushing" prototype and a regional competition will be held by AMATROL, Inc., or Ivy Tech Community College and judged by qualified technology specialists.

Teachers from the Prosser School of Technology, the region's Vocational/Technical High School, and 11th and 12th grade students will be trained in the use of a **"Mechatronics Laboratory"** which will be installed **at Prosser** in the 1st year of this project. This equipment provides, in one unit, seven (7) stations integrated as a

highly complex production system to fabricate high-quality, economical products. Mechatronics teaches the systems thinking required to effectively operate, program, and problem solve in a complex environment. Prosser will network its Mechatronics Services with the 8 schools performing in their respective "Virtual Project-Based Technology Laboratories**"** during the 9th and 10th grade years.

Years 11th and 12th of the re-designed high school experience in Project-Based Technology Learning will consist of advanced technology training keyed to and offering **"dual credit**" opportunities with Ivy Tech's Technology Program. Another major focus in the 11th and 12th grades will be additional studies in higher level mathematics, i.e., as exampled by Ivy Tech's course Trigonometry with Analytic Geometry (hands-on applications in Physics). This exampled emphasis on higher levels of mathematics should alleviate the short-comings of Core 40, AP, Honors and Technology Diploma recipients applying for admission to Ivy Tech Community College or Purdue University. Internships and apprenticeships will be tied into the career academy experience, as regional employers will be recruited to sponsor academy activities. Additionally, employers will provide the funding for each academy to participate in programs like the 'Smart Partnership", which enhances project-based learning significantly.

Successful participation by students each year of the 4-year experience can earn Certificates of Competency and Completion for various curriculum endeavors. While attending Prosser in grades 11 and 12, students will have the opportunity to earn a variety of nationally recognized Certifications, i.e., CTA Certification Advanced Manufacturing Core, A+, CISCO, Network +, MCP, CAN, and others. Completion of high school in one of the Career Academies to be offered through this program can include Core 40,

Honors, Technology, and AP Diplomas, with the further opportunity of a Technical Certificate or Associate Degree from Ivy Tech.

SUPPLY CHAIN MANAGEMENT

1. WorkKeys & Key Train Access

Throughout the course of this initiative, employers and employees have reported a need to improve basic skills, which were more succinctly defined by the six skills modules that EGR 10 developed during Phase 2. These modules include:

- Employability Skills
- Supervisory Skills
- Team Work
- Mathematics Aptitude
- Oral Communication Skills
- Computer/Technology Skills

Further, training providers involved in solutions development activities in Phase 3 also expressed a need to offer employees, seeking to improve their industry-specific competencies, an opportunity to first exhibit mastery of basic math, reading and technology skills, making the employee more prepared to address the rigor of the industry-specific coursework more successfully and therefore expediting its completion. As such, EGR 10 proposes to **develop five (5) traveling banks of four (4) laptop computers, with peripheral resources and technical support,** that may be "reserved" by a participating employer to be used by his employees in the workplace to access KeyTrain or WIN (training tools during that are online, self-paced and presented in an applied, workplace context) 1) a specified "release period" during the work day and/or 2) before or after the eight hour work period, or on break. The employees would be those who had, in previous conversations with the employer, expressed an interest in pursuing the WorkKeys Certification and/or a certification/degree in one of the occupations

deemed critical and in shortage by this research. In return for the employee's completion of the KeyTrain modules and the acquisition of a WorkKeys certificate – which would be funded by this program -, the employer would offer additional compensation to the employee, in the form of an hourly increase, performance bonus, tuition assistance, etc,. A Memorandum of Understanding would be executed by the employer and the Regional Operator on behalf of the Regional Workforce Board, detailing the stipulations for use of the computer bank and the commitment made by the employer to reinvest in his workforce.

2. Mentoring for Students and New Registered Nurses

Hospitals have become more reliant on new graduates to quickly assume full nursing responsibilities due to the aging nursing population, an increase in nurses pursuing administrative responsibilities, and/or burnout due to increased regulatory pressure. Yet, while new hires are overall more satisfied with their jobs as compared to tenured colleagues, they account for more than 50% of nurse turnover across the board. As such, the EGR 10 consortium recommends the implementation of a **mentoring program** that will focus attention on both student nurses and newly graduated nurses. Mentoring services, modeled closely after the Norton Navigators mentoring program implemented by Norton Healthcare in Louisville, Kentucky or others already in place in local hospitals, will be implemented by local hospitals who have been participants in the Strategic Skills Initiative. Older, veteran nurses take on a structured mentor role with new or lesser experienced RNs. It is the intent of this solution to foster, measurably, the longer term retention of new nurses who need special guidance during the first 1-2 years

of their career; we also expect to re-attract nurses to the field who are eager to become a part of a clinical culture that offers such natural supports.

3. Web-Based Training Services for Entry Level Health Care Workers

In order to increase capacity in the Health Care pipeline for Nursing, Respiratory Therapy, and Laboratory Technician positions, entry level employees already engaged in the Health Care environment must be given the opportunity to improve skills and ready themselves to ascend a career ladder. We propose to provide **web-based training services** to local hospitals that may be used by "feeder" employees who are interested in furthering their opportunities in Health Care. One such example program is School At Work (SAW), offered by Catalyst Learning, Inc. In this model, HR and clinical supervisory staff are trained to guide employees through the various training modules. Employees who are interested in the training may access it during the work day, having been given release time by the employer. The modules are very much in line with the six skills modules that have been identified by EGR 10 as being in need in this region, yet are directed specifically to the application of such skills in a Health Care environment. When the employee finishes his/her training with such a program, he/she receives a completion certificate and is amply prepared to pursue a training track in a more advanced Health Care profession. SSI will provide seed funding to introduce this program to local hospitals, with the intent that **10 employees per hospital, per year will receive their Certificate of Completion and pursue occupations currently identified as experiencing a shortage**. It is our belief, substantiated by previous experiences documented by SAW in several states and nearly 200 hospitals that hospitals will be

willing to fully fund this program from internal training budgets after 1-2 years of use because of the dramatic positive results achieved.

4. Tuition Assistance for Laboratory Technology and Respiratory Therapy Coursework

In this proposal, EGR 10 chooses to provide **tuition assistance** to those individuals who are either matriculating into or are completing coursework in **Laboratory Technology and Respiratory Therapy, with the intent that five (5) persons will be assisted in Laboratory Technology and 10 persons in Respiratory Therapy on an annual basis.** Many local educational institutions have programming available for Laboratory Technology; the key, we believe, is in the ability for secondary schools and local hospitals to promote the availability of this training and to link the receipt of a certification in Laboratory Technology with the Health Care career ladder. By providing tuition assistance, we hope to impact two of the root causes identified for Lab Techs, which are that this profession requires a certification (which we would be helping to fund) and that this position pays a relatively low wage (which, again, is ameliorated by partially funded schooling and by linking the employee to the Health Care career ladder). We are also recommending that tuition assistance be provided for Respiratory Therapy students. Ivy Tech Community College has a relatively new associates degree program in this field; by providing tuition assistance, coupled with career ladder awareness, we hope to increase graduate output, which is one of the identified root causes, and impact the present shortage.

5. Training Opportunities for Production Workers, Industrial Maintenance Technicians, Industrial Engineering Technicians, and Machinists

Of all the occupations that EGR 10 has identified as in need of assistance, the Production Worker is likely the most complex. A dichotomy in thought exists in our region. On one hand, employers are troubled at the resources (both in terms of time and money) that are lost because of what seems to be a "revolving door" among those employees who are hired to perform tasks associated with Production and 'do not take their work responsibilities seriously", thus producing high employee turnover, lost productivity for the company, and increased recruitment and retention costs for the company. Yet, the Work Team discovered that many of the same employers who lament the loss of resources also continue to support a corporate culture that does not value the contribution of the Production staff enough to justify investment in their training – they are seen as an "expendable" resource and little has been undertaken to turn this tide. Our recommendation, therefore, to begin to ameliorate this problem, involves providing **tuition assistance for up to 100 employees annually** to participate in a 12-18 month Certification Program that will enable the employee, in the short term, to receive a document verifying his/her proficiency in Production competencies via a national skills standard-based advanced manufacturing certification. In exchange for the employee's acquisition of said certificate, the employer will reward the employee with an incentive that will be mutually agreed upon and may be one or more of the following incentives:

- Additional Tuition Assistance
- Release Time
- Bonus for Successful Completion
- Down Payment Assistance Account
- Others as are deemed appropriate

We are fortunate to have a number of outstanding Certification Programs available to Production employees in our region, and all options for gaining said certification will be presented to the employee for their review and selection. Potential partners are exemplified: Ivy Tech State College, Purdue University College of Technology, AFL-CIO LIFT, and Workforce Development Concepts.

In addition to the provision of tuition assistance for Production Workers, the EGR 10 team also proposes to provide **training assistance for up to 50 emerging and incumbent workers annually,** individuals who are either emerging workers training to perform work duties associated with the occupations of Industrial Maintenance Technician (IMT), Industrial Engineering Technician (IET) and Machinists, OR who are incumbent workers currently employed in Advanced Manufacturing and who need additional help making the transition from more "manual" production systems to technology-based ones. Program models for these occupations will vary from employee to employee, relative to their current and future needs and choice. Additionally, the EGR 10 team purposefully interjects flexibility into this solutions component to ensure that employers' needs are appropriately and flexibly met. Additional partners that may bring resources to the table relative to the provision of training services in these fields include The Reisz Center/Adult Education and Jefferson Community College.

While the injection of tuition assistance into EGR 10 will certainly help those individuals who are either currently attempting to adapt to an ever-increasing technology expectation or to young people who are leaving secondary education providers in search of a promising career, EGR 10 and Ivy Tech Community College are also committed to the evolution of a more systemic approach to meeting the needs of Advanced

Manufacturing employers in the future. Consequently, initial discussions, between the SSI Work Team and Ivy Tech Community College, have already taken place, which are apt to lead to the grouping of course offerings, with modifications as appropriate, in order to meet the expressed, demand-driven needs of Advanced Manufacturing employers both in the near term and for the long term, in EGR 10. This new coursework arrangement could offer a Certification in Manufacturing Fundamentals in the first year, and would enable students, in Year Two, to access a variety of course tracks, customized in a continuous improvement mode in terms of both course content and ways of instructional delivery, to meet industry needs. This approach would be extremely beneficial to our region for a number of reasons: first, it provides an opportunity for entry-level workers and/or first year college students to gain critical manufacturing competencies; secondly, it clearly elucidates the opportunities inherent in an advanced manufacturing career ladder; and thirdly, it offers maximum flexibility to maintain a consistent foundation for manufacturing sector fundamentals while enabling changes to occur in specific tracks offered relative to the fast-changing technology needs of the industry.

6. Tuition Assistance for CDL Truck Drivers

EGR10 proposes to work with local trucking schools to **offset expenses for driver training for up to 25 participants annually,** as the most critical component of the Logistics industry identified by Advanced Manufacturing employers was to ensure that an ample supply of drivers were available to facilitate product movement. Research supports the perceptions of employers by indicating that, due to the nomadic nature of truck drivers and to stresses caused by long hours away from home, an adequate supply of certified drivers is difficult to maintain. Conversations around sector trends and

workforce planning will also continue regarding the need and opportunity to create a Truck Driving and/or TDL/Logistics (post-secondary) Academy in Southern Indiana. This program would bring to bear all current and new resources and positions our region appropriately, takes advantage of the opportunities inherent in this "Emerging Star" industry. Implementation of this long-term goal is especially important given 1) EGR 10 is an integral part of a 5-star, bi-state logistics region, and 2) no such post-secondary programs exist in EGR 10.

7. Capital Investment

The approach taken by EGR 10 relative to capital investment is one that will provide our region with access to cutting-edge training technology while ensuring flexibility in the allocation of those resources. Based on the solutions proposed by our training partners, we are requesting funds for the **purchase of 1) training machines and 2) simulation software** to be used to enhance the training machine's critical teaching capacity. This equipment will be purchased as needed by the Regional Workforce Board and Regional Operator, and will be maintained as the property of such entities for the duration of this project. As training programs are launched, providers are procured, and implementation begins, equipment needs will be solidified and allocated accordingly.

The investment in these resources also improves educational access for incumbent workers. Incumbent workers face a number of obstacles that have prevented them from upgrading their skills rapidly enough to meet the needs of the demanding high tech jobs of today. One of these obstacles is the lack of convenient access to this relevant, high-tech training. Full-time workers, especially those with a family and other responsibilities, find it difficult to attend regularly scheduled classes at a college campus because of the

time it takes to travel to another location and then travel home, coupled with often long hours of night classes. Workers may be able to do this for short periods but few can continue to do this throughout an entire career, as they will need to do to keep their skills up-to-date.

In keeping with 1) Solution # 5 regarding Industrial Maintenance, Industrial Engineering Technician and Machinist, 2) the issues described above and 3) capital investment considerations, an alternative solution to traditional group classes lasting 30-65 hours is to establish highly modularized, web-based training programs and coursework, having state-of-the-art industrial technology content, that can be delivered anywhere the student can gain access to the Internet. Web-based training provides the following benefits to the employers and their workforce:

- Workers are not required to travel to a training site.
- Workers may access training at different times, allowing the company to maintain normal operations.
- Workers select the modules most relevant to their individual needs, so they can apply them on the job right away.
- Workers may review the modules after the immediate training period with no additional cost, so they can refresh their skills as needed.

The web-based training modules proposed would reside on a commercial server farm with 24/7 access and technical support. A learning management system would be implemented that would provide students with an easy-to-use interface. The web-based modules themselves would have a highly interactive content with video, text, 3D animations and simulations. Incumbent workers would be able to practice skills and obtain most of the knowledge they need to perform the skills in the online format. In some cases, where a small amount of hands-on is needed, workers could go to the college

campus lab to complete the module or modules in one lab session. This session could be done in an open lab format at a time of the student's choosing.

The mode of instructional delivery, described above, could be designed, for instance, in conjunction with coursework and degrees offered by post-secondary institutions like Ivy Tech or Purdue School of Technology in EGR 10. College-level training for incumbent workers in these areas of the manufacturing sector can be conducted in a "facilitated, blended learning environment", using enriched, interactive web-based trainings along with 1) periodic direct instructor access and 2) periodic lab time for hands-on training and formal skills assessment. For other incumbent workers in these critical occupations, they (and their employers) may only need training (or re-training) in certain modules. With the approach described above, in this scenario, the worker can access real-time training and gain needed competencies that can still be formally assessed/tested. The worker may gain "fractionalized" college credits therein. The individual's portable skills and competency record can continue to grow, whether it leads to Certification or a degree or not. A last benefit to note: This approach breeds training as a regular "seen and felt" part of a company's work culture. By contrast, in many cases, incumbent worker training is fragmented, delayed, inadequate or missing in manufacturing firms. With this approach, learning can be embedded functionally and more affordably for more employees in the sector and help boost the sector's competitive advantage. In a more ideal scenario, such incumbent worker learning access could also be amplified through related equipment and learning opportunities, given High School Career Academy resources.

The following two tables further exemplify the impact that solutions proposed by EGR 10 will have on the occupations shortages identified in Phase 1 and Phase 2 of the SSI. The first table documents which solutions will impact which root causes; the second table shows the degree to which each solution is linked with a particular occupation will lower the estimated shortage.

Table 3 - Solutions/Root Cause Linkage Matrix

	Networks	Fund Develop	Branding	Career Academy	KeyTrain Access	Mentors	SAW	RT/LT Tuition	Prod Tuition	IET/IMT/MCH Training	CDL
RN – Education	X	X									
RN – Stress	X					X					
RN – Training			X			X					
RN – Leakage	X		X			X					
RT – Education		X	X				X	X			
RT – Burnout	X		X				X				
RT – Leakage	X		X				X	X			
LT – Ladders	X		X				X	X			
LT – Wages	X		X				X	X			
LT – Certifcatn		X					X	X			
IMT – Education		X		X						X	
IMT –Tech Trans		X	X	X	X					X	
IMT – HR	X		X	X							
IMT - Pipeline	X		X	X							
IMT –	X		X								

	Networks	Fund Develop	Branding	Career Academy	KeyTrain Access	Mentors	SAW	RT/LT Tuition	Prod Tuition	IET/IMT/MCH Training	CDL
Leakage											
IET – Pipeline			X	X	X					X	
IET – Recruitmt	X		X	X						X	
IET – Education		X		X	X					X	
IET – Leakage	X		X	X						X	
MCH-Image	X		X	X						X	
MCH-Recruitmt	X		X	X						X	
MCH-Training		X		X	X					X	
PW – Culture	X		X		X				X		
PW – Recruitmt	X		X	X	X				X		
PW – Turnover	X		X	X	X				X		
CDL – Insurance	X										X
CDL – Education		X									X
CDL - Turnover	X		X								X

Documentation of Gap Effect

The following spread sheet exemplifies the impact that the solutions recommended by EGR 10 will likely have in the occupation gaps as calculated in Phase 1 of this initiative.

Table 4 - Gap Effect

Occupation	06-07	07-08	08-09	09-10	10-11	
Registered Nurse	**69**	**79**	**87**	**94**	**101**	
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	
Mentorship Program	25	25	25	25	25	
Total Gap Effect	**42**	**52**	**60**	**67**	**74**	
Respiratory Therapist	**21**	**27**	**24**	**21**	**18**	*1
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	
SAW	5	5	5	5	5	
Tuition Assistance	5	10	10	10	10	
Total Gap Effect	**9**	**10**	**7**	**4**	**1**	
Laboratory Tech	**11**	**16**	**21**	**26**	**31**	
Networks	1	1	1	1	1	
Fund Dev. Strategy				2	5	*2
Branding	1	1	1	1	1	
SAW	5	5	8	10	12	*3
Tuition Assistance	5	5	5	5	5	
Total Gap Effect	**-1**	**4**	**6**	**7**	**7**	
Indus. Maint. Tech	**39**	**53**	**49**	**46**	**42**	
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	
Career Academy	5	5	5	5	5	
KeyTrain	2	2	2	2	2	
Training Assistance	20	20	20	20	20	
Total Gap Effect	**10**	**24**	**20**	**17**	**13**	
Indus. Engineering Tech	**4**	**1**	**-4**	**-9**	**-15**	
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	

Career Academy	5	5	5	5	5	
KeyTrain	2	2	2	2	2	
Training Assistance	5	5	5	5	5	
Total Gap Effect	**-10**	**-13**	**-18**	**-23**	**-29**	*4
Machinists	**41**	**58**	**65**	**71**	**78**	
Networks	1	1	1	1	1	
Fund Dev. Strategy				10	10	*5
Branding	1	1	1	1	1	
Career Academy	5	5	5	5	5	
Training Assistance	25	25	25	25	25	
Total Gap Effect	**9**	**26**	**33**	**29**	**36**	
Production Worker	**118**	**139**	**149**	**159**	**169**	
Networks	1	1	1	1	1	
Branding				10	10	*5
Career Academy	1	1	1	1	1	
KeyTrain	10	10	10	10	10	
Tuition Assistance	50	75	100	100	100	
Total Gap Effect	**56**	**52**	**37**	**37**	**47**	
CDL Truck Driver	**136**	**195**	**248**	**301**	**355**	*6
Networks	1	1	1	1	1	
Fund Dev. Strategy						
Branding	1	1	1	1	1	
Tuition Assistance	25	25	25	25	25	
Total Gap Effect	**110**	**169**	**222**	**275**	**329**	

Observations relative to the Solutions/Root Causes Linkage Chart include:

- Many of the solutions proposed by EGR 10 have the potential to impact one or more occupations and/or one or more industries.
- Solutions developed have the potential to impact <u>every</u> root cause identified through at least one venue.

Observations relative to the Gap Analysis Chart pertain to numbers noted in the chart's last column and include:

*1 – Due to the relatively young nature of the Ivy Tech Community College Respiratory Therapy program, we anticipate that the gap identified in this proposal will begin to decline naturally after the first few cohorts of students have graduated.

*2 – Additional funding for tuition assistance for Laboratory Technicians will be pursued in Years 4 and 5 to continue to reduce the magnitude of the gap.

*3 – In Years 3-5, we anticipate that those hospitals who participate in the School At Work program through SSI will realize its applicability across many applications and will expand its use within the hospital setting.

*4 – Although these figures appear to be more than adequate to alleviate the anticipated gap, this occupation is an emerging one and data is sketchy on the real need for IETs in an industry that will only become more reliant on technology on a daily basis.

*5 - Additional funding for training assistance for Machinists and Production Workers will be pursued in Years 4 and 5 to continue to reduce the magnitude of the gap.

*6 – This occupation was addressed marginally, solely as a function of advanced manufacturing; as such, more funding emphasis was placed on other occupation gaps.

Completion of Cause Maps

In our Phase 2 work, EGR 10 used cause maps to clearly define the root causes for each occupation in shortage and to document their interconnectivity. The following graphics are 1) the original cause maps for the occupations studied; and 2) the solutions cause map showing linkage between root causes and solutions recommended.

Figure 1 - Root Causes: Registered Nurses

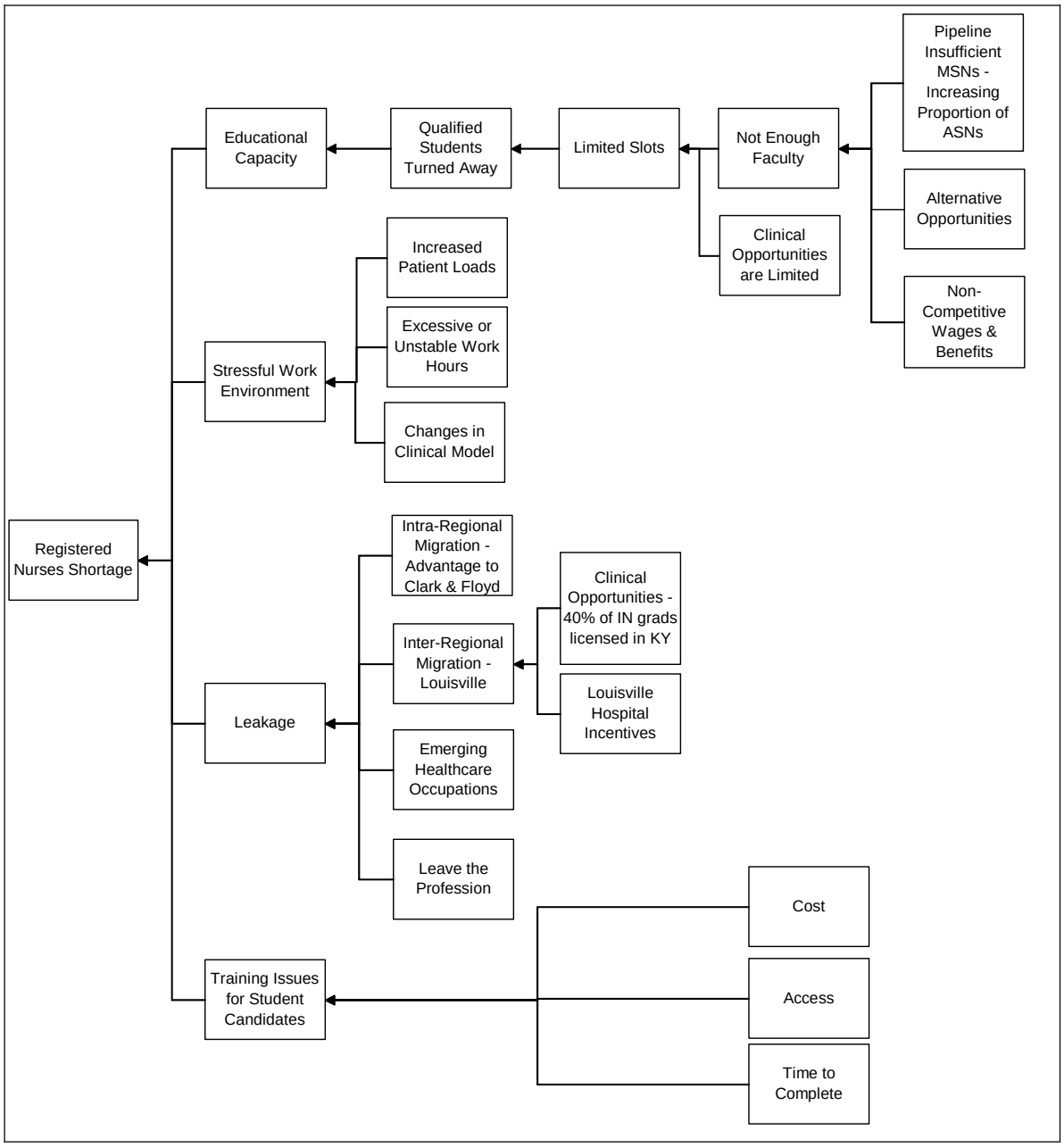


Figure 2 - Solutions: Registered Nurses

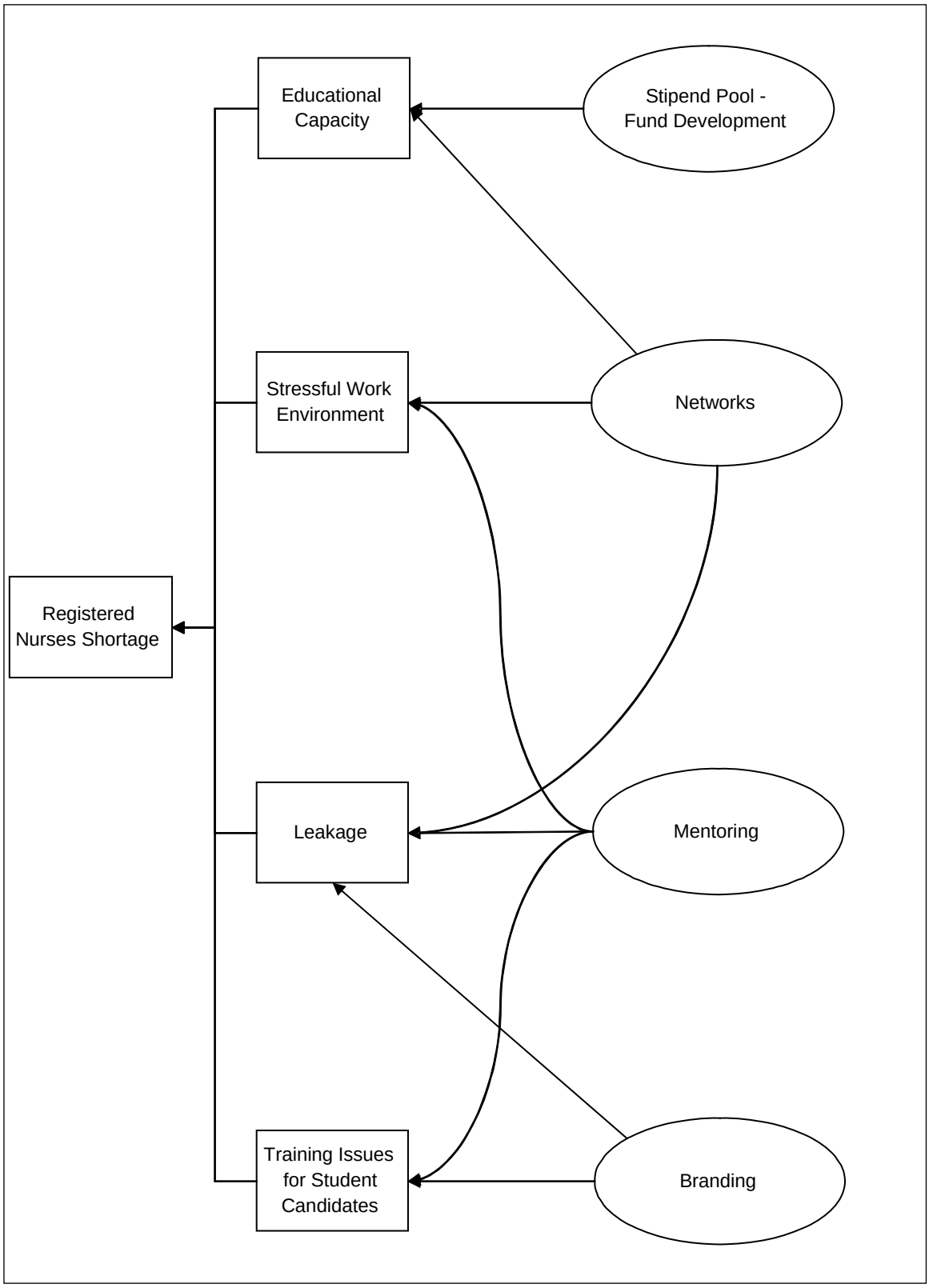


Figure 3 - Root Causes: Respiratory Therapists

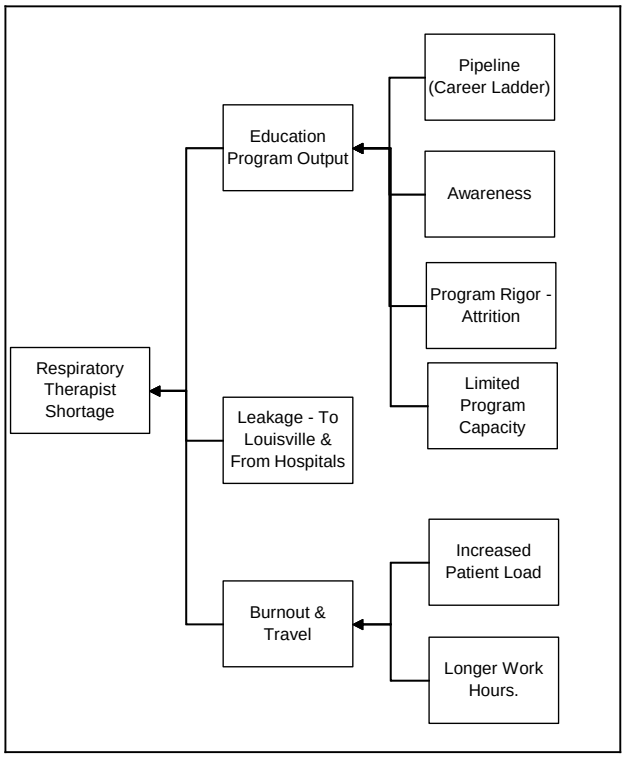


Figure 4 - Solutions: Respiratory Therapists

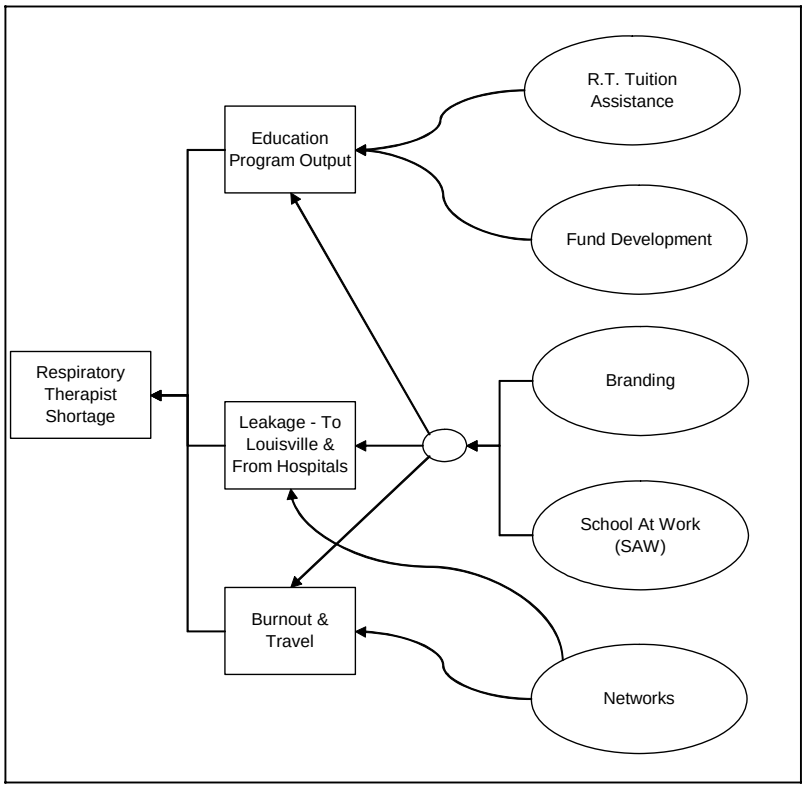


Figure 5 - Root Causes: Laboratory Technicians

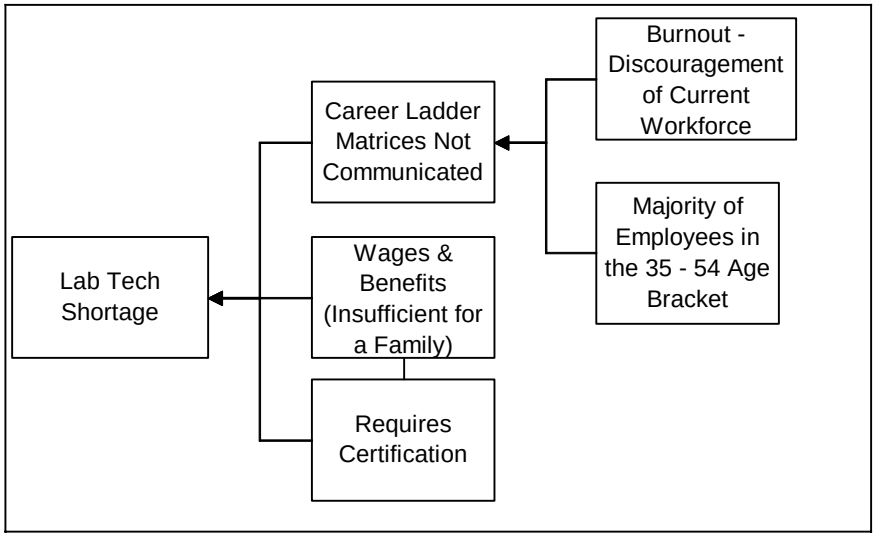


Figure 6 - Solutions: Laboratory Technicians

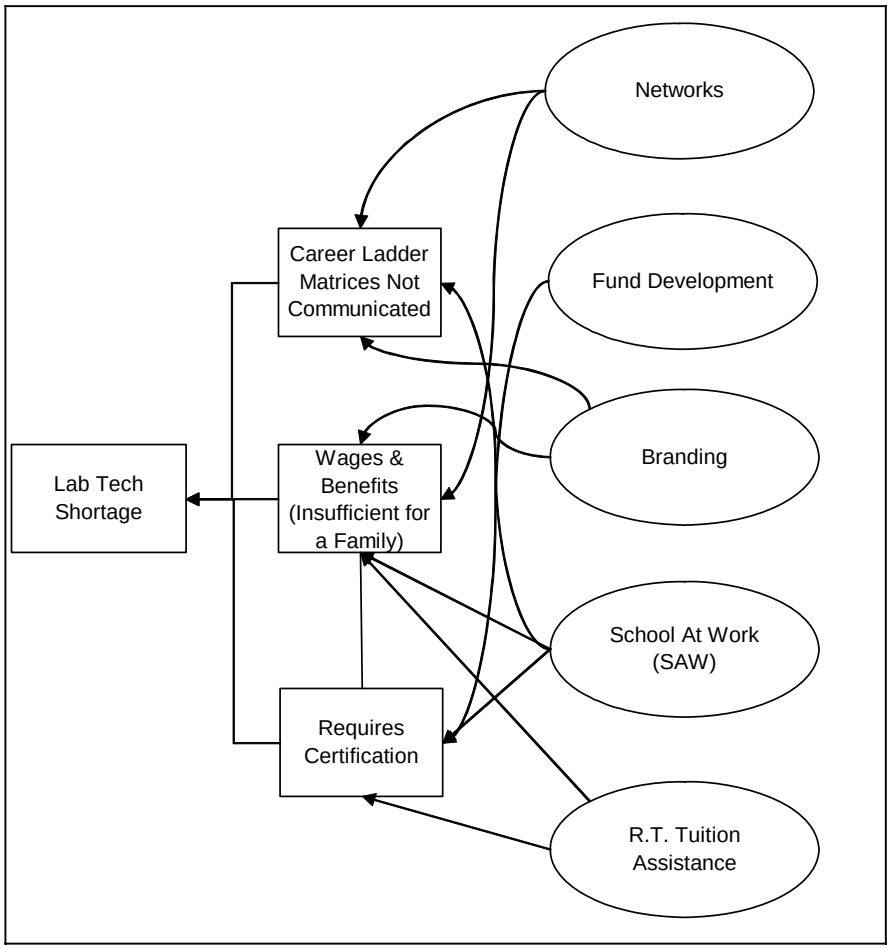


Figure 7 - Root Causes: Industrial Maintenance Technicians

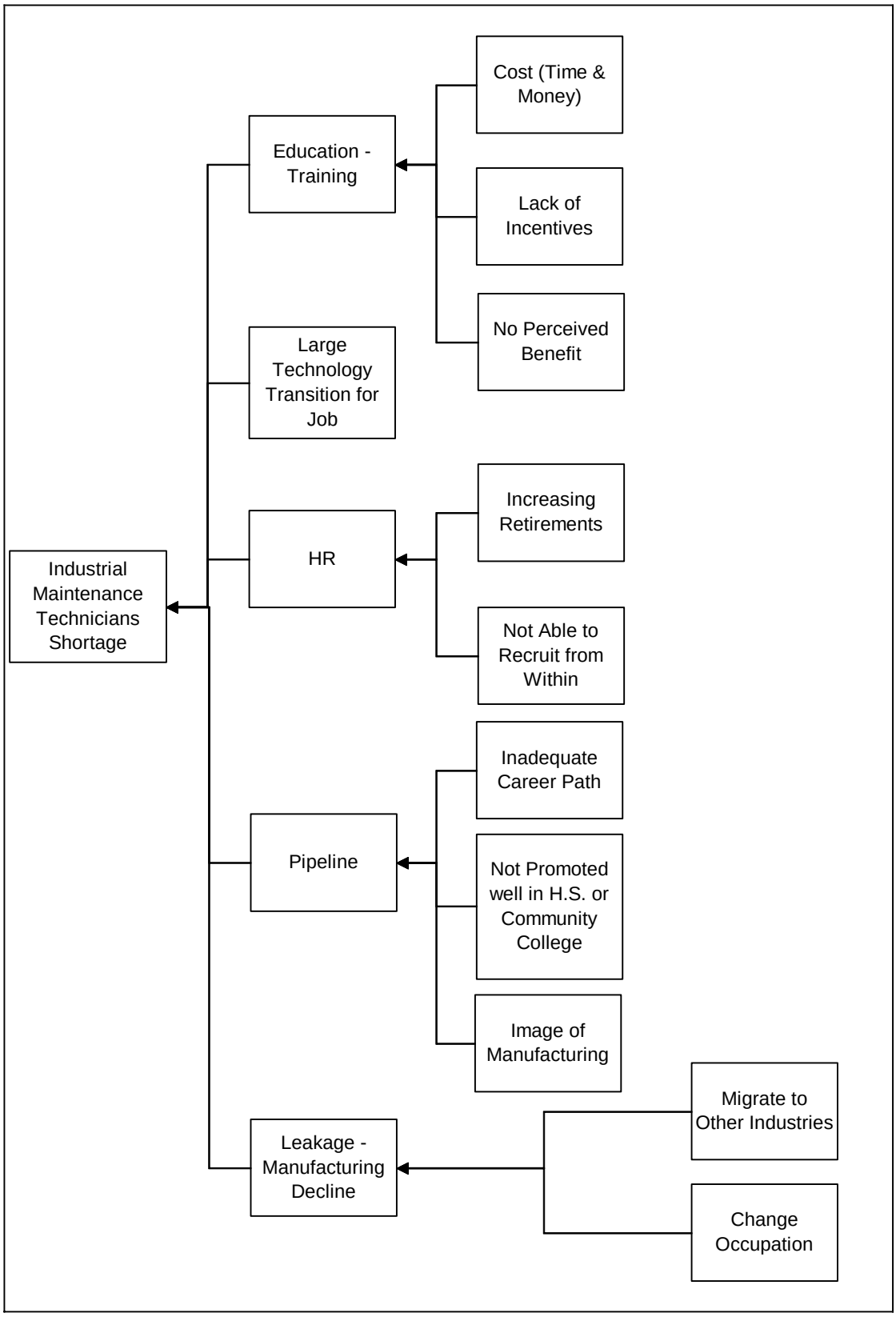


Figure 8 - Solutions: Industrial Maintenance Technicians

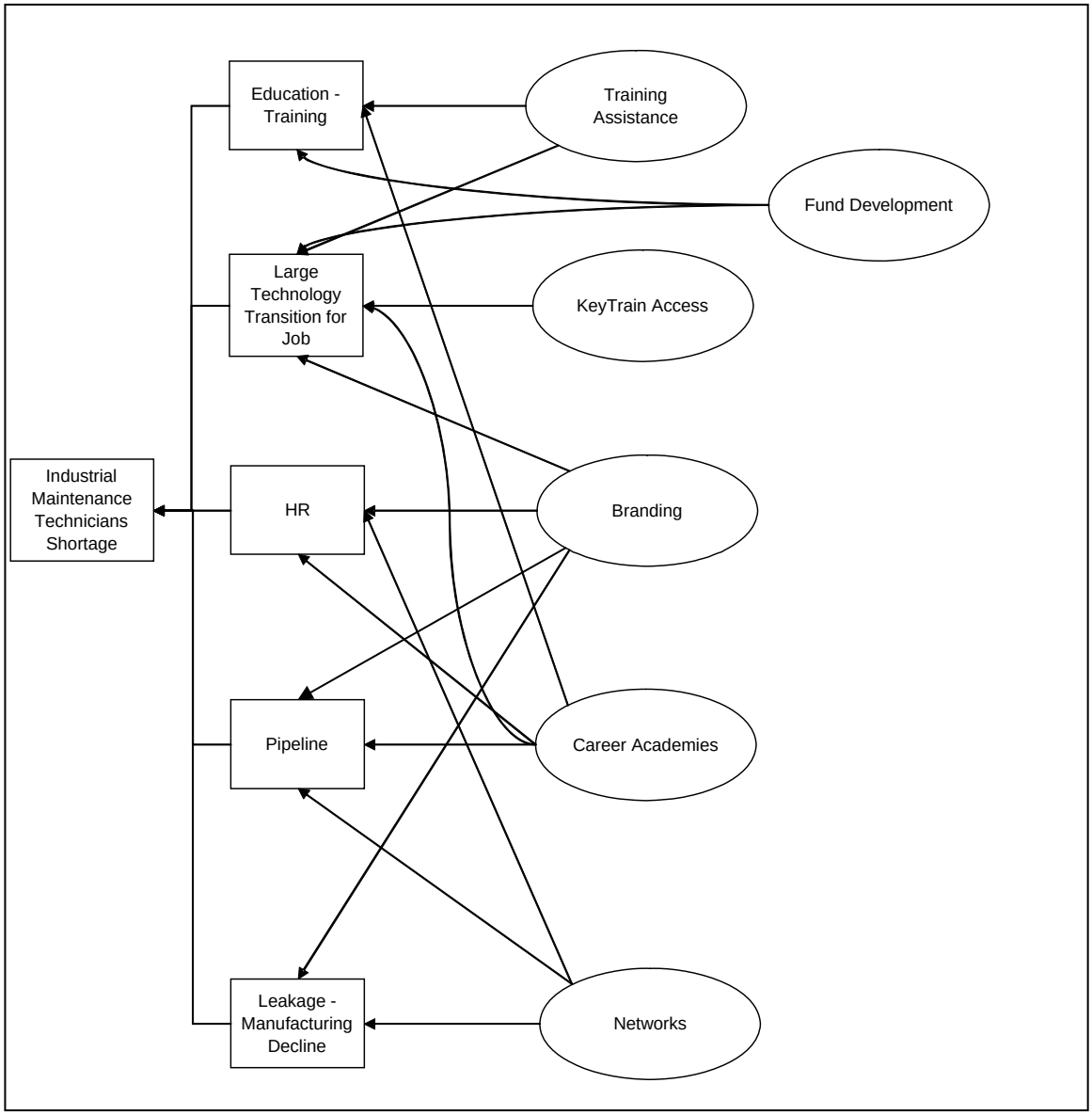


Figure 9 - Root Causes: Industrial Engineering Technicians

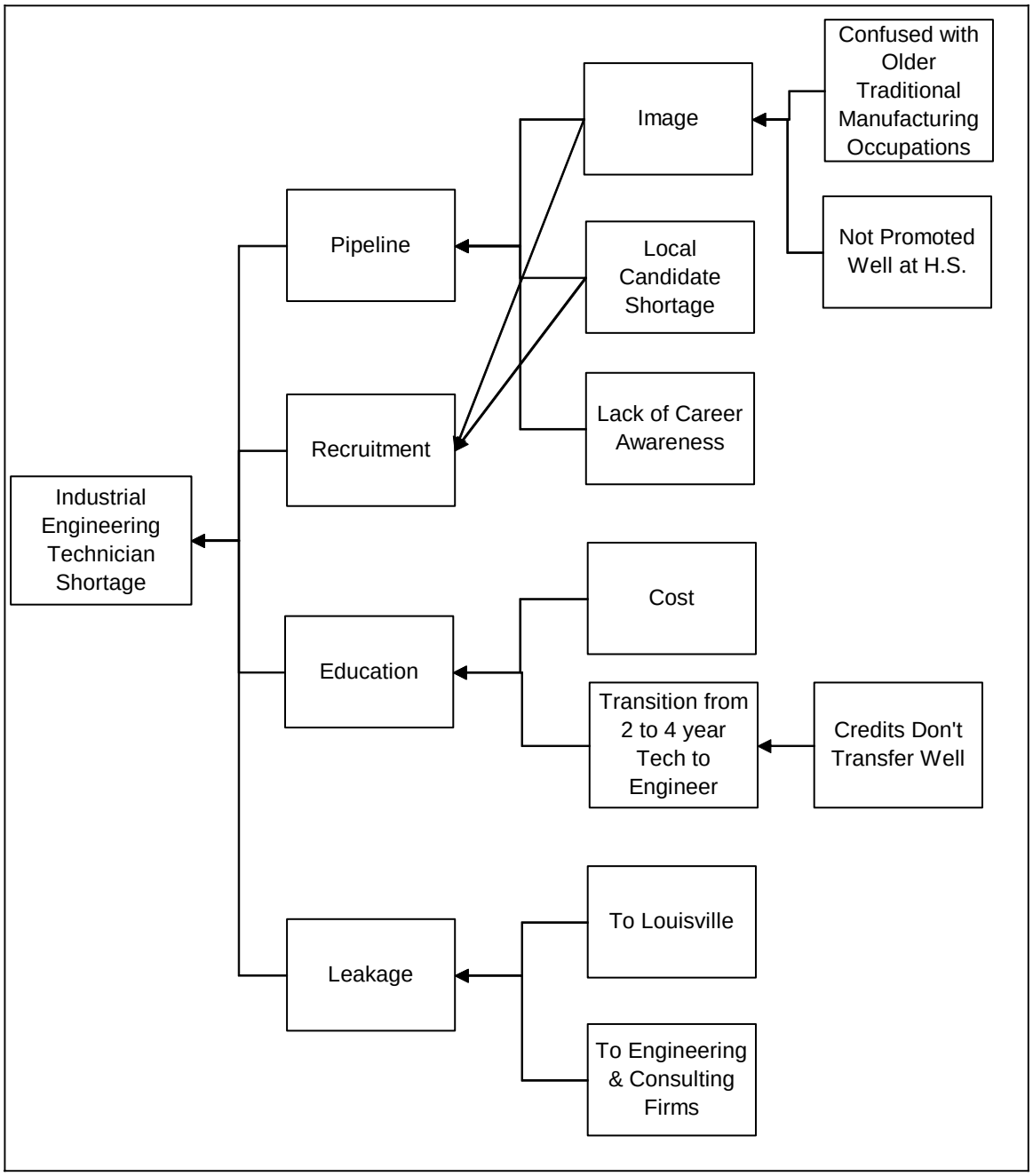


Figure 10 - Solutions: Industrial Engineering Technicians

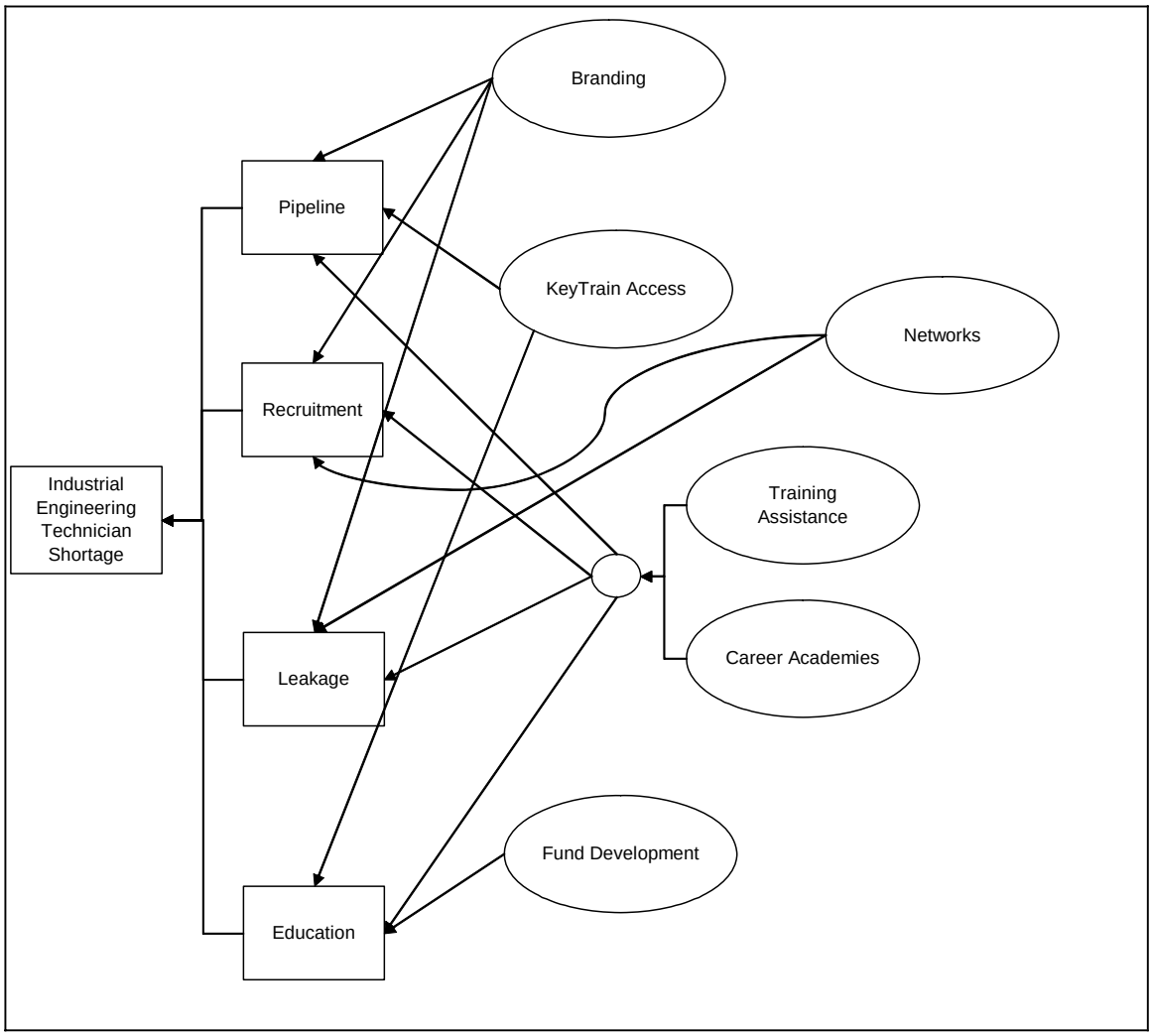


Figure 11 - Root Causes: Machinists

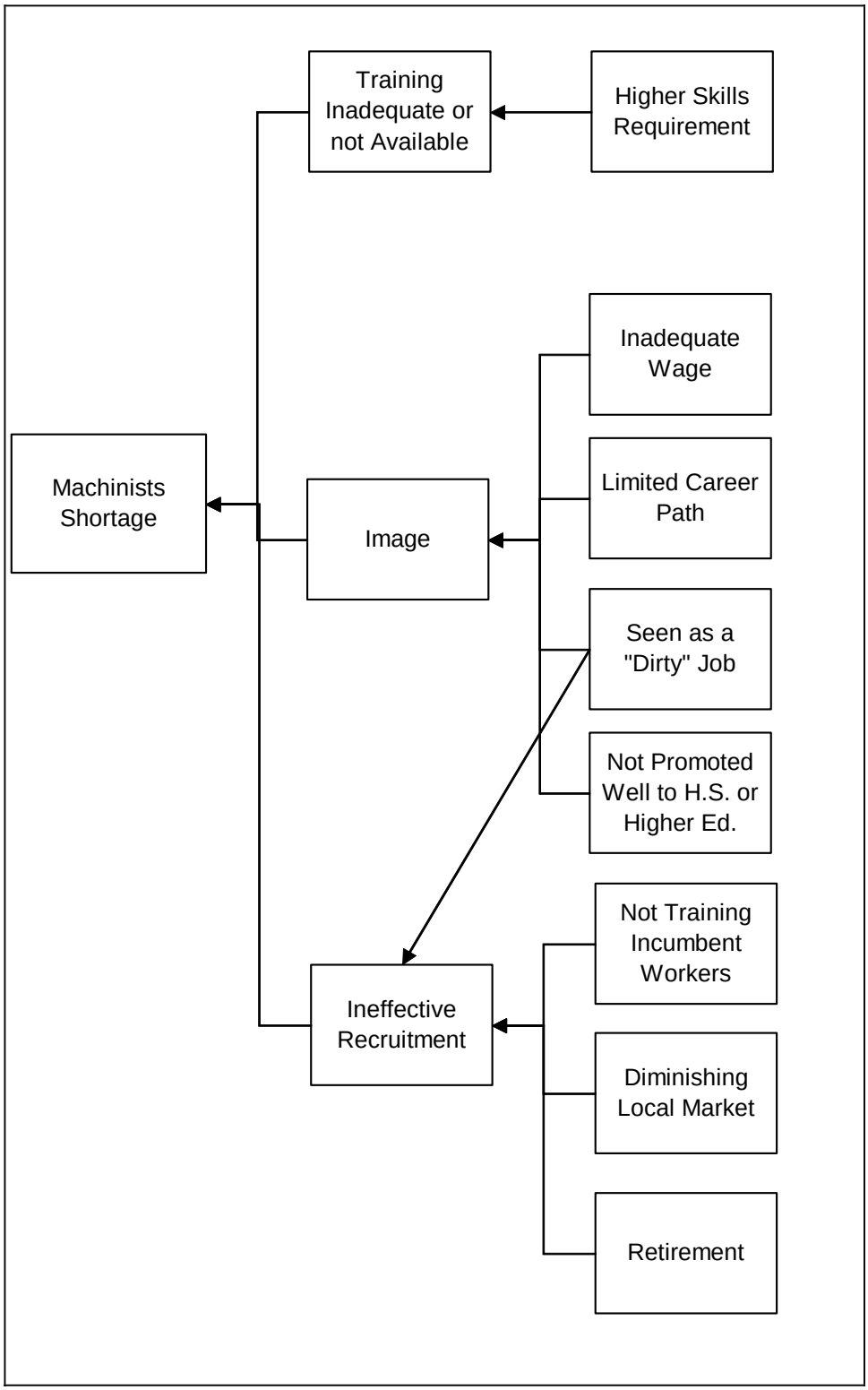


Figure 12 - Solutions: Machinists

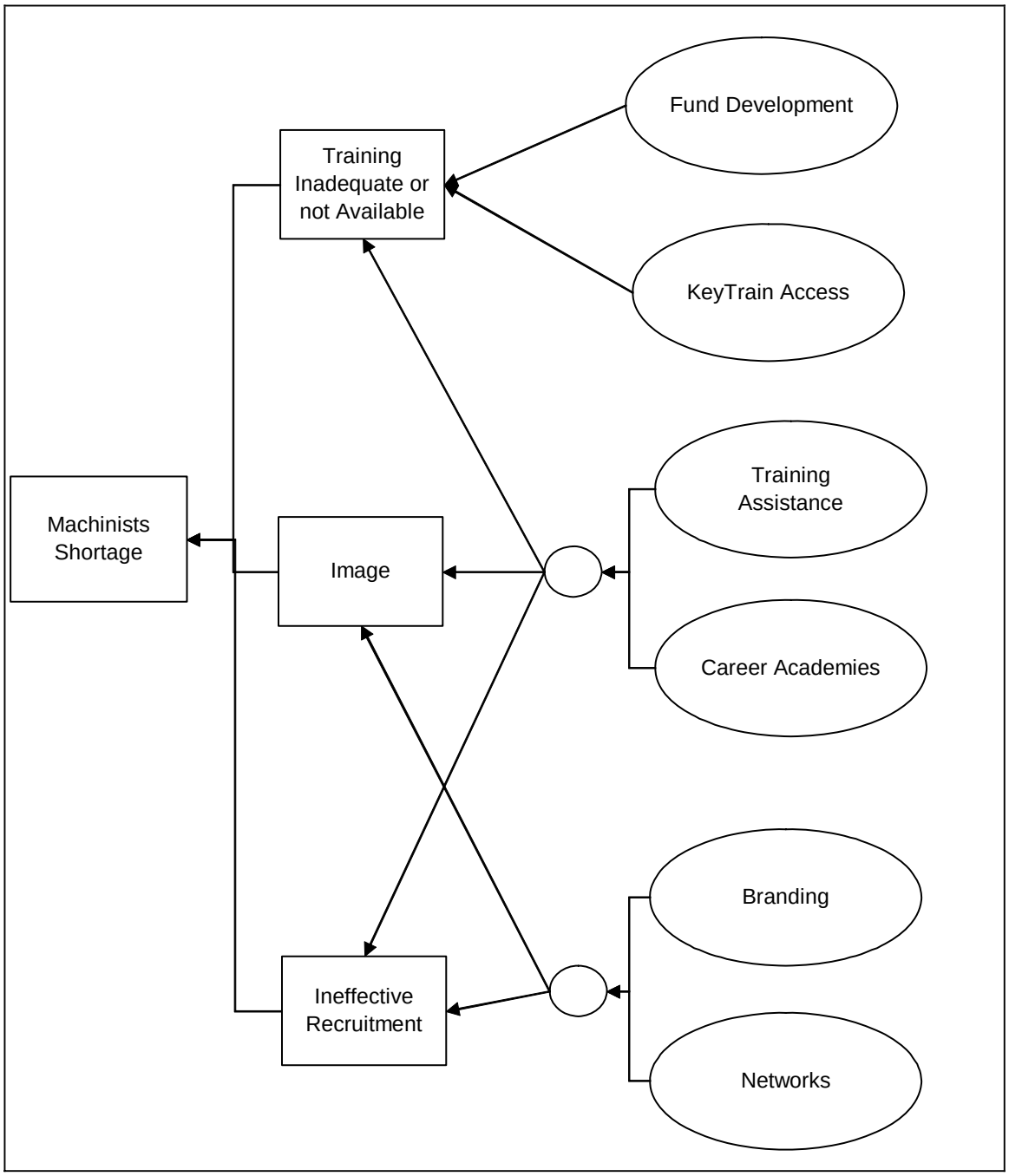


Figure 13 - Root Causes: Production Workers

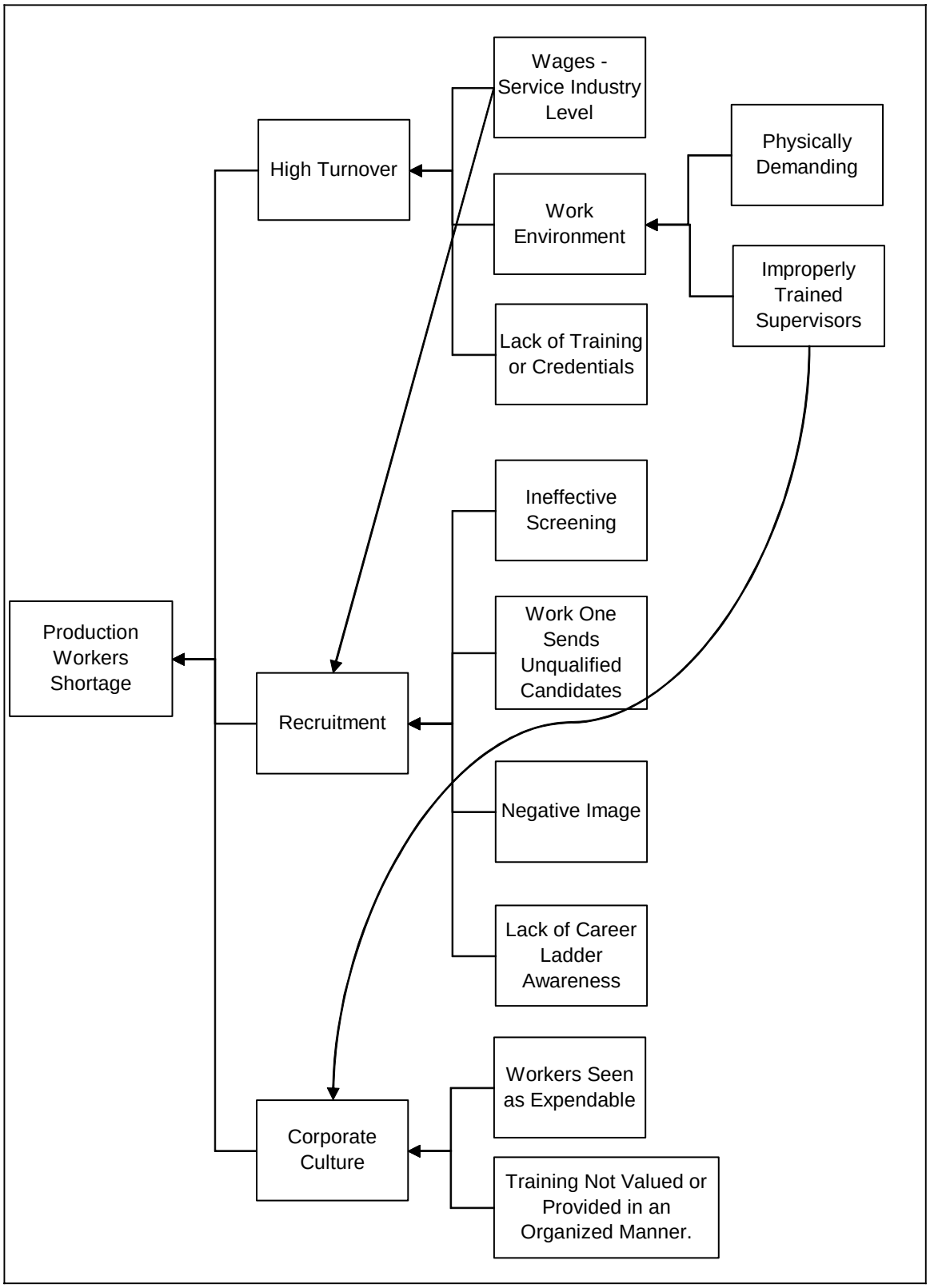


Figure 14 - Solutions: Production Workers

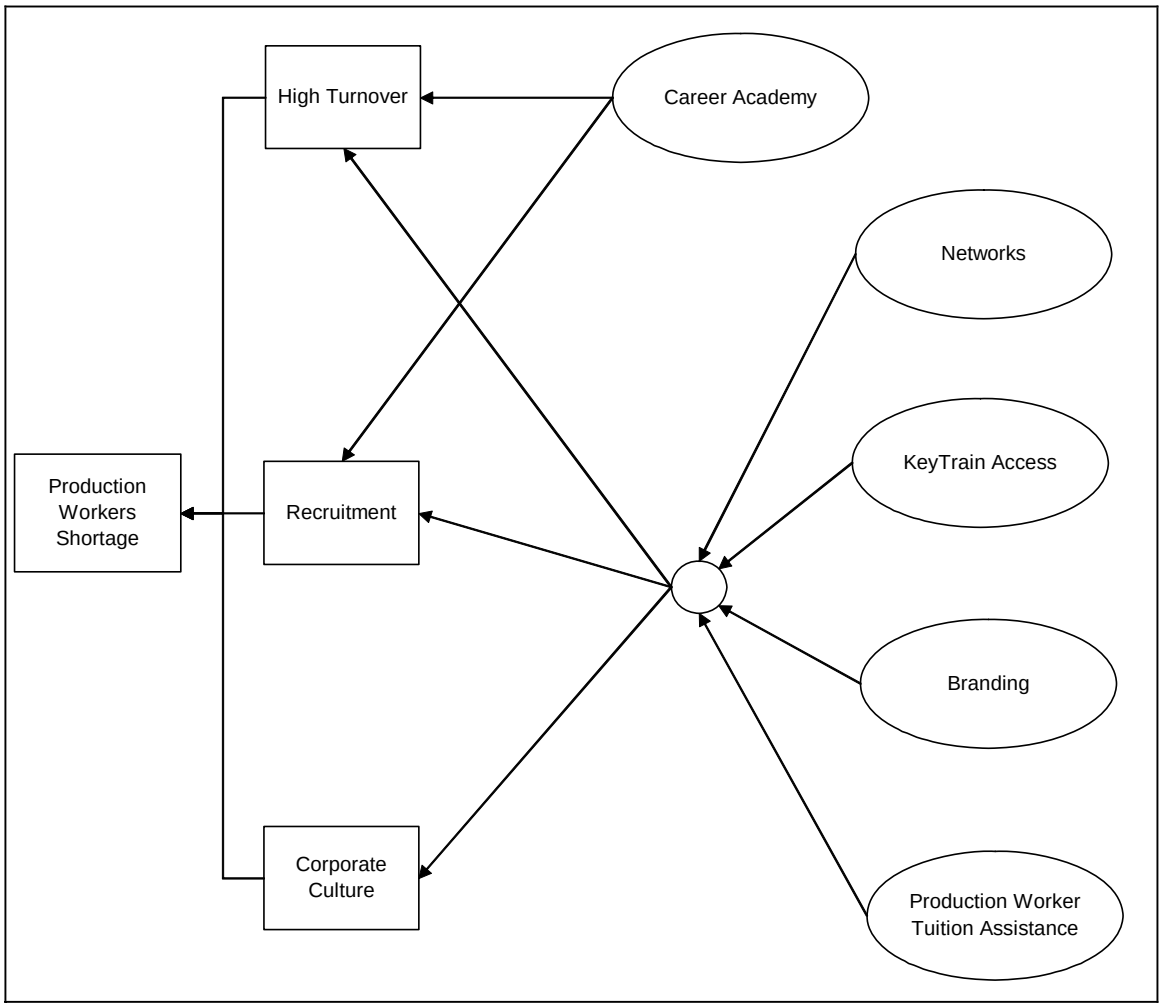


Figure 15 - Root Causes: Truck Drivers (CDL)

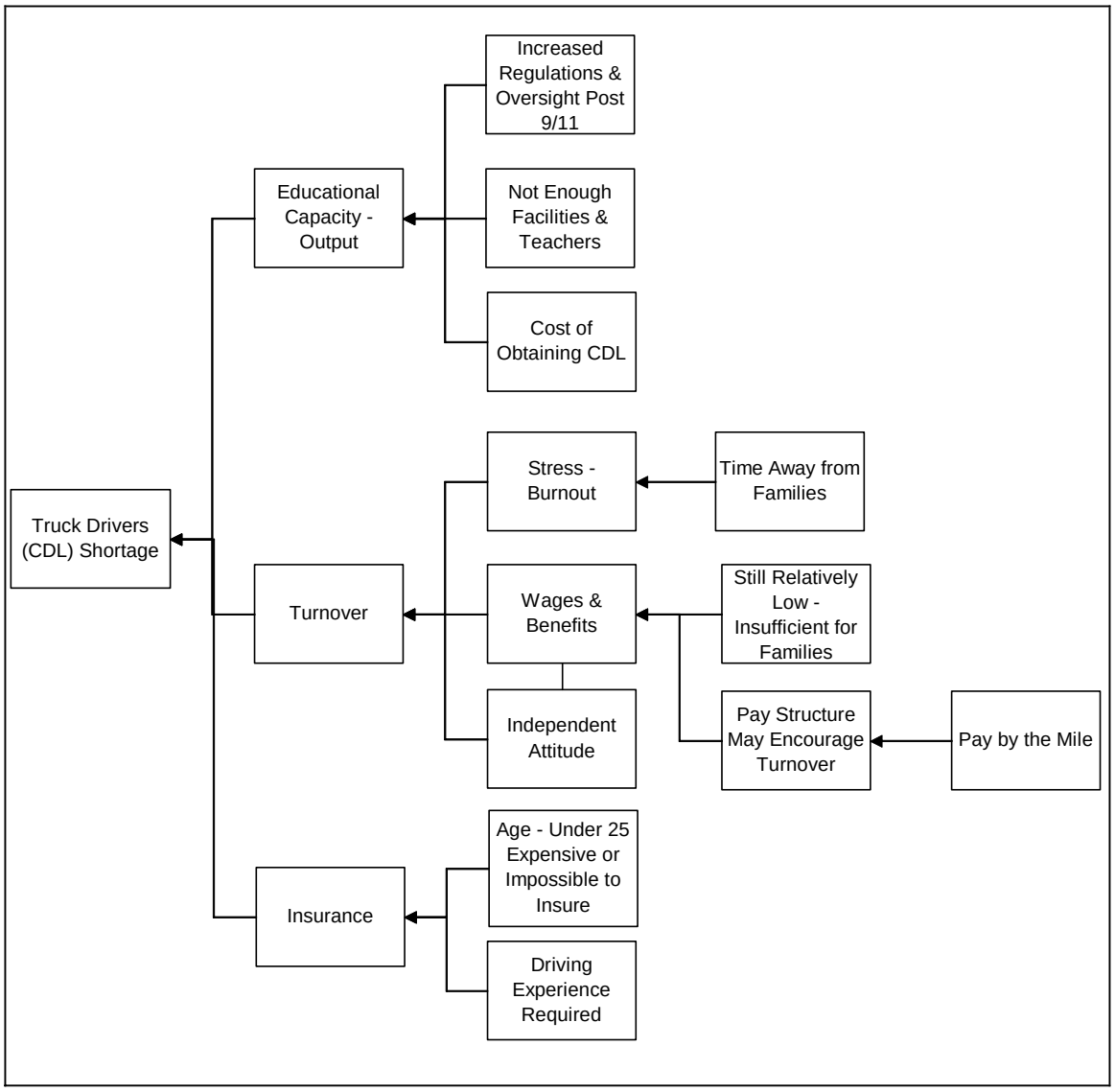
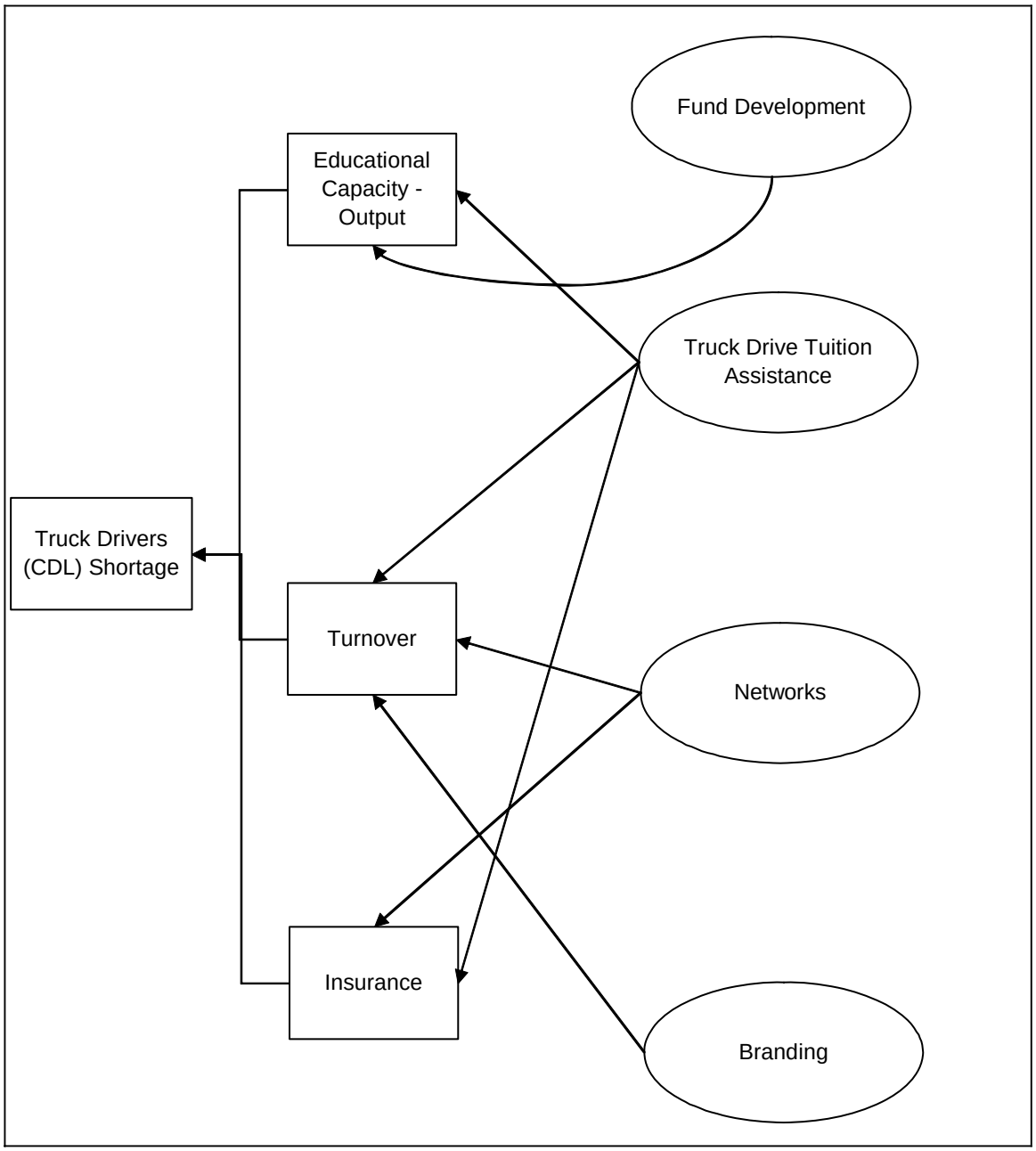


Figure 16 - Solutions: Truck Drivers (CDL)



ACTION PLAN

WHO WILL DO WHAT

In an effort to allow ample opportunity for SSI partners to participate in its implementation, the following is a list of solutions and the party or parties that will be involved in its implementation. Note that for any services to be provided, the EGR 10 Work Team used great care to engage interest with an understanding that contract awards would be subject to appropriate procurement procedures.

Formation of Sector Networks – SSI Staff, Participating Employers, Chambers of Commerce, Regional Workforce Board and Regional Operator, WorkOne, Training Providers

Program and Financial Management of SSI – SSI Staff, Regional Workforce Board & Regional Operator, WorkOne Centers, Sector Networks

Fund Development Strategy – Consulting Assistance, Community Foundation of Southern Indiana, Sector Network Participants, Health Care Donor Prospects, SSI Staff

Branding Strategy & Campaign – Consulting Assistance, Sector Network Participants, WorkOne, Brand Placement Stakeholders, SSI Staff

Advanced Manufacturing (Pre-Engineering) Career Academies – Sector Network Participants and Other Employers, SSI staff, Region 14 Career Link School-to-Work Partnership, Chambers of Commerce, WorkOne

KeyTrain/WIN and WorkKeys: Increased Access, Usage and Credentialing – Sector Networks, Participating Employers and Employees, WorkOne, SSI Staff, Ivy Tech Community College, Technical Support Staff

Mentoring Program for Student & New RNs – Participating Health Care employers, Student RNs, Newly hired RNs, Consulting Assistance, and Sector Networks

Tuition Assistance for Laboratory Technicians and Respiratory Therapists – Sector Networks, SSI Staff, Regional Training Providers, Participating Employers, Employees, WorkOne (for example, WIA)

Tuition Assistance for Production Workers - SSI Staff, Regional Training Providers, Participating Employers, Employees, Sector Networks, WorkOne, Other State and Federal Resources

Training Assistance for Industrial Maintenance Technicians, Industrial Engineering Technicians, and Machinists - SSI Staff, Regional Training Providers, Participating Employers, Employees, Sector Networks, WorkOne (for example, WIA)

Tuition Assistance for Truck Drivers - SSI Staff, Regional Training Providers, Participating Employers, Employees, Sector Networks, WorkOne (for example, WIA)

As a general example of "Who Will Do What":

- A Business Sector Network, Chamber of Commerce members and other employers may assist in designing an SSI program, provide direct investment and gain other local funding, help market the specific program, recruit employers (their HR staff, managers, workers, as the case may be), provide hands-on help like offering a job shadowing opportunity, and assess results in a CQI mode.
- WorkOne staff and its media promote and market various SSI components to business/industry, make referrals of dislocated workers, jobseekers, etc. to SSI,

administer WorkKeys assessments to individuals, assist employers in related labor exchange, etc.

- Education/Training Providers deliver various coursework, instruction and credentialing. (See Appendix 3 – Training Proposals)
- SSI staff, in conjunction with the Regional Operator, will procure, coordinate, track and oversee SSI, component by component and overall.

RESULTS

In order to oversee the "solutions" in the strategy that has been created through the SSI process, those entities responsible for the oversight of implementation will need a definitive way to measure progress. Following are metrics that will provide objective milestones for each of the proposed solutions. These objectives are organized by the region's SSI key categories.

Organizational Capacity

Metric 1: Increase the number of Business Sector Networks

- Estimate: 1. Mfg., 2) Healthcare, 3) Logistics, etc.
- Add a new network annually for the next five years, with a goal of five new networks by 2011.
- Supervision training opportunities and usage by sector employers, as a notable network activity example in SSI.

Metric 2: Add staff to coordinate networks and manage its budget.

- Use SSI staff, with support from One Southern Indiana and Greater Louisville, Inc., to establish the 1st 2 Sector Networks Example: Follow Terra Haute, GLI and/or

Connecticut model for mfg. to address skills issues; recruitment and retention issues; availability of training, public policy issues; sector marketing, etc.

- Estimate one additional staff in yr. 3; another in yr. 5

Metric 3: Develop resources needed to implement, manage and maintain network programs.

Metric 4: Design and Implement a Fund Development Strategy

- Expand MSN Capacity by establishing a Healthcare sector fund

1. Scholarship fund to pay portion of tuition for MSN students who, upon graduation, agree to teach for a period of time and/or
2. Supplement increased salary level of MSN-college level teachers so pay is competitive

- Increase capacity for sustainability through fund raising and grant development.

Career Awareness

Metric 5: Create and implement a branding campaign for key occupations and sectors.

- Hire PR or advertising firm
- Produce materials (written and electronic)
- Define career ladders or matrices for each occupation
- Implement Sector branding/marketing materials in a campaign mode for audiences inclusive of 1) incumbent and dislocated workers and 2) the emerging workforce
    - Short term approach with certain mediums (for example: billboards, TV/radio ads, etc.) emphasized in 1st year of campaign
    - Long term approach: Promote, distribute, present, etc., for example, with website intact and hardcopy materials

- WorkOne will play a key role throughout the phases of the campaigns.

Metric 6: Create eight Advanced Manufacturing (or "Pre-Engineering") career academies, at the high school level, by 2008.

- Yr. 1-Academy start-ups phase: Teacher training and preparation; integration of academy class content with Core 40 content; purchase and installation of equipment; student recruitment (use branding materials as a recruitment tool)
- Yr. 2-Academies implemented at 9th and 10th grade level with approx. 25 students per academy. 11th and 12th grade students transition annually to Prosser with 200+ students enrolled in Prosser-based academies (with various related specializations) annually. Dual credit opportunities are established to expedite gaining of industrial certification(s) and Associates Degrees in Industrial/Engineering Technology
- Invest in Academy tools, like the "Smart Partnership", in each participating school
- Develop, increase, sustain and track school-employer partnerships and resources for each academy

Supply Chain Management

Metric 7: Implement "KeyTrain™ and WIN training tools Increase-Usage Initiative" for WorkKeys™ credentialing growth in EGR 10 and assessment and training program. Increase use of existing quality resources for foundational training in the region.

- Market KeyTrain and WIN training resources: their quality and flexibility in usage; their skills and credentialing value, etc.
- Purchase laptop PCs to loan to employers for worker training and assessment
- Enroll at least 10 employers annually for related worker training
- Each employer will sign an MOA to include, for example:

    - Worker release time for training
    - Bonus or increase wage per hour, for gaining certification
- Payment for exams
- Technical support and updates and backup

Metric 8: Create mentoring program for early RNs and nursing students, using a best practices model to connect veteran RNs with new RNs and students.

- Implement at least one mentoring program at a hospital or long-term care center per year, tracking impacts and outcomes, i.e. job satisfaction levels; RN retention increases, etc.

Metric 9: Entry level healthcare workers complete web-based clinical programs like SAW at three hospitals annually, with SAW graduates then entering/completing training in healthcare "feeder" occupations or relatively more skilled (and higher wage) healthcare occupations, such as Laboratory Technician.

- Establish SAW operations at 2 hospitals per year, minimum of 20 participants per year
- At a minimum, meet or exceed general SAW outcomes, based on outcome averages across approximately 200 hospitals, per group of 10 students, such as movement of entry level employees into formal training in a skilled healthcare occupation, such Lab Tech

Metric 10: Assist 15 students per year through the creation of Laboratory Technology and Respiratory Therapy tuition support programs.

Metric 11: Provide a range of assistance for national manufacturing skills standards-based Certifications to employers, incumbent workers (example: on-site web-based

training, in a blended, facilitative learning mode), dislocated workers and unemployed persons

- Certify 100 Production Workers annually

Metric 12: Work with regional training providers to support emerging Industrial Engineering Tech/Maintenance Tech/Machinists occupations and improve the related education/training pipeline

- Work with employers to create access to and usage of training; measure number of firms so engaged annually in relation to expressed employer need.
- Assist in devising and establishing on-site training for incumbent workers
- Certify 50 individuals in one of the three occupations annually

Metric 13: Certify 25 CDL truck drivers annually

Alongside the metrics stated above, a core metric is the projected decrease in critical occupational shortages, per Table 4 in the prior section. This will be tracked, as best as it can be ascertained, in conjunction with available Labor Market Information.

LEVERAGING EXISTING PUBLIC AND PRIVATE RESOURCES

Throughout the course of the Strategic Skills Initiative, the planning partners have worked together to identify all potential resources that may be used to leverage the impact of SSI implementation. Regional grants that have been received for other aspects of workforce development training may be used, to the greatest extent possible, to economize where expenses may be shared. An example is the current Training Acceleration Grant (TAG) in EGR 10 with several area hospitals.

In addition to the leveraging of grant monies available to our region, the employer and trainer partners that have engaged in SSI and are committed to its success have pledged in excess of $2.0 million in local investment to catalyze the implementation of this project. Documentation of such investment can be found in Appendix 4 of this report.

REGIONAL COALITION AND INDUSTRY PARTNER ENGAGEMENT

As in previous phases of this initiative, EGR 10 adopted an aggressive strategy relative to the engagement of regional coalitions and industry partners. The list of industry partners that have exhibited commitment to this project through all three phases include the following:

Jasper Engines
Clark Memorial Hospital
Floyd Memorial Hospital
Koetter Woodworking
Bruce Fox, Inc.
Consolidated Grain & Barge
Tyson Foods
Harrison County Hospital
Tecumseh Power
Precision Automation
Key Electronics
Eagle Steel Products
Freudenberg NOK
Jean's Extrusions
FKI Security Group
Daramic LLC
L & D Mail Masters
Frank Miller Lumber
Amatrol Inc.

A variety of engagement activities were provided for sector employers and other stakeholders, for which additional documentation may be found in Appendix 5:

- Regional Workforce Summit: The Southern 7 Workforce Investment, the IUS School of Business, Ivy Tech Community College, and Greater Louisville, Inc. collaborated to sponsor the first-ever Regional Workforce Summit, held on January 24, 2006 at Kye's II in Jeffersonville. The keynote presentation was given by Ed Barlow,

Workforce Futurist. A facilitated panel discussion also took place, with Parminder Jassal, GLI; Tony Bohn, Baptist Hospital East; Scott Sigman, Ports of Indiana; and Lisa Lee, WIWIB participating. Approximately 75 employers, training providers, and community stakeholders were in attendance.

- Employer Work Sessions: Two sessions were held to give sector employers an opportunity to participate in the crafting of solutions that are intended to mitigate current and projected gaps in occupations and skills in the Health Care and Advanced Manufacturing sectors. The first meeting was held on February 2, 2006 at REMC in Sellersburg, Indiana, with approximately 30 in attendance. The second meeting was held at Amatrol, Inc. in Jeffersonville on February 16, 2006, with approximately 15 in attendance.
- Presentations to Regional Workforce Board and Core Team: The EGR 10 Work Team met with the Regional Workforce Board and the Core Team on February 23 and 28, 2006, respectively to present their methodology and proposed solutions as a part of engendering public participation and feedback. Accord and support for this proposal were expressed by each body in writing, the RWB through a resolution of affirmation, and the Core Team via the Phase 3 Cover Sheet signature section.
- Training Providers Luncheon: On January 27, 2006, the EGR 10 Work Team facilitated a luncheon presentation and discussion with area training providers that were potential partners for SSI. Attendance was excellent, and many providers remitted proposal idea outlines that are attached in Appendix 3 to document partner involvement, capacity, expertise and support.

FUNDING REQUEST

The EGR 10 Work Team has been extremely diligent in its approach to fund allocation. The following two pages exemplify the SSI budget and its relationship to the Five-Year Plan Budget. The Budget also estimates the source(s) of SSI funds per solution and shows evidence of local investment. A Budget Narrative explaining each item listed for each solution follows the spreadsheets.

Our total proposed investment in the EGR 10 workforce over the next two years is **$2,836,000.00**; we are requesting **$1,911,760.00** from the Indiana Department of Workforce Development. We are documenting **$924,240.00** in local investment in Years 1 and 2, which is the equivalent of 32% match across both years, exceeding the requirement of 25% match across both years.

Table 5 - Proposed SSI Budget Years 1 and 2

	YEAR 1 - 2006-2007					YEAR 2 - 2007-2008				
SOLUTION	WIA	TAG	WDBG	LOCAL	TOTAL	WIA	TAG	WDBG	LOCAL	TOTAL
Sector Networks		$5,000		$5,000	$7,000		$5,000		$5,000	$7,000
Program Mgmt. & Administration	$17,650		$138,850	$20,000	$176,500	$18,150		$143,350	$20,000	$181,500
Fund Development		$5,000			$5,000		$15,000			$15,000
Branding Strategy		$85,480		$39,520	$125,000		$135,480		$39,520	$175,000
Career Academies		$115,000		$25,000	$140,000		$115,000		$25,000	$140,000
KeyTrain/WorkKeys			$16,200	$3,800	$20,000			$6,200	$3,800	$10,000
Mentoring Program			$11,700	$8,300	$20,000			$1,700	$8,300	$10,000
Web Based Clinical Training			$31,000	$5,000	$36,000			$13,000	$5,000	$18,000
LT/RT Tuition Assist	$30,000			$20,000	$50,000	$30,000			$20,000	$50,000
Production Worker Tuition Assistance	$50,000		$50,000	$150,000	$250,000	$50,000		$50,000	$150,000	$250,000
IMT/IET/Machinist Training Assistance	$50,000		$100,000	$100,000	$250,000	$50,000		$100,000	$100,000	$250,000
Truck Driver Training			$75,000	$50,000	$125,000			$75,000	$50,000	$125,000
Capital Investment		$100,000	$64,500	$35,500	$200,000		$100,000	$64,500	$35,500	$200,000
TTL INVESTMENT	$147,650	$310,480	$487,250	$462,120	$1,404,500	$148,150	$370,480	$453,750	$462,120	$1,431,500

Table 6 - Proposed SSI Sustainability Budget

	YEAR 3 - 2008-2009			YEAR 4 - 2009-2010			YEAR 5 - 2010-2011		
SOLUTION	GOVT	LOCAL	TOTAL	GOVT	LOCAL	TOTAL	GOVT	LOCAL	TOTAL
Sector Networks	$4,000	$5,000	$9,000	$7,000	$5,000	$12,000	$9,000	$5,000	$14,000
Program Mgmt. & Administration	$201,500	$20,000	$221,500	$206,500	$20,000	$226,500	$241,500	$20,000	$261,500
Fund Development	$5,000		$5,000	$5,000		$5,000	$15,000		$15,000
Branding Strategy	$10,480	$39,520	$50,000	$10,480	$39,520	$50,000	$10,480	$39,520	$50,000
Career Academies	$65,000	$25,000	$90,000	$65,000	$25,000	$90,000	$65,000	$25,000	$90,000
KeyTrain/WorkKeys	$6,200	$3,800	$10,000	$6,200	$3,800	$10,000	$6,200	$3,800	$10,000
Mentoring Program	$1,700	$8,300	$10,000	$1,700	$8,300	$10,000	$1,700	$8,300	$10,000
Web Based Clinical Training									
LT/RT Tuition Assist	$15,000	$10,000	$25,000	$15,000	$10,000	$25,000	$20,000	$5,000	$25,000
Production Worker Tuition Assistance	$100,000	$150,000	$250,000	$100,000	$150,000	$250,000	$100,000	$150,000	$250,000
IMT/IET/Machinist Training Assistance	$154,500	$95,500	$250,000	$154,500	$95,500	$250,000	$154,500	$95,500	$250,000
Truck Driver Training	$75,000	$50,000	$125,000	$75,000	$50,000	$125,000	$75,000	$50,000	$125,000
TTL INVESTMENT	$638,380	$407,120	$1,045,500	$646,380	$407,120	$1,053,500	$698,380	$402,120	$1,100,500

BUDGET NARRATIVE

Organizational Capacity

- Formation of Sector Networks – Basic expenses for one network per year for five years, plus seed funding to kick-start valued network learning activities, such as training of supervisors. Local investment from the largest area Chamber of Commerce: One Southern Indiana (See Letter of Support) and Greater Louisville, Inc. to establish sector networks effectively.

- Administrative Staff Needs – One Coordinator and One Administrative Manager in Years 1 and 2; Addition of Assistant in Year 3 and again in Year 5

- Fund Development – Consultation services, for example, to establish a Fund for Expansion of MSN Capacity; Sector Effort Sustainability Function as well, over time. Local contribution, for instance, from the Community Foundation of Southern Indiana and employers (hospitals), as needed, to set up fund properly.

Career Awareness

- Branding Campaign – Creates strategy, materials, includes ladders/matrices

- Career Academies - Creation of 8 Advanced Manufacturing academies in next two years plus Mechatronics program at Prosser; includes affiliation with the Smart Partnership for each school. Local investment stems from various employers, a training equipment provider, and existing resources leveraged with/by area schools.

Supply Chain Management

- KeyTrain & WorkKeys (Assessment & Exam) – Project-specific marketing materials; five banks of four computers on loan to employers with MOA re: release time and bonus per hour for certification; Payment for exams; Technical support and updates and backup. Focus on usage of existing resources in region, i.e. KeyTrain, WIN, and WorkKeys assessment via WorkOne, etc. Local contribution from employers in terms of paid release time, on-site computer equipment acquisition, training completion options such as increased wage, promotion, performance bonus, etc.

- Mentoring Program for early RNs and nursing students. Local investment by hospital employers and, potentially, long term care center employers.

- School at Work for Entry Level Health Care staff – For three hospitals; will be fully funded by employers in Year 3 and beyond

- LT and RT Tuition Assistance* – Assist 15 students per year in Y1 and Y2; evaluate capacity in Years 3-5. Local investment via employers and their tuition assistance allocation.

- Production Workers* – Certification Assistance through Regional Programs – 100 per year. Local contribution from employers in terms of paid release time, on-site computer equipment acquisition, training completion options such as increased wage, promotion, performance bonus, etc.

- Industrial Engineering Tech/Maintenance Tech/Machinist* – Traditional and On site training models – 50 receive certification annually. Local investment via employers and their tuition assistance allocation. Further potential investment by Ivy Tech and Purdue respectively in EGR 10, as their Advanced Manufacturing sector coursework and degree opportunities improve and proliferate; alongside this growth is longer-term additional scholarship funding, per institution.

- Truck Drivers Tuition Assistance* – Program Development and Driver Participation (25 certifications) Local investment via trucking/logistics employers; for example, pay individual while in full-time initial training; performance bonus after one year on job, pay portion of tuition, etc.

- Capital Investment to be used for Emerging/Incumbent/Academy training - $400000 (150 in machines; 250 in web-based simulation software) Local investment expressed by equipment provider.

*These solutions will likely require some marketing and promotional attention to insure the opportunities are fully taken advantage of by workers, students and employers.

TIMELINE

Table 7 - Estimated Timeline

Work Item	Date Initiated/Term of Activity	Responsible Parties	***Estimated*** Funding Source
Admin Staff Search	July 06; hire Aug. 06	RWB, Reg. Operator	WIA/WDBG
Procure Solution Implementation Consulting Services	Aug. 06--Ongoing	Reg. Operator, SSI staff, RWB	WIA/WDBG
Launch Activities for Business **Sector Network #1**	September 06--Ongoing	Staff, Employers, OSI, WorkOne, GLI	TAG/LOCAL
Phase 1 Career Academies Preparation Begins	September 06—mid 07	Staff, Employers, Region 14 Career Link School-to-Work Partnership	TAG/LOCAL
Procurement for: >Branding Campaign >Marketing Specific Training Initiatives (RT, Lt, Prod. Wrker; IET, IMT, etc.) >Equipment (Tr. Machines; Software; Laptops, etc.) >Training Providers	October 06	RWB, Staff, Reg. Operator, Consultants, Trainer Candidates, Employers	WIA/WDBG
Initial Key Procurements Completed: Branding, Marketing Material, Equipment, Training Providers	Dec 06	RWB, Staff, Operator, Training Partners, Consultants, Employers	WIA/TAG/ WDBG/LOCAL
Procure Supervision Training as 1st Sector Network activity	1st Qtr. 07; Deliver trainings during 07	Staff, Reg. Operator, RWB, sector employers	TAG/LOCAL
Capital Investment: **Equipment assigned and set-up**	Feb 07	Staff, Reg. Operator, Tr. Providers	
Begin Accepting Mfg., Healthcare and Trucking Training	January 07--Ongoing	WorkOne, employers, Regional Operator	WIA/TAG/ WDBG/LOCAL

Work Item	Date Initiated/Term of Activity	Responsible Parties	***Estimated*** **Funding Source**
Participants through WorkOne and Through Employers			
Begin Work on Sector Branding Strategies	Jan 07--Ongoing	Vendor, Sector Network(s), Staff, Consultant, OSI, GLI	WIA/WDBG
Benchmark with Galen School expert re: RN Mentoring Program	Benchmark: Feb 07 Mentoring program begins mid-07--Ongoing	Staff, Networks, Employers	WDBG/LOCAL
Design, execute and begin usage of **specific tr. initiatives marketing materials** (Prod. Wrker; RT, LT, IET, IMT, etc.), as needed	Jan-Feb 07 Begin using Mar 07	SSI staff, WorkOne, Sector Networks, employers	WIA/WDBG
Formalization of **Network #1 Complete**	Mar 07	Staff, Employers, WorkOne, OSI, GLI	TAG/LOCAL
Launch (MSN) Fund Development Strategy	April 07	Staff, Employers	TAG
Worker/student Training	Ongoing	All Stakeholders	WIA/TAG/ WDBG/LOCAL
KeyTrain Computer "Banks" are Distributed in Region to Employers	April 07--Ongoing	Staff, Reg. Operator, Employers	WDBG/LOCAL
Year 1 Program/Metrics **Evaluation** Conducted (Based on Qtrly. Reports)	July 2007	Staff, Reg. Operator, RWB, All Stakeholders	WIA/WDBG
Launch Activities for **Network #2**	Aug 07	Staff, Employers, WorkOne, OSI, GLI	TAG/LOCAL
Career Academies in Place and Fully	Oct 07--Ongoing	Staff, Employers, Schools, Region	TAG/LOCAL

Work Item	Date Initiated/Term of Activity	Responsible Parties	***Estimated*** **Funding Source**
Operational		12 Career Link StW Partnership	
Placement of Branding Activities	Oct 07--Ongoing	Vendor, Staff, WorkOne, Reg. Operator, Networks, Consultant	WIA/WDBG
Final SSI Implementation Evaluation (Based on Annual Eval. and Quarterly Reports	June 08	Staff, Reg. Operator, RWB, All Stakeholders	WIA/WDBG

RESPONSE FROM OUTSIDE AGENCIES

The level of commitment expressed by regional stakeholders for the components of SSI listed herein and for the systemic changes that the implementation of SSI will surely bring to bear is evident in 1) the number of Intent to Invest Certification forms and amounts expressed as "contribution" received from participating employers, totaling in excess of $2 Million over the course of the larger project; 2) in the extent to which different types of organizations from across six counties have actively become involved AND have stayed involved in the evolution of this project, 3) in the level of collaboration that has been documented, and 4) in the resounding support and accord expressed by the Regional Workforce Board, the Core Team members, the local Chambers of Commerce and Economic Development entities, and area educational institutions (See Appendix 6).

SUSTAINABILITY MEASURES

The approach taken by the EGR 10 Work Team and its participating employers has, from the very beginning of this process, focused on short term solutions in the

framework of long term systemic change in the way that our region approaches workforce development. As such, we have incorporated a measure of and commitment to sustainability of this initiative in every work activity. EGR 10 views the sustainability of the solutions developed and recommended herein as both programmatic and financial in nature. SSI management will use the metrics established for this initiative to document progress and facilitate mid-stream change. Periodic reports of progress will be shared with regional stakeholders, which reports will include information relative to the following issues:

- Comparison of actual progress to the proposed timeline
- Status of achieving metrics and the impact thereof on the Occupation Gap
- Efficient use of program resources
- Response/feedback from participating stakeholders

This information will be used to verify progress and success for SSI, and will also serve as a baseline for future fund development and program initiatives that will continue to sustain and improve the region's workforce in the future.

APPENDIX 1 – METHODOLOGY

LITERATURE SCAN FOR SOLUTIONS DEVELOPMENT

The following are documents/sites that were reviewed by the EGR 10 Work Team to provide a basis from which solutions development could begin:

Health Care…

- Jay Jamrong's White Paper, "A Perfect Storm"
- "Empty Hallways: The Hidden Shortage of Healthcare Workers"
- "Hospitals Rethink Recruiting Tactics," WSJ article October 3, 2005
- www.healthcareworkforce.org/ideas
- "Norton Navigators – Nursing Retention in an Era of Nursing Shortage" Audria Denker, RN, CPON, Powerpoint Presentation
- "GLI Business Networks PowerPoint Presentation," Parminder Jassal - GLI and Tony Bohn – Baptist Hospital East
- IDWD Strategic Skills Initiative Guidebook Phase 3 Live Links
- "Tacoma-Pierce County's Workforce Solutions for the Health Care Industry," PowerPoint Presentation
- DOLETA News Releases:
    - DOL Announces $215,600 Grant to Wisconsin Consortium to Train Health Care Workers
    - DOL Announces $200,000 Grant to Berger Health System to Train Health Care Workers in Ohio
    - DOL Announces Grants Totaling $1.55 Million to Train Oregon Nurses
    - DOL Announces $1.5 Million Grant to Train Job Corps Students for Health Care Careers in Illinois, Ohio and Pennsylvania

    - Secretary Chao Awards $1 Million for Indianapolis Health Care Project
- "Region I West Virginia – Making A Difference in Health Care" Lisa Michelle Hatcher & Ed Strong, Workforce Innovations 2005, PowerPoint Presentation
- "Innovations in Action: Health Care Career Center for Incumbent Workers," Workforce One
- South Central Michigan Works! Health Care Industry Sector Study
- "Community-Wide Career Ladders for the Health Care Sector," VHA Health Foundation, Inc.
- "Health Services Findings Report for Middle Georgia Consortium, Inc. and Macon-Bibb WIB" Corporation for a Skilled Workforce, June 2003
- "Building Career Lattices," Pamela Tate, Phyllis Snyder, and Diana Bamford-Rees, Workforce Innovations 2005, PowerPoint Presentation

Advanced Manufacturing…

- "Technology & Innovation in Manufacturing Education – TIME Center (an NSF Sponsored ATE Center)" PowerPoint Presentation
- "Collaborating to Compete in the New Albany/Clarksville Region" Ed Morrison, Case Western University; Christine Nolan, Purdue University…PowerPoint Presentation
- "Western Indiana Workforce Investment Board Manufacturing Networks " PowerPoint Presentation, Lisa Lee, Director
- "Building Effective Employer Relations," Workforce Strategies Initiative, The Aspen Institute, May 2004.

- "Trends in Workforce Retention," Dr. John H. Cox, American Chamber of Commerce Executives, February 2006.
- IDWD Strategic Skills Initiative Guidebook Phase 3 Live Links
- DOLETA News Releases:
    - Grant of $3.2 Million Awarded to Oregon Manufacturing Extension Partnership
    - Secretary Chao Announces Over $1.6 Million to Certify California Workers in Advanced Manufacturing Skills
    - Secretary Chao Announce $1.9 Million Grant to Train Southeast Virginia Workers for Manufacturing Careers
    - DOL Announces Grant of Nearly $500,000 to Encourage Careers in Advanced Manufacturing
    - Secretary Chao Announces $2 Million Grant to Train Texas Workers for Advanced Manufacturing Careers
    - DOL Announces $3.5 Million to Train Alabama Workers for Careers in Advanced Manufacturing
    - Secretary Chao Announces $1.3 Million Grant to Train Pennsylvania Workers for Careers in Advanced Manufacturing
    - Secretary Chao Announces $2 Million Grant to Train Connecticut Workers for Advanced Manufacturing Careers
    - Secretary Chao Announces $1.6 Million Grant to Train Nebraska Workers for Advanced Manufacturing Careers
    - Secretary Chao Announces $3 Million to Train Maine Workers in Advanced Manufacturing Skills
    - Secretary Chao Announces Nearly $1.5 Million to Expand St. Louis Area Pool of Highly Skilled Automotive Workers
    - DOL Announces $5.9 Million Grant to Train Workers for Advanced Manufacturing Careers in Arkansas
- "Innovative Workforce Solutions to Help the Advanced Manufacturing Industry Address Hiring, Training and Retention Challenges" DOLETA
- Emily Stover DeRocco Speech re: Advanced Manufacturing Announcement, October 20, 2004
- "Purdue Launches New Doctoral Program for Nurses" InsideIndianaBusiness.com, January 2006

- Manufacturers' Association of South Central Pennsylvania (www.mascpa.org) Website Materials
- "CompTIA's TechCareer Compass – Mapping the Course For High-tech Careers." PowerPoint Presentation
- "Oregon Manufacturing Extension Partnership – Accessing Untapped Labor Pools, Helping Employers Hire & Train, and Limited English Proficient Employees." Mary Chalkiopoulos and Kristin Kautz, PowerPoint Presentation 2005.
- South Central Michigan Works! Manufacturing Industry Sector Study

Logistics (As Related to Advanced Manufacturing)…

- www.etrucker.com, "Sharing the Wealth," Sean Kelley, January 2006.
- "Regional Solutions for Transportation, Warehousing and Logistics for the Northeast Illinois Economic Development Region," Workforce Boards of Metro Chicago, September 2004
- Truck Transportation Sector Presentation – Kevin Burch, Jet Express, Inc.; Workforce Innovations Conference July 2005

APPENDIX 2 – SOLUTIONS

Norton Navigators

Nursing Retention in the Era of Nursing Shortage

Presented by
Audria Denker, RN, CPON
Nurse Retention Manager
Norton Healthcare
Louisville, KY

Recent Surge in Nursing Turnover

- National rate 16.8%
- 42% of nurses expect to leave their current jobs within 3 years, regardless of age or tenure
- Cost of nursing turnover is 4-5x higher than typically accounted for by hospitals
- Huge loss in productivity in the process of onboarding a new nurse
- 70% of nurses leave before they reach the 3 year mark!

Norton Healthcare

- 5 Hospitals
- 9,300 employees
- 27 owned physician practices
- 7 immediate care centers
- 2,700 RNs

Heavier Reliance on New Graduates

- Most urgent problem is shortage of experienced & specialty nurses.
- Cuts in nurse hiring, attrition in '90's combined to sap nurse labor pool.
- Result of specialty shortage is influx of new graduates.
- Likely to increase hospital's retention challenge.
- New hires in nursing are much more likely to change jobs.
- New hire loss accounts for >50% of total nurse turnover at some hospitals.

Nursing Turnover

- Once considered a short term problem

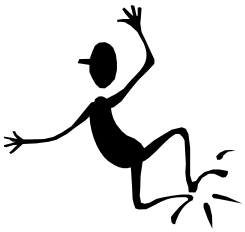
- Now considered a long term problem

Focus on New Graduates

- Although new hires are more satisfied with all components of their jobs, as compared to their more tenured colleagues.....
- they are also much more likely to leave their jobs.

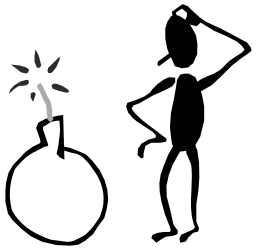
Typical New Hire Learning Curve

- Honeymoon Phase: first few months enthusiasm & morale extremely high



Typical New Hire Learning Curve

- 7-8 month mark
- Fear – afraid of new clinical authority
- Fear of making clinical mistakes



Typical New Hire Learning Curve

- 5-6 month mark
- Morale declines as new hires are frustrated by their inexperience

Typical New Hire Learning Curve

- 12 month mark|
- Intimidation – feeling of being scrutinized by more tenured colleagues

Typical New Hire Learning Curve

- 6 month mark
- Embarrassment, ashamed of not knowing particular clinical skills
- Critical Juncture: high need for support to counter declining morale

"By providing a formal program to ease the transition into the acute care work environment, hospitals can significantly reduce new hire anxiety and lower their risk of departure."

- Nursing Executive Center "Reversing the Flight of Talent" 2000

Norton Navigator Program

- Not usual preceptor program
- Supplement to clinical preceptorship
- Clinical preceptorships usually last 3 months
- Navigator program lasts 18 months & is separate from clinical preceptorships

What do Navigators do?

- Personal Coach
- Help new grad understand the "back stage reality" of the nursing unit and the hospital system
- Help the new nurse integrate into the world of work and identify & resolve problems <u>proactively</u>

How we built it...

- Built upon self understanding for new graduate & the Navigator
- Using tool called the Predictive Index (PI), both nurses learn what behaviors motivate them & how they are perceived by others
- Navigators receive specialized training on Communication for Mentoring, Conflict Resolution and Coaching.

Curriculum for Navigator

- Navigator training "How to be a Mentor"
- Program Orientation and Predictive Index (PI)
- Interpersonal Skills
- Career Development
- Communication Skills
- Generations at Work: Bridging the Gap

How we built it...

- Because both nurses have this information about themselves & each other...
- they are able to communicate & understand each other...
- resulting in an effective relationship.

Curriculum for New Grad

- Program Orientation and Predictive Index (PI)
- Interpersonal Skills
- Communication Skills
- Generations at Work: Bridging the Gap
- Plus fun events for both Navigator and New Graduate RN

Funding, Marketing, Administration

Evolution of the Wheel

Funding

- Norton Healthcare
  - Budgeted for incentives only
  - Total bonus 5-6% of new graduate registered nurse replacement cost
- Bluegrass State Skills Corporation Grants

Logos

	Print	Screen
External Use	NORTON NAVIGATORS Part of Norton Healthcare	NORTON NAVIGATORS Part of Norton Healthcare NORTON NAVIGATORS Part of Norton Healthcare
Internal Use	NORTON NAVIGATORS	NORTON NAVIGATORS NORTON NAVIGATORS

Branding

- Name Selection
  - Corporate name
  - Implies role
  - Multifunctional
- Logo Design
  - Wheel, a handle represents each hospital in the organization

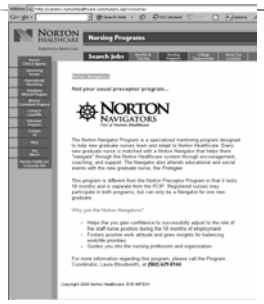
Navigator Recruitment

- Application Development
  - Norton Scholar's application
  - Release statement
- Rollout week 2003
  - Facility educators customized rollout
  - Applications received for 1 month

Navigator Recruitment

- 2004 Recruitment
  - Facility specific
  - Peer recruitment
  - Management awareness
  - Staff nurses

External Marketing



- Website recruitment
- *Nurse's Weekly*
- Job fairs

www.careers.nortonhealthcare.com

New Graduate Recruitment

- Norton Scholars
- Direct recruitment to home
- Protégée acceptance packet

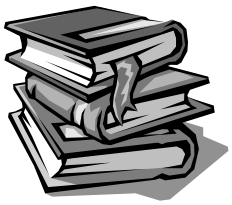
Internal Marketing

- Lapel pins
- Polo shirts
- Pen lights
- *The Compass*
- Management communications

New Name for New Grads

PROTEGEE

Curriculum Development



- *Reversing the Flight of Talent*
- Advisory Board 360 Assessment data
- Protégée survey
- Steering Committee

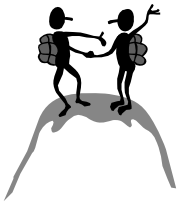
Training Topics 2003

- Predictive Index
- Communication Skills
- Conflict Resolution
- Learning Together
- Generations at Work
- Time Management

Success Factors and Lessons Learned

Training Topics 2004

- Interpersonal Skills
- Norton Health *Career* Development
- Predictive Index and Program Orientation
- Communication Skills
- Generations at Work



Our Destination

- Develop Navigator
- Train Protégée
- Build a relationship that will lead to a long term satisfied employee

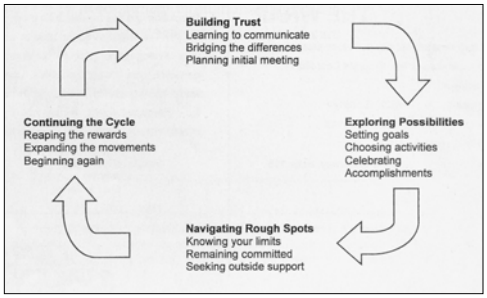
Program Administration

- Database development
- Project Management
- Predictive Index
- Matching, the human touch

Navigator Success Factors

- Navigator recruitment
- Navigator training
- Continuing Education Hours
- Open to all RNs
- Monetary incentive
- Red carpet treatment
- Mentoring guide

The Navigator & Protégée Lifecycle



Critical Point

Many Navigators are not eligible for other incentives within the organization.

Protégée Success Factors

- Norton Scholars
- Recruitment through nursing schools
- New graduates at Norton Healthcare

Lessons Learned

- Offsite programming
- Excessive PI training
- Afternoon training
- Late applications

Program Success Factors

- Grant reimbursement for training
- Predictive Index
- Advisory Board Company needs assessment
- Protégée needs assessment
- Risk analysis

Lessons Learned

- Scheduling
- Formation of Steering Committee and Facility Representatives
- Communication Plan

Anchors

- Naysayers
- New graduate orientation
- Some management support
- Outside constraints

Retention Ideas

- How to read paychecks
- How to fill out vacation forms
- Annual birthday party
- Lunch buddy
- No pulls for 6 mos, then with partner
- Mentors
- Join Norton Navigators
- Note from HR at time of hire
- Build a culture that protects the RN
- Regular meetings with managers
- Video for staff on floor on how to be nice
- Flexible scheduling

Communication is the Key

- Clear communication of when things will happen and what will take place

Sample New Employee Retention Form

- Form is applicable for any new employee
- Can be designed for unit or hospital specific

Retention Ideas

- Thank you notes
- Welcome breakfast
- Lunch with staff
- Daily meetings with educators
- Newsletters
- T-shirts
- Peer interviews

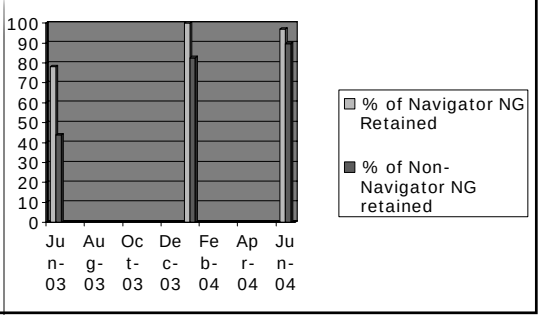
- Introductions to preceptors
- Photo of orientee on unit
- Staff photo mailed to new hires
- Reception for new groups
- Focus groups

Personal Retention Plan

- Write one idea that you plan to implement at your hospital to improve retention

Success Stories

Captain's Log



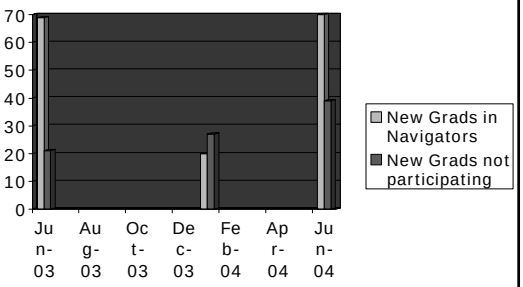
Captain's Log

- Retention rate is the bottom line: 97% in the first six months of Program
- Stardate August, 2003: L&D story
- Stardate October, 2003: Night shift horror
- Stardate January, 2004: Extra attention
- Stardate April, 2004: Learning challenges

Captain's Log

- As of January 2005, the Navigator Program has retained 32 additional nurses over or traditional retention measures. That is a savings of $800,000 or 32 X $25,000.
- To date, we have paid bonuses to Navigators in the amount of $178,500. Leaving Norton Healthcare with net savings of $621,500.

Captain's Log



Secrets of Success

- Assists with life changes, managing work and home
- Developing a strong, safe relationship in which to verbalize fears, frustrations

Protégée Comments

- Creates feelings of importance and worth
- Increased feelings of loyalty
- Creates a family atmosphere
- Casual, outside of the unit, but still work-related
- Assists with keeping new grads in the corporation

General Discussion

Navigator Comments

- Financial reward
- Personal reward
- Networking – increase corporate ties
- Increased feelings of worth and job satisfaction
- Helps us to remember why we become a nurse

NORTON HEALTHCARE

Experience. Better Care.

www.nortonhealthcare.com

General Comments

- Increased personal knowledge – look into yourself to make you a better overall person and colleague
- Preparation in dealing with age differences and understanding newer generations
  - 4 generations working in nursing at this time

February 13, 2006

Mr. Ron McKulick
Executive Director
Southern 7 Workforce Investment Board
PO Box 6712
3131 Grantline Road; 2nd floor
New Albany, IN 47152-6712

Dear Ron:

Catalyst Learning Company (CLC) is pleased to provide the Southern 7 Workforce Investment Board (Southern 7 WIB) with this proposal to support the Strategic Skills Initiative (SSI) in Region 10. If accepted as part of your plan, this Agreement will be a shared effort to bring the School at Work® (SAW) "Building a Career Ladder in Healthcare" program to hospitals in southern Indiana by making it available to up to four facilities.

A. SSI Training Provider Proposal Questions:
In response to the questions posed, we offer the following:

Company Name:	Catalyst Learning Company
Contact Person(s):	M. Lynn Fischer
Address:	310 West Liberty Street; #403
City, State, ZIP:	Louisville, KY 40202
Telephone:	(502) 584-7337
Fax:	(502) 584-7334

Certified with Indiana Department of Workforce Development – Y/N: No

The Catalyst Learning proposal seeks to address the available supply of Laboratory Technicians in the Southern 7 area. The proven School at Work® (SAW) "Building A Career Ladder in Healthcare" program will address the following root cause: Career Ladder/Matrices Not Communicated. CLC management also believes that the SAW approach could partially address the Wages & Benefits issue as advancement to a Lab Tech position would represent a substantial wage increase for most SAW students.

1. How many individuals does your company have the capacity to train? Due to its unique School at Work blended learning delivery system, Catalyst Learning Company (CLC), in combination with its employer/customers, has the potential to train an unlimited number of individuals. The typical class size is 10-14 students per 8-month session. The typical student is an incumbent worker employed in an entry-level position. Typically SAW students are employed as nurse aides, entry-level office positions, or in the dietary, housekeeping or environmental services departments.

2. Where and what time would the training be provided? Training is provided at the healthcare worksite on a schedule that is determined by the employer-provided Site Coach. The Coach and students meet weekly over an 8-month period, for 2 hours per week. Most sessions occur on a Tuesday, Wednesday, or Thursday afternoon. A convenient time is generally between the end of the 1st and beginning of the 2nd shifts.

3. Describe content & curriculum of training offered by your company. "Students in the "Building A Career Ladder in Healthcare" (BCLH) program complete 2 classes: Introduction to Healthcare and Becoming A Healthcare Professional. Course content is seen on page 11 of the enclosed brochure and at http://www.schoolatwork.com/info/saw_courses.asp) In addition to the two courses, students complete an individual Career & Learning Plan, usually with the help of a hospital recruiter. During the SAW session, a representative from the local community college, technical school and other appropriate institutions is invited in to speak to the SAW class about healthcare certificate and degree programs.

4. Does participation in your training earn the employee a credential? If so, what is it? Students receive a School at Work completion certificate, but not a credential. SAW is designed to prepare those individuals who are already reading at the 9th grade level to be ready to do college level work in 8 months. SAW is a "feeder system" to Ivy Tech and other postsecondary institutions.

5. In what ways would the training be delivered? The SAW delivery system consists of educational courseware and services. Courses are delivered using a blend of DVD and on-line technology and traditional workbooks. The employer-provided Site Coach facilitates the group learning sessions; students spend an additional 2 hours per week doing independent study in the workbook. Employer sites are supported by the SAW field support team. Field Support provides Coach training, problem solving and outcomes counseling throughout the 8-month program.

6. To what extent would your company be willing and/or able to contribute any services that might be used as leverage in the SSI report? CLC Workforce Investment Boards (WIB) customers include the Atlanta Regional Commission and Workforce Alliance in south-central Connecticut. Typically when CLC works with a WIB, the employer "match" or leverage comes in the form of paid study time. For a typical class of 10 students, employers will be required to provide 480 hours of paid time, at the prevailing hourly wage. (See Table C on page 3.) Employers also provide the Site Coach – an estimated 200 hours (50 weeks times 4 hours per week) at the prevailing wage.

7. In what ways would you ensure that employers felt like partners, not consumers? Over 183 hospitals in 29 states have used the SAW "Building A Career ladder in Healthcare" program. Since 2002, CLC has been helping healthcare employers increase their investments in entry-level staff. We also work with the employer to develop systems to define and measure outcomes. In addition, the regular, monthly contact with the Field Support representative provides an ongoing dialogue and partnership-type relationship.

8. Are there ways that your service could become self-sustaining? The BCLH program was developed with grant funding from the U.S. Department of Labor and is now self-sustaining. After grant funding ceases, employers purchase the program directly.

The goals for this agreement are below. Numbers that are not percentages assume we are able to enroll 2 hospitals:

a. Enroll 20 employees in the BCLH program;

b. Sixty-five percent (65%) of those enrolled in the Introduction to Healthcare course will successfully complete the course and earn a certificate of completion from Catalyst Learning;

c. Ninety percent (90%) of those who successfully complete the Introduction to Healthcare course will subsequently enroll in the Becoming a Healthcare Professional course.

d. Seventy-five percent (75%) of those who successfully complete a second course will complete that course and those demonstrating subject matter mastery at 80% or better on the post-test will receive an Occupational Skills Certificate;

e. One-third (33%) of those who successfully complete their second course will enroll in additional formal training within six months of completion;

f. Twenty percent (20%) of those who successfully complete their second course will obtain job advancement with a minimum hourly wage gain of 10% within six months of completion; and

g. A minimum of 1 hospital employer will choose to continue this program without WIB funding.

Ron, at the appropriate time, by countersigning below you acknowledge the Southern 7 WIB's acceptance of this proposal. We hope that you receive the SSI funding from the State Department of Workforce Development and that we'll have an opportunity to work with you and area healthcare employers later this year!

Sincerely,

M. Lynn Fischer
Founder & President
Catalyst Learning Company

Agreed:

Ron McCulick
Executive Director
Southern 7 WIB

Training Provider Proposal Outline
Strategic Skills Initiative – EGR 10

Company Name:	**Indiana AFLCIO Labor Institute For Training, Inc. (LIFT)**
Contact Person(s):	**Kathryn M. Clayton**
Address:	**1701 W. 18th Street**
City, State, ZIP:	**Indianapolis, Indiana 46202**
Telephone:	**(317) 632-9147**
Fax:	**(317) 638-1217**

Certified with Indiana Department of Workforce Development – Y/N:

No, The Labor Institute For Training, Inc. (LIFT) is a 501(c)(3) non-profit organization based in Indianapolis, Indiana. We have more than ten years of experience fostering the development and administration of training and educational programs funded by both public and private sources throughout Indiana. Our goal is to increase and improve the employment opportunities of persons working in the state of Indiana. We do that through collaborative efforts with certified training instructors.

The Indiana Department of Workforce Development supports the program proposed below and they have offered funding support options through their Training Acceleration Grants for incumbent workers. Also, based on approval of the local Workforce Investment Board, the training could be added to Indiana's Eligible Training Provider List, "Education & Training Choices (ETC)" enabling access to Workforce Investment Act funding for adults, dislocated workers, and youth.

Relative to the Phase 2 Executive Summary provided to each Trainer Prospect, please respond to the following questions. Each training opportunity that is proposed must represent a solution that can be directly tied to one or more <u>root causes or skills modules</u> identified in the Phase 2 report. Further, for each training opportunity that is proposed, respondents should address all eight questions.

LIFT is proposing the Advanced Manufacturing Technology Training and Certification (AMTTC) Program be considered as a solution to address occupational skill shortages for manufacturing production workers. The AMTTC Program is based on national manufacturing skill standards and will address foundational skills necessary for entry-level production workers to front line supervisors. The outcome provides individuals who successfully complete the AMTTC Program an opportunity to achieve a nationally recognized, industry-led, portable skills credential, the Manufacturing Skill Standards Council (MSSC) "Production Technician Certification".

LIFT has employed strategic partnerships to develop and deliver a curriculum for the four (4) assessment modules used in the MSSC certification system, which are Manufacturing Processes and Production, Quality Assurance, Maintenance Awareness,

and Safety. As part of this initiative, a WorkKeys profile of the curriculum package specifically for the MSSC certification will be used to measure the level of skill necessary to enroll in the program. Individuals not yet ready to enroll in post-secondary training can prepare for enrollment by using the KeyTrain and Worldwide Interactive Network (WIN) courses currently offered for free through publicly supported partnerships.

The foundational skills attained and recognized in this program will help you address most of the Skill Sets that cut across nearly all of the Skill Modules (Computer/Technology, Employability Skills, Supervisory Skills, Teamwork, Mathematics Aptitude, and Oral Communication Enhancement) that you have identified in Phase 2 of your Strategic Skills Initiative (SSI) report for Economic Growth Region (EGR) 10. This type of portable skills credential can help address issues relating to employee employability and retention, career awareness, and career ladder linkages within the four areas of MSSC certification: Manufacturing Processes and Production, Quality Assurance, Maintenance Awareness, and Safety.

1. How many individuals does your company have the capacity to train?

Instructors can be hired to deliver the training on an as needed basis to an unlimited amount of individuals. The capacity will be driven by our ability to recruit individuals for the training and resources made available to pay for the coordination and delivery of the training.

Recruitment – Individuals may or may not have employer support for entering training and they may not recognize the need for training if they are currently employed. Therefore, capacity needs will be driven by recruitment success. Recruitment will be achieved through the improved awareness of the need for lifelong learning and portable skill credentials, coupled with the accessible and affordable delivery of the Advanced Manufacturing Technology Training and Certification Program for both employees (employed, under-employed, or unemployed) and employers.

Resources – Estimated costs will vary across individuals with low skills to those with high skills. A university is currently offering a course with three credits transferable to a degree program. It is a fast track course over a 12-week period (7 weeks instruction and 5 additional weeks for anyone needing remediation), for higher skill employees, such as team leaders and group leaders. We are working within the community college structure to deliver a 12-credit, 160-hour course for individuals that have an approximate tenth grade educational level. Anticipated completion is 20 weeks (2 four hour sessions per week) for individuals that are employed and 10 weeks (2 eight hour sessions per week) for individuals that are unemployed. And, then there is also the workplace literacy initiative being developed for an Adult Basic Education (ABE) environment more conducive to a slower, self-paced learning via KeyTrain and WIN.

Therefore, we can only provide you with a broad range of what this program may cost without having specific outcomes identified. For example, the cost to provide full time program coordination and learner participant recruitment in EGR 10, from a low skill workplace literacy level to high skill university level class levels, over a one year period are estimated at $200,000.00. This would include costs for a range of individual pre- and post-assessments, training and materials, and certification fees for up to 100 people. They would include certifications ranging from a Workforce Readiness

Credential to the MSSC Production Technician. The exact cost would be determined once a decision is made as to whether or not this approach best fit the needs identified and will help you meet the occupational shortages for manufacturing production workers within EGR 10.

2. Where and what time would the training be provided?

The delivery will be customized to fit employer and employee needs. The most successful models offer training onsite at the workplace, before and after work shifts. However, this may not be possible so we would then turn to sites offering the necessary equipment to deliver the training, such as computer and Internet access. We would look to logical environments that leverage community resources, such as the WorkOne Center, Lifelong Learning Centers, Adult Basic Education providers, the community college, universities, etc.

The customer would determine the actual timeline of this course based on whether it was being delivered in collaboration with an employer for employed workers during, before, or after their work hours; or if it was a being delivered to unemployed workers that could manage a full time course in a traditional learning environment.

3. Describe content & curriculum of training offered by your company.

Please see the following attachments.

Appendix A: Curriculum Assessment Structure

Appendix B: Production Technician Curriculum Program Materials

Appendix C: Diagnostic Tool for Employers

4. Does participation in your training earn the employee a credential? If so, what is it?

Yes, a nationally recognized, industry-led, portable skills credential, the Manufacturing Skill Standards Council (MSSC) "Production Technician Certification".

Individuals that are not ready for the AMTTC Program, may be recognized by achieving competencies included in Indiana's 21st Century Workplace Skill Certificate System, an initiative to pilot a Workplace Readiness Credential that certifies holders possess the basic workplace skills required for successful employment in the 21st century workplace.

LIFT includes that as an important option because there is a tremendous amount of individuals that do not possess the skills to achieve an MSSC Certification. We are working in collaboration with the Indiana Department of Education's Adult Education Works program to use beginning level AMTTC Program components as a workplace literacy curriculum for manufacturing sector workers. The program is specifically designed for measurable results using the Comprehensive Adult Student Assessment System (CASAS), WorkKeys, and the Internet and Computing Core Certification (IC^3) assessment components to address skill deficiency in Reading, Math, Communication, Problem Solving, Critical Thinking, Soft Skills, and Computer Literacy to help individuals gain a Workplace Readiness Credential.

5. In what ways would the training be delivered?

The AMTTC program and Workplace Readiness Credential is designed for a blended learning environment that utilizes both traditional instructor led classes, online curriculum, and distance learning techniques.

6. To what extent would your company be willing and/or able to contribute any services that might be used as leverage in the SSI report?

LIFT's Workforce–Venture Investment Plan (Workforce–VIP) is designed to portray the many joint labor-management programs currently in existence and that constantly work to increase worker skill attainment and employer profitability. We are using this Plan as part of an overall approach to increase employer and worker awareness, access, and participation in lifelong learning. LIFT uses a peer-to-peer learning advocacy approach to help labor and management adopt and implement all types of workforce / workplace education projects. We view adult education as the direct result of an individual realizing they can succeed and deciding they are willing to take a venture and make an investment in themselves. This is a valuable and measurable investment.

7. In what ways would you ensure that employers felt like partners, not consumers?

Approximately 4,000 employers and employees, from entry-level production workers to front line supervisors developed the MSSC skill standards. It is with this collaboration that we have such an innovative approach to helping workers increase skill levels. Employers will have the opportunity to pull together, under the guidance and collaboration of the Regional Workforce Board (RWB), to foster a regional and affordable approach towards developing a pool of skilled workers.

We would develop a presentation for delivery in partnership with the RWB to educate local employers about the AMTTC Program possibilities. Plus, this presentation would demonstrate how the MSSC skill standards contain information *About the Work* that describes competent performance on the job and, information *About the Worker* that describes what a worker needs to "know and do" in order to perform the work. It would be designed to help local and regional employers that there are three types of knowledge and skills measured: 1) Academic Knowledge and Skills 2) Employability Knowledge and Skills and 3) Occupational and Technical Knowledge and Skills.

Employers will be able to use, as part of the AMTTC Program or stand alone, the *"High-Performance Manufacturing: Portable Production Skills"* textbook program that was developed using the MSSC Skill Standards to address the foundational academic and employability skills required for success in the modern workplace. The type of central employer collaboration outlined above will continue to lead local, state, and national efforts to help workers increase skills levels.

8. Are there ways that your service could become self-sustaining?

Upon completion of this project there will be one or more certified MSSC assessment site(s) within EGR 10. And, there will be a framework established suitable for employee and employer investment that could support the foundation of a manufacturing sector initiative.

Please remit your responses to jwc@insightbb.com or rm@south7work.org on or before Friday, February 3, 2006. If you have questions regarding the Proposal Outline, please contact either Jennifer Wilcox at 812.246.2670 or Ron McKulick at 812.944.7793. We appreciate your interest in the Strategic Skills Initiative!

Appendix A: Curriculum Assessment Structure

The AMTTC curriculum contains foundational skills as identified in the MSSC skill standards, which are based on over two years of research in all 14 of the sub-industries in manufacturing and represent the skills and knowledge necessary for effective performance in a high-performance manufacturing environment.

The Production Concentration Skill Standards consist of eight critical work functions. These eight critical work functions are measured in four assessments in the MSSC Production Technician Certification. The table below indicates which critical work functions are assessed in which assessments. As noted, each critical work function has performance indicators that relate directly to the key activity. Performance indicators are used to show competent performance for the key activity.

Assessment Structure

Assessment Module	Critical Work Function Measured
Quality Practices & Continuous Improvement	Maintain Quality and Implement Continuous Improvement Processes Correct the Product and Process to Meet Quality Standards Communicate with Co-Workers and/or External Customers to Ensure Production Meets Business Requirements *(Key Activity: Communicate quality requirements, issues and training)*
Maintenance Awareness	Maintain Equipment, Tools and Workstations
Safety	Maintain a Safe and Productive Work Area Communicate with Co-Workers and/or External Customers to Ensure Production Meets Business Requirements *(Key Activity: Communicate safety, training and job-specific needs)* Ensure Safe Use of Equipment in the Workplace
Manufacturing Processes and Production	Produce Product to Meet Customer Needs Communicate with Co-Workers and/or External Customers to Ensure Production Meets Business Requirements *(Key Activities: Communicate material specifications and delivery schedules; Communicate production requirements and product specifications* Coordinate Work Team to Produce Product

Assessment Format

Multiple-Choice Assessments

The design of an assessment to certify workers across the nation is complex. The Production Technician Certification is made up of four separate assessments, each consisting of a multiple-choice and simulation component. The assessments are based on the Key Activities of the Skill Standards. The assessment will be administered in a proctored environment using an online administration system.

Simulations

A computer-based simulation is a type of performance assessment. Four web-based simulations were developed for the Production Concentration that align with these four areas:

Safety
Quality Practices and Continuous Improvement
Manufacturing Processes and Production
Maintenance

The simulations measure occupational and technical knowledge and skills. This is similar to the written assessments. Each simulation has the same format. The simulations depict the four concentration areas of manufacturing: processing, fabrication, sub-assembly and final assembly.

Safety Assessment

Percent Of Test	Key Activities
14%	Perform environmental and safety inspections
7%	Perform emergency drills and participate in emergency response teams
18%	Identify unsafe conditions and take corrective action
7%	Provide safety orientation for other employees
5%	Train others to use equipment safely
7%	Suggest process and procedures that support safety and effectiveness of work environment
23%	Fulfill safety and health requirements for maintenance, installation and repair
12%	Monitor equipment and operator performance
7%	Communicate safety, training and job-specific needs

Quality Practices and Continuous Improvement Assessment

Percent Of Test	Key Activities
10%	Perform periodic internal quality audit activities
5%	Check calibration of data collection equipment
7%	Suggest continuous improvements
9%	Inspect materials at all states of process to determine quality/condition
9%	Document the results of quality tests
3%	Make adjustments to restore or maintain quality
9%	Communicate quality problems
10%	Suggest corrective actions to correct quality problems
9%	Determine appropriate action for sub-standard product
8%	Record process outcomes and trends
6%	Identify/report performance and training issues affecting quality
6%	Implement closed-loop corrective action
9%	Communicate quality requirements/issues/training

Manufacturing Processes and Production Assessment

Percent Of Test	Key Activities
6%	Identify customer needs
5%	Determine that resources such as materials, tools and equipment, are available for the production process
4%	Set up equipment for the production process
11%	Perform and monitor the process to make the product
11%	Inspect the product to make sure it meets specifications
3%	Document product and process compliance with customer requirements
7%	Prepare final product for shipping or distribution
8%	Provide training to other employees
11%	Set team goals
6%	Make job assignments
14%	Coordinate work flow with team members and other work groups
5%	Communicate material specifications and delivery schedules
8%	Communicate production requirements and product specifications

Maintenance Awareness Assessment

Percent Of Test	Key Activities
42%	Perform preventive maintenance and routine repair
25%	Monitor indicators to ensure correct operations
12%	Provide training to maintain equipment
22%	Perform all housekeeping to maintain production schedule

Appendix B: Production Technician Curriculum Program Materials

High-Performance Manufacturing
Portable Production Skills

AUTHOR: Manufacturing Skill Standards Council (MSSC)
COPYRIGHT: 2006
STUDENT EDITION ISBN: 0-07-861487-2
READABILITY: Contact Sales Representative
GRADE LEVEL: 9-12, Community College, and Incumbent Workers

BRIEF DESCRIPTION:
High-Performance Manufacturing will raise the technical, academic, and employability skill level of our workforce as students and incumbent workers master core production skills.

STUDENT TEXT FEATURES:

- ***High-Performance Manufacturing: Portable Production Skills*** will help individuals be better prepared to enter and advance in any manufacturing subindustry by meeting the MSSC Production Skills Standards.

- Every chapter includes Academic & Employability features about: Information Technology, Communication, Teamwork, Leadership, Problem Solving, and Math & Science. These real-life manufacturing case studies will help students and incumbent workers build problem-solving and customer service skills. They will also help encourage creative and analytical thinking, the ability to lead and adapt to change, better communication and teamwork, and effective use of technology.

- Each chapter ends with a full page of MSSC Certification Test Prep practice items. MSSC Certification cuts across all 14 manufacturing subindustries:

Manufacturing Sub-industries

- Chemicals
- Computers & Electronic Products
- Electrical Equipment & Appliances
- Food & Beverage
- Furniture
- Machinery
- Nonmetallic Minerals
- Petroleum & Coal Products
- Plastics & Rubber Production
- Primary & Fabricated Metals
- Printing
- Textile, Textile Products, Apparel & Leather
- Transportation Equipment
- Wood & Paper

- **Information Technology** features explain how to use information and communication technology and gather and analyze information in the workplace.
- **Communication** features address ways to develop speaking, listening, writing, reading, and social skills.
- **Teamwork** features showcase real teams at work, how they build consensus, and how they adapt to various situations.
- **Leadership** features describe real-world examples of leading others, organizing and planning, and career development.
- **Problem Solving** features describe ways to analyze and solve problems and make decisions and judgments in the manufacturing workplace.
- **Math & Science** features explain essential math and science skills used in manufacturing.

Contents in Brief

Unit 1: The World of Manufacturing
Ch. 1 Careers in Manufacturing
Ch. 2 Trends in Manufacturing
Ch. 3 Inside the Manufacturing Workplace

Unit 2: A Safe & Productive Workplace
Ch. 4 Safety Practices
Ch. 5 Communication Skills
Ch. 6 Teamwork Skills
Ch. 7 Meeting Customer Needs

Unit 3: Producing Products
Ch. 8 Production Basics
Ch. 9 Production Materials
Ch. 10 Production Processes
Ch. 11 Tool & Equipment Operation
Ch. 12 Production Planning & Work Flow
Ch. 13 Production Components
Ch. 14 Controlling & Documenting Production
Ch. 15 Packaging & Distributing Products

Unit 4: Quality Management
Ch. 16 Continuous Improvement
Ch. 17 Inspection & Auditing
Ch. 18 Preventive & Corrective Actions

Other related products:

- ***Manufacturing Applications***
  Over 120 application activities help individuals understand and apply the MSSC Production Skill Standards.

- ***Instructor Resource CD***
  - Orientation Guide to MSSC Skill Standards
  - Correlations to MSSC Production Skill Standards
  - High-Performance Manufacturing Instructional Plans
  - *ExamView® Pro Test Generator*

Appendix C: Diagnostic Tool for Employers

MSSC Production Technician Assessment & Certification Program
Diagnostic Tool for Employers

Smartsville Technical College
Mary Doe
123 Main Street
Smartsville, WI 12345

Assessment Information

Module: Safety
Test Code: 7455, v1
Cutscore: 80.5%
Level: Business/Industry

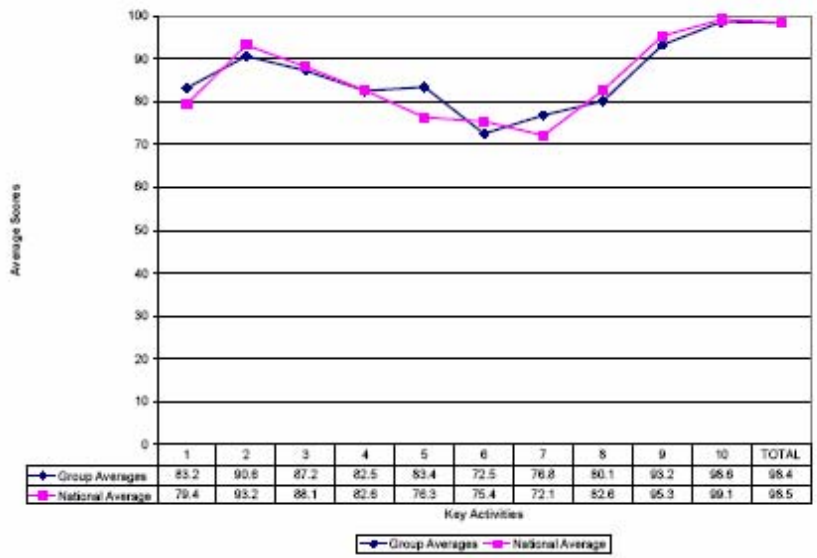
Key Activities

1 Perform Environmental Safety Inspections
2 Perform Emerg. Drills/Participate in Emerg. Teams
3 Identify Unsafe Conditions/Take Corrective Action
4 Provide Safety Orientation for Other Employees
5 Equipment Use
6 Safety/Effectiveness of Work Environment
7 Requirements for Maintenance/Installation/ Repair
8 Monitor Equipment and Operator Performance
9 Communicate Safety, Training & Job-Specific Needs
10 Safety Simulation

Scoring Information

Company Name:	ABC Company
Test Date(s):	10/13/2005
Number of Test Takers in Testing Group:	16
Number of Test Takers Meeting Cutscore:	13
Minimum Group Score:	72.7%
Maximum Group Score:	89.3%
Average Group Score:	77.5%
Group Total Standard Deviation:	7.2
Overall MSSC Average:	82.3%

The information below is a graphical representation of the scoring data for this testing group. The data table below the chart provides the averages (shown as percentages) for each of the key activities as well as a total score. The numbers above the columns correlate to the list of Key Activities shown to the left.)



	1	2	3	4	5	6	7	8	9	10	TOTAL
Group Averages	83.2	90.6	87.2	82.5	83.4	72.5	76.8	80.1	93.2	98.6	98.4
National Average	79.4	93.2	88.1	82.6	76.3	75.4	72.1	82.6	95.3	99.1	98.5

MSSC Production Technician Assessment & Certification Program
Diagnostic Tool for Employers

Smartsville Technical College
Mary Doe
123 Main Street
Smartsville, WI 12345

Assessment Information
Module: Safety
Test Code: 7455, v1
Cutscore: 80.5%
Level: Business/Industry

Scoring Information	
Company Name:	ABC Company
Test Date(s):	10/13/2005
Number of Test Takers in Testing Group:	16
Number of Test Takers Meeting Cutscore:	13
Minimum Group Score:	72.7%
Maximum Group Score:	89.3%
Average Group Score:	77.5%
Group Total Standard Deviation:	7.2
Overall MSSC Average:	82.3%

ANALYSIS BY KEY ACTIVITY

KEY ACTIVITY	Minimum Group Score	Maximum Group Score	Average Group Score	Group Standard Deviation
Perform Environmental Safety Inspections	56.2	91.4	84.3	7.1
Perform Emerg. Drills/Participate in Emerg. Teams	71.3	88.6	79.4	4.5
Identify Unsafe Conditions/Take Corrective Action	43.1	89.4	81.5	13.4
Provide Safety Orientation for Other Employees	88.4	92.4	87.6	8.9
Equipment Use	72.4	98.6	84.6	9.1
Safety/Effectiveness of Work Environment	69.4	76.5	73.1	13.1
Requirements for Maintenance/Installation/Repair	55.7	88.1	76.4	5.3
Monitor Equipment and Operator Performance	65.3	87.9	84.1	8.2
Communicate Safety, Training & Job Specific Needs	43.1	56.9	52.6	7.1
Safety Simulation	81.7	89.5	85.8	6.5
All scores are shown as percentages				

courier-journal.com
The Courier-Journal Louisville, Kentucky

Print this article | Go back

Wednesday, March 1, 2006

Staff shortage limits Floyd beds

Hospital can't fully use expanded area

By Alex Davis
alexdavis@courier-journal.com
The Courier-Journal

Floyd Memorial Hospital's $65 million expansion is largely finished, but a staffing shortage has prevented the New Albany hospital from opening all of its new beds.

The resulting crunch has become so severe that Monday, Dr. Joseph Bruckman, the medical director, sent a memo to the roughly 400 other physicians who work with Floyd Memorial, urging them to discharge patients "on a timely basis" to free up beds.

"The available bed situation ... has been critical," Bruckman wrote, adding that "all efforts will be made to correct this problem."

A lack of nurses is the most pressing issue, said Julie Garrison, the hospital's director of marketing and public relations.

Twenty-seven nurses have been hired since January, she said, and sign-on bonuses of $5,000 are being offered to help fill an additional 47 full-time and part-time nursing positions.

Winter also is a busy season for the hospital, Garrison said, noting that there is an unusually large number of patients with pneumonia and upper-respiratory illnesses.

As part of an effort to deal with the shortage of beds, Floyd Memorial moved yesterday to create a five-bed "holding area" in the former intensive-care unit to serve patients who come through the emergency room.

Garrison said these beds will be added in the coming weeks as more people are hired.

Bruckman could not be reached yesterday for further comment on the memo, but Dr. Dan Eichenberger, who practices in Floyds Knobs and is a member of Floyd Memorial's staff, said he thought the hospital's administrators had underestimated the challenges of hiring employees for the expansion.

Eichenberger said the shortage of beds is worse now than before the expansion was finished, partly because there are more nursing stations and not enough nurses to staff them.

"If we truly had a disaster, we would really be in a bind," Eichenberger said, adding that the emergency room has been particularly crowded. "It only takes one car wreck or one school-bus incident or a chemical leak at a plant."

The shortage of nurses is a national issue as well as a local one.

Kay Tillow, who works for the Nurses Professional Organization, said other hospitals in the Louisville area have used sign-on bonuses as an incentive in recent years. A 2002 federal report projected the shortage of registered nurses in the United States would grow from 2 million in 2000 to 2.8 million by 2020.

Garrison declined to respond to Eichenberger's statements about the hospital's preparation for the new staffing needs, other than to say that the hospital has an "excellent" personnel department and that all the hospital's staff members are "working as hard as they can" to address staffing needs.

In the meantime, Floyd Memorial is using a practice known as diversion. Ambulance drivers are asked to take certain patients to other hospitals with more room.

The practice, which is also used at nearby Clark Memorial Hospital and at private hospitals in Louisville, typically does not extend to walk-in patients or to those with life-threatening illnesses.

Garrison said she didn't have figures on how common diversion has been in recent weeks at Floyd Memorial, but Eichenberger said it has been used almost around the clock in the last 10 days.

Garrison also said yesterday that Floyd Memorial's new emergency room, which had been scheduled to open in February, has not been finished because of construction delays. The new target opening date is in April, she said.

Reporter Alex Davis can be reached at (812) 949-4031.

Print this article | Go back

APPENDIX 3 – TRAINING PARTNER DOCUMENTATION

Training Provider Proposal Outline
Strategic Skills Initiative – EGR 10

Company Name:

Contact Person(s):

Address:

City, State, ZIP:

Telephone:

Fax:

Certified with Indiana Department of Workforce Development – Y/N:

Relative to the Phase 2 Executive Summary provided to each Trainer Prospect, please respond to the following questions. Each training opportunity that is proposed must represent a solution that can be directly tied to one or more **root causes or skills modules** identified in the Phase 2 report. Further, for each training opportunity that is proposed, respondents should address all eight questions.

1. How many individuals does your company have the capacity to train?

2. Where and what time would the training be provided?

3. Describe content & curriculum of training offered by your company.

4. Does participation in your training earn the employee a credential? If so, what is it?

5. In what ways would the training be delivered?

6. To what extent would your company be willing and/or able to contribute any services that might be used as leverage in the SSI report?

7. In what ways would you ensure that employers felt like partners, not consumers?

8. Are there ways that your service could become self-sustaining?

Please remit your responses to jwc@insightbb.com or rm@south7work.org on or before Friday, February 3, 2006. If you have questions regarding the Proposal Outline, please contact either Jennifer Wilcox at 812.246.2670 or Ron McKulick at 812.944.7793. We appreciate your interest in the Strategic Skills Initiative!

SOUTHERN 7 WORKFORCE INVESTMENT
Presents

REGIONAL WORKFORCE SUMMIT
"BUILDING SECTOR-BASED SOLUTIONS THAT WORK"

January 24, 2006

Strategic Skills Initiative (SSI): Phase 3

Economic Growth Region (EGR) 10
Clark, Crawford, Floyd, Harrison, Scott, & Washington Counties

1

The Southern 7 Workforce Board

501c3 regional non-profit Corporation

Stakeholders... Customers... Strategists

- Business & Industry/Employers
- Employees
- Economic Development Orgs.
- Chambers of Commerce
- Education K-12
- Local Government
- Workforce Development
- Organized Labor
- Community-Based Organizations
- Education: Post-Secondary

2

The Function of the Board

Be the community's ***champion*** for workforce development and the ***catalyst*** for creating a diverse and high quality workforce.

3

Workforce Investment: A System Approach

- The Workforce Investment System includes public and private investments and activities which are undertaken to ensure that:
  - Individuals are employable, have jobs, advance their skills and build solid careers.
  - Companies can find and develop the skilled workforce they need to be successful in the marketplace.

4

The Southern 7 Workforce Board

The Board's Roles Linking to Regional Workforce Needs,Issues, Trends & Potential

- Scanning, Researching and Evaluating of…
- Information Clearinghouse on…
- A Neutral and Objective Convener about…
- Facilitator for Strategic Planning & Partnerships around…
- Resource Developer and Capacity Builder regarding...
- Evaluating of …

Workforce Needs, Issues, Resources and Services,Trends & Potential

5

Workforce Investment Boards Need to Know…(Examples)

- **Where are the biggest gaps between occupational supply and demand now and for the next several years in the area?**
- **What is area's existing inventory of human capital?**
- **How does that inventory compare with the skill requirements of tomorrow's jobs in area?**
- **What are the basic economic, technological and demographic trends in the area?**
- **Where are those trends likely to take the area in terms of employment, economic development, and income?**
- **What workforce development will best advance area's economic development?**
- **What is the rate of return on investment in various kinds of education and training in the area?**

Workforce Associates, Inc.

6

The Southern 7 Workforce Board Critical Questions ??????

- What are the Optimal Strategies for long-term successful investment in our workforce?
- What happens *without* investment, effective strategy, and action in the 21st Century "New Economy"?
- What happens *with* successful investment?
- How will workforce investment enact positive change for businesses and employees in this community? How much improvement can occur?

7

Southern 7 Examples of Accomplishment

- **County-based and Regional Workforce Investment Planning, with the 1st progress report published in mid-2005 (The 1st Regional Workforce Development Progress Report is available in PDF format through the home page of workonesouthern7.com)**
- **Regional Employer Survey Research on Employee Skills & Training Needs**
- **Regional Broadband Feasibility Study (economic development focused)**
- **A key sponsor (partnering with the Career Link School-to-work Region 14 Partnership) of the annual regional Trades & Technology Fair, offering hands-on exposure to over 50 different skilled occupations requiring a 2 year degree or less. The Fair is targeted for 8th graders in 7 county area. Over 2400 students usually attend.**

8

Accomplishments, Cont.

- **Regional Skills Training Grants :**
  - **HealthCare Training grant: 70+ trainees in skilled medical occupations, linked to 5 area county hospitals**
  - **Logistics Training/Career Certification Project with Ivy Tech**
  - **Machine Tool & Die Consortium (7 companies)**
  - **Scott and Harrison Counties: "Mfg. Training Continuum Model"**
- **Regional Economic Development<->Workforce Development Project Bank**
- **WorkOne center upgrades in technology for customer use, site furnishings, marketing of services, introduction of self-paced on-line training tools such as KeyTrain, and the WorkOne website: workonesouthern7.com. Establishing of additional WorkOne partners that strengthens the employment services network.**

9

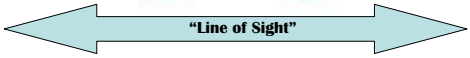
Accomplishments, Cont.

- **Full participation in SI2020 Workforce Education Task Force work**
- **Working, project-based relationships with workforce partners in Louisville area such as KentuckianaWorks, GLI, and the bi-state Workforce Education Initiative Examples:**
  - **Participation in Bi-State Regional Community Audit Research: Occupational Outlook (http://www.kentuckianaworks.org/outlook/)**
  - **Limited English Proficiency (LEG) Grant (8/05)**
  - **WIRED Grant (12/05)**
- **SSI work to date**

10

SSI Goals & Objectives

- Primary Goal…Identify specific skill shortages, root causes, and solutions that exist in the workforce planning regions throughout the state
- Primary Objective…Quantify the shortage, both in near term (2 years) and long term (10 years)…Specify the root cause for the shortage…Clearly define executable solutions that are tied directly to root causes.



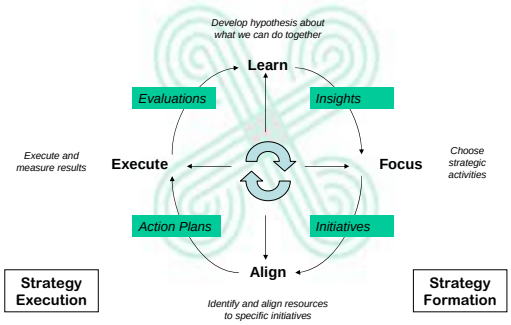
11

SSI Goals & Objectives

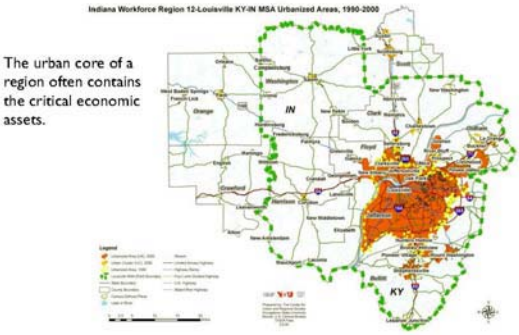
- Secondary Goal…Fundamentally shift the way regions approach workforce & economic development.
- Secondary Objective…Instill demand-driven approach to addressing skills gaps…Create interdependency among constituents at regional level…Transfer knowledge of process and methodology to regional advisory boards/consortia.

12

Strategic Learning

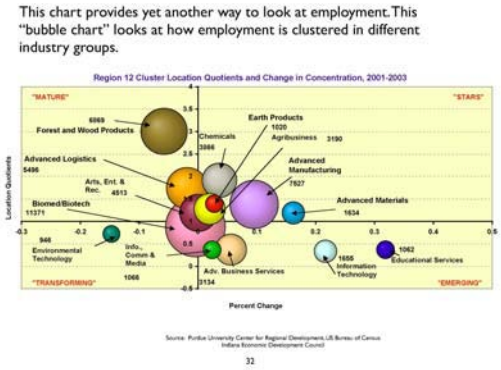


13



20

14



Source: Purdue University Center for Regional Development, US Bureau of Census
Indiana Economic Development Council

32

15

SSI Sectors Selected:

- Health Care
- Manufacturing
- TDL Industry: Logistics (as relates to Manufacturing)

16

SSI Phase 1

- **The team cast a wide net to look at critical occupations and shortages, each with extensive occupation detail…**
  - Identified critical occupations in each target sector
  - Identified critical occupations with a current and/or projected critical shortage
  - Identified industry-wide skills shortages, per sector
  - Healthcare: (9 occupations)
  - Manufacturing (9 occupations)
  - Logistics: 1 Occupation
  - Skills Shortages (6)
- **Process:** Extensive secondary data research; Initial sector employer engagement; Employer verification of the occupational and skills shortages

17

SSI Phase 2

- Created 3 categories of critical occupations in shortage: Tier 1, Tier 2, and 'Emerging"
- Primary focus on nine (9) occupations, comprising Tier 1 and Emerging Occupation categories, for exploration of "whys" of the shortages, i.e. Root Causes Analysis
- Process: Employer On-line survey; 1:1 Employer Interviews; Employer Focus Group; Sector worker surveying…leading to Root Cause Mapping/Analysis, Ranking of Cause Factors, and an Estimate of "Solvability"

18

SSI Phase 3 – Solutions… Where We Are Now!

- Researching and cataloguing "promising practices in sector solutions": What has worked elsewhere around the country: Ideas, solution design and operation, investors, costs, etc.
- Drafting solution ideas, per sector, occupation and root cause
- Work Groups: Employers, Education/Training Providers, and others….refining solutions: strategies, design, operations, costs and budget, expected outcomes and measures of success….
- Solutions proposal with budget of state dollars and local investment/resources, submitted by March 3, 2006
- Solution funding awarded, and SSI operations beginning in July, 2006

19

Strategic Skills Initiative Trainers' Luncheon Sign In Sheet

Health	TDL	Manuf.	Name	Company	E-Mail Address	Phone
		X	Jamie P. Leddin	Wedgewood Consulting Group	jleddin@wedgewoodgroup.com	502/240 0624
			Cherie Guilford	CMR Services Group	cguilford@cmrservicesgroup.com	944.9796
			Tom Hruban	Truck Driver Inst.	edith@mindspring.com	800-848-7369
			Jennifer Atkisson	McKendree College	jlatkisson@ky.mckendree.edu	(502) 266-6696
			Christy Snip	Indiana University SE	csnip@ius.edu	(812) 941-2321
			Rick STREISP	WDC	rws2000@dmrtc.net	812-636-8407
			Paul Perkins	Amatrol	paul_perkins@amatrol.com	288,8285
			Luisa Bascur	Ivytech	Lbascur@ivytech.edu	246-3301
		X	Tom Holl/Kamp	Ivytech	THollKamp@IVYTECH.EDU	246-3301
			Fred Geiwein	NAFCS-	fgeswein@nafcs.k12.in.us	542-2054
			Carol Gilstrap	Catalyst Learning	cgilstrap@catalystlearning.com	584-7337
			Richard Kopp	Purdue	RDKOPP@Purdue.edu	941-2632
			Parmunder Jassal	GLI	pjassal@greaterlouisville.com	625-0161
			MOPalo			

Training Provider Proposal Outline
Strategic Skills Initiative – EGR 10

Company Name: CMR Services Group, Inc.

Contact Person(s): Cherie Guilford

Address: 1115 Doebrook Drive #100

City, State, ZIP: New Albany IN 47150

Telephone: 812 944-9796

Fax: 812 944-9803

Thank you for the opportunity to be a part of this exciting initiative. This particular opportunity is especially exciting to CMR Services Group, Inc. and our strategic partner, Wedgewood Consulting Group, Inc. because it shows a commitment for true people development, not simply dispersing information. Both our companies are committed to *development* and we have such overlapping philosophies when it comes to employee development it is difficult, at times, to see where one begins and the other ends. Therefore, we felt the following information would prove helpful.

- CMR is the primary partner for the purposes of this initiative
- CMR is the primary *front person* for leader lead training and development
- Wedgewood will serve in a consulting role to help establish methodology for sustainability initiatives within various organizations or with the SSI task force
- Wedgewood will develop and maintain E-Learning initiatives, website, programs and electronic assessments

Both our organizations recognize that in order for a training program to have a lasting impact on an individual and in turn their organization, it cannot merely be an event. Instead, it must be part of an integrated process focused on insuring long-term application and retention. Research suggests that 20% of an organization's return on investment (ROI) comes from pre-training activities, 20% from the course itself, and 60% from what happens *after* training is complete.

Both CMR (www.CMRServicesGroup.com) and Wedgewood (www.WedgewoodGroup.com) recognize and embrace this fact. We have both developed different, but very similar program formats, which help ensure the "after training" support is in place. Some may say this can't be done through E-Learning, but Wedgewood has proven it can by developing their **Plan, Do, Grow** model to ensure maximum return on investment (ROI). This approach provides participants an opportunity to:

Plan
Assess themselves prior to the event. Participants perform an assessment and results are sent to the training facilitator.

Do
Participate in an interactive and informative training course that is tailored to the needs of the participants as indicated by assessment results

Grow
Maintain their newly learned skills through exercises, readings, additional assessment tools, and coaching.

For the SSI, the **Plan, Do, Grow** solution would involve:

Plan
We will design a password-protected website, which reflects SSI's branding. Participants will access the site via any on-line connection, log-on, conduct a pre-work assessment tailored to their specific course content (results are sent to the training facilitator), and read information about the training. This step prepares individuals for learning and provides the facilitator(s) with the information they need to deliver a course that exactly meets the participants' needs.

Do
Participants attend a series of highly interactive, relevant training sessions.

Grow
After training is complete, participants return to the website, where they can take advantage of the following items:

- On-line assessments to further determine what they learned and what gaps still exist
- Readings and Research – content specific articles that will help them learn more about a given subject area
- Tools and Techniques – tips for participant's to consider as they work to implement their new skills
- Ask a Coach – on-line form for participant's to submit questions to a coach (available for 30 days following class completion)

Should SSI want "leader lead" sessions, these E-Learning tools can be incorporated in whole or in part. For example, should an organization prefer electronic assessments to those done in the classroom, CMR's assessment would simply be completed online. Or, if an organization felt the entire "leader lead" format was best for their organization, but likes the added advantage of having information available online for the participants, that piece can be provided.

Additional Options to Sustain Development Initiatives…

Mentorship – we can develop a mentorship program, which will foster communication, career planning, and on-going learning throughout the community. You can see an example of an effort we currently have underway with the United States Air Force at http://www.iaprograms.net/mentor/index.htm.

Certification – we can establish a program to develop and track people in areas, such as, education, experience, and training. A current program that we designed and have implemented throughout a 4,000+ member workforce at the Department of Defense (DoD) is at http://www.personnelinitiatives.org.

Train-the-Trainer – we can develop and implement a train-the-trainer program, which will allow select participants to participate in a program involving hands-on trainer instruction, detailed

instructor materials, and coaching support to prepare them to train others. This is similar to what we currently do for other clients on a variety of topics.

E-Learning – we can extend learning to other locations at reduced costs over time through the development and implementation of e-learning courses. An example of such content is available at http://www.wedgewoodgroup.com/elearningdemo.

CAREER ACADEMY PROPOSAL

The training opportunity proposed and the 8 questions to be addressed have been adjusted to correspond to the population of **"Emerging Workforce"** individuals, i.e., "students".

1. **How many students does your consortium of schools have the capacity to train?**

The student populations of the targeted high schools (9-12) constitute approximately 50% of the total population (9-12) in EGR 10. Of this population 100% have received extensive career interest and aptitude assessments commencing in the 7th, 8th, and 9th grades. Of the assessed students, in any given year, approximately 10%-12% indicate a career interest/aptitude in "**Project Based Technology Learning"** leading to technology careers including aspects of manufacturing and health careers. 20% of the students matriculating at Prosser School of Technology evidence a similar career interest level. In round numbers this translates to approximately 400-450 students entering the 9th grade having career interests in health care, CAD, Graphic Design, Robotics, CNC, Industrial Maintenance and/or Industrial Electricity.

Under this proposal, our consortium of targeted schools has the capacity to train all of the students willing to give 100% of their attention and application to the tasks.

2. **Where and at what times would the training be provided?**

The training of the students will occur in the laboratories and participating schools' facilities during the first four semesters (9th – 10th grades). The following four semesters (11th, 12th grades) of "dual credit" technology training will be delivered at Prosser on a "half-day" basis, with the remaining "half-day" committed to "dual credit" academic course work at the targeted participating schools, or at Ivy Tech, IUS, or Purdue Technologies. Summer "dual credit "opportunities (2) will also be provided in the form of **"Summer Academies"** for high school students at Ivy Tech. Internships via summer programs can be offered at the facilities of **Technology Career Majors Academies'** business/industry partners.

Teacher training for math, science and industrial technology teachers will be provided by AMATROL, Inc. at their training facilities in Jeffersonville and on individual school premises.

3. **Describe content & curriculum of training to be offered to your students at targeted schools.**

(a) Project Design: From a four year perspective, this proposal can be viewed from two aspects – **"Early College High Schools",** small, autonomous schools where students may earn up to an associate degree or two years of college credit toward the

baccalaureate while in high school. "Dual credits" can be accumulated during the 11th and 12th grades.

The second aspect, and one perhaps more attractive to our **Technology Career Majors/Academies'** targeted schools, is a **"2 plus 2",** i.e., similar to **"Early College"**, but designed for students matriculating, in part, in technical/vocational centers such as Prosser during the 11th and 12th grades. For example, the "dual credits" earned through Ivy Tech while attending Prosser may also transfer to a four-year technical college/university.

We are seeking funding to initiate at 8 small learning communities a model program – **"Virtual Project-Based Technology"** commencing at the 9th and 10th grade levels. The concept of virtual simulation-based training designed to both motivate and initiate learning first arose in our region through our summer robotics' camps. Observations of students – male and female – participating enthusiastically in the camps as well as in competitive video games indicates an appeal for virtual, project-based technology training equally between boys and girls – all members of the **"emerging workforce**".

CURRICULUM

The curriculum for our 9th and 10th graders will be multimedia content delivered with imbedded trainers. The technology for 9th and 10th graders will include: CAD, Graphic Design, Desktop Publishing, Robotics, CNC, Mechanisms, Measurement, Industrial Electricity, Pneumatics and Electrical Controls. Student learning materials will include both print-based and interactive multimedia formats as well as classroom testing and management software for students and teachers.

The students during each year of a four-year program will develop teamwork, research and presentation skills through creating each year at each site a project-based, hands-on, learning experience. The 1st year at each campus teams will create a "can crushing" prototype and a regional competition will be held by AMATROL, Inc., or Ivy Tech and judged by qualified technology specialists.

Prosser teachers and 11th and 12th grade students will be trained in the use of a **"Mechatronics Laboratory"** which will be installed at Prosser in the 1st year of this project. This equipment provides in one component seven (7) stations integrated as a highly complex production system to produce high-quality, economical products. **Mechatronics** teaches the systems thinking required to effectively operate, program, and problem solve in a complex environment.

Prosser will network its **Mechatronics Services** with the 8 schools performing in their respective "**Virtual Project-Based Technology Laboratories"** during the 9th and 10th grade years.

Years 11th and 12th of the re-designed high school experience in **Project-Based Technology Learning** will consist of advanced technology training keyed to and

offering **"dual credit**" opportunities with **Ivy Tech's Technology Program** offerings. Another major focus in the 11th and 12th grades will be additional studies in higher level mathematics, i.e., as exampled by Ivy Tech's course **Trigonometry with Analytic Geometry** (hands-on applications in **Physics**). This exampled emphasis on higher levels of mathematics should alleviate the short-comings of Core 40, AP, Honors and Technology Diploma recipients applying for admission to Ivy Tech and Purdue.

4. **Does participation in this 4-year training program earn the students a credential? If so, what types are available?**

   Successful participation by students each year of the 4-year experience can earn **Certificates of Competency and Completion** for various curriculum endeavors. While attending Prosser in grades 11 and 12, students will have the opportunity to earn a variety of nationally recognized **Certifications**, i.e., CTA Certification Advanced Manufacturing Core, A+, CISCO, Network +, MCP, CAN, and others. Completion of high school in one of the **Career Majors/Academies** to be offered through this program can include Core 40, Honors, Technology, and AP Diplomas, with the further possibility of a **Technical Certificate or Associate Degree** from Ivy Tech.

5. **In what ways would the training be delivered?**
   The **"Project-Based Technology Learning"** experience commits the students to virtual simulation-based learning through several **Integrated Learning Units** modified to the student-learners. Students will recognize the cross-connecting activities where students apply in one unit what they have learned in one or more other units. In this way, students learn to work with and analyze systems; one of the five most important engineering career skills. During the 9th and 10th grades, students will learn to value the integration of **Math** and **Science** studies; introducing an orientation to problem solving concepts, team concepts, design concepts necessary to the development of enterprise systems.

   The major portion of the program in the 9th and 10th grades involves the model program – "**Virtual Project-Based Technology"** which will be delivered in an individualized format using virtual-simulations, other student learning materials, group sessions including activities such as presentations about design process and engineering related careers as well as discussions of student results and analysis.

6. **To what extent would your consortia of schools be willing and/or able to contribute any services that might be used as leverage in SSI reports?**

   The participation and commitment of 8 school administrations, Prosser School of Technology, Ivy Tech Community College and AMATROL, Inc. offer considerable services and resources with an estimated dollar value in excess of a

million dollars, these services and resources will be available and can be used as leverage in the SSI report.

7. **In what ways would you ensure that employers felt like partners, not consumers?**

   Career Majors/Academies are high school/business/industry partnerships from the "**get-go".** This proposal is a joint effort of a business/school partnership operating under the umbrella of the **"Career Link-South Region 14 Workforce Partnership".** Potential employers of students currently participating in **Career Majors/Academies** are "**business partners"** of their respective **Academy** organizations and they share an opportunity to offer curriculum suggestions, training aids (i.e., paid internships, externships, clinicals, cooperative OJT's, etc.) Every **Career Major/Academy** has appropriate business/industry **Advisory Committees** who meet at scheduled times with school department educators and support faculty. Evaluations of the success of this proposal will be a primary responsibility of our business partners.

8. **Are there ways that your proposal services could become self-sustaining?**

   While project-based simulation software can frequently negate the need for expensive equipment/hardware, we intend to inventory each school's physical property during the first year of this program to determine limited acquisition needs of additional equipment/software. We have determined a list of possible equipment needs for which we will seek additional financial assistance in the future from whatever available resources.

   With additional training promised by AMATROL, and if the interest remains high and equally intense among our various business partners, parents, and school board members, we are confident that many of our small, rural schools will succeed in developing sophisticated learning environments for Technology. Training which, in turn, can only expedite high quality trained workers for the 21st Century.

Career Development Certificate in Advanced Manufacturing
Strategic Skills Initiative Proposal

Ivy Tech Community College-Southern Indiana is constantly striving to enhance its instruction for the benefit of our industrial partners. In addition to core requirements established as fundamental to certificate and degree completion, certain spheres of knowledge are common across diverse areas of manufacturing specialization. These advanced manufacturing concepts underlie the management models driving today's competitive organizations. As noted, a variety of customized credit offerings are available in an advanced manufacturing certificate program. Additional course work and curricula may be added as new needs are identified.

Principles of Process Improvement

QSC 101- Quality Control Concepts and Techniques I

Course Description: Covers current quality control concepts and techniques in industry with emphasis on modern manufacturing requirements. Studies the fundamental tools of Statistical Process Control which are used in industry to reduce costs and increase productivity at a predictable quality level. Emphasizes principles and techniques of SPC to ensure prevention instead of detection of problems is practiced. Includes basic statistical and probability theory, sampling techniques, process control charts, the nature of variation, histograms, attributes and variable charts.

QSC 102- Statistical Process Control

Course Description: Studies the fundamental tools of statistical process control which are used in industry to reduce costs and increase productivity at a predictable quality level. Emphasizes principles and techniques of statistical process control to ensure that prevention instead of detection of problems is practiced. Includes basic statistical and probability theory, sampling techniques, process control charts, the nature of variation, histograms, and attribute and variable charts.

Lean Manufacturing

610 131- Lean Concepts

Course Description: In this overview of Lean Manufacturing you will learn the principles of lean manufacturing and develop a basic understanding of how they apply. Lean concepts such as standardized work, visual signals, batch-size reduction, pull system, Kaizen, process mapping and more.

610 132- Standardized Work

Course Description: In this course on Lean Manufacturing you will learn the principles of lean manufacturing and how to apply them. Topics that will be covered; value stream analysis, process mapping, change management, cellular/flow manufacturing, principles of lean accounting, Kaizen event, work

standardization, setup/changeover reduction, team problem solving and total predictive maintenance.

Industrial Safety and Regulations

IMT 121- Industrial Safety

Course Description: Introduces occupational safety and health standards and codes with emphasis on applications of codes to typical work situations and MSDS requirements. Includes emergency first aid, safety protection, eye protection and chemicals handling. Covers employer and employee rights as well as violations, citations, penalties, variances, appeals and record keeping.

Industrial Mechanics and Measurement

ELT 124- Digital I

Course Description: Introduces digital electronics, including logic gates and combinational logic circuits. Studies binary arithmetic, Boolean algebra, mapping techniques, digital encoders and decoders, multiplexers and demulitplexers, parity circuits, and arithmetic circuits. Uses SSI and MSI digital integrated circuits.

MIT 211- Industrial Instrumentation

Course Description: Provides instruction in the purpose, function, and application of process control instruments relative to manufacturing and industrial technology.

Ivy Tech Community College remains committed to customization in an effort to meet employer needs. These advanced manufacturing concepts and similar customized areas of instruction are readily available and supplemental to the established core of our Manufacturing and Industrial Technology curriculum.

Budget Detail/ Instructional Schedule		
	Semester One	**Semester Two**
	610 131	610 132
	QSC 101	QSC 102
	IMT 121	MIT 211
	ELT 124	
Tuition	$1,007.40	$755.55
Technology Fee	$35.00	$35.00
Books	$400.00	$300.00
Semester Totals	$1,442.40	$1,090.55
Total Cost per Student		**$2,532.95**
Technical Certificate Total Project Cost, 40 Students		**$101,318.00**

Company Name: Truck Driver Institute, Inc.

Contact Person(s): Tom Hruban, Vice President / General Manager
cdith@mindspring.com; 800-848-7364

Bonnie Hamilton, WIA Coordinator
sfs03@mindspring.com, 615-338-4274

Address: 1523, Avco Boulevard, P.O. Box F, Sellersburg, IN 47172
(primary)

3016 Bluff Road, Indianapolis, 46217, (secondary)
24645 S.R. 23, 46614, P.O. Box 2853, 46680, South Bend, IN
(secondary)

Telephone: Tom Hruban, 800-848-7364
Bonnie Hamilton, 615-338-4274

Fax: 317-873-3186 / 615-264-9341

Certified with Indiana Department of Workforce Development - Yes, for all three locations.

1. How many individuals does your company have the capacity to train?
Truck Driver Institute has the capacity to train an additional 520 per year at our primary location in the Southern 7 area; 520 annually in both our Indianapolis and South Bend training centers as well. Summarizing: 520 per year locally; 1560 per year statewide.

2. Where and what time would the training be provided?
Training is provided at 1523 Avco Boulevard, Sellersburg, Indiana. We offer full-time programs running Monday through Friday, 7:00am - 5:30pm for 3 weeks, and part-time programs on Saturday and Sundays, 7:00am - 5:30pm, for 8 weekend sessions.

3. Describe content and curriculum of training offered by your company.
Our training consists of classroom, road and range training, and is designed to maximize the time each student spends behind the wheel. The course begins with a CDL permit study session and permit testing on the first Wednesday. The remainder of the training will be split each day between range time (parking and backing) and behind-the-wheel road time. The classroom portion will include lectures and presentations covering a wide range of topics. Producing safe truck drivers is our goal, so students will be taught proper logging routines, trip planning and map reading, hazardous materials regulation, accident prevention, and safety and mechanical issues. Driving range and street exercises, provide students with an opportunity to apply the techniques explained in the classroom. Every student will practice safe, efficient braking, shifting, turning; coupling/uncoupling, safe driving practices; communication, visual search, speed & space management, routine vehicle inspection/maintenance, as well as proper pre-trip inspection of the truck. The

instructors will emphasize the skills required to pass the CDL skill test at the end of the training program.

4. Does participation in your training earn the employee a credential? If so, what is it?

Participation in our training earns the graduate a Certificate of Completion and a Class A Commercial Driver's License which, when presented together, meet the hiring criteria of many national trucking companies and render our graduates employable as entry-level truck drivers. The only substitute for this is one year verified previous Class A Driving experience.

5. In what ways would the training be delivered?

Training is delivered at center locations only. There is no long distance option available.

6. To what extent would your company be willing and/or able to contribute any services that might be used as leverage in the SSI report?

Our company is able to not only train, but we would also be in the position to assist in all the areas listed below as part of our training services.

a) Assist in the recruiting / qualifying of eligible candidates that can be "pre-hired" by our employer clients prior to committing funds to their training, and ensuring placement.

b) Since we are State Certified CDL Examining stations at all our Indiana training centers, TDI can test out all graduates with no delay or financial cost to the State or the student. Their skills test fee (normally $125) will be included in our tuition.

c) Should our students be unable to commute daily to training due to proximity, lack of dependable transportation, etc., TDI can house such participants at area motels (double occupancy) at no additional charge to the State or the student. Breakfast would be included, with lunch and supper expenses handled by the applicant. Rooms are equipped with microwaves and refrigerators.

d) Other Department of Transportation requirements including physical examinations, negative drug screen and all books and supplies are also included in the tuition. The extent of a participant's outlay (excluding food) would be $16.00 for a CDL permit due day #3 of training, at the Bureau of Motor Vehicles, and $30.00 for their hard-copy CDL License on day #15 of training, also payable to the Bureau of Motor Vehicles.

e) All placement assistance and actual job interviews will be conducted at the training center, as employers come to us to hire our graduates. We are so confident of the employability of our graduates, <u>we will assess no fees on any graduate not receiving a bona-fide offer as a truck driver</u>.

f) Finally, TDI recognizes there are more people in need than funds available to train, therefore <u>we will assess no fees on any participant not completing our program for any reason</u>.

7. In what ways would you ensure that employers felt like partners, not consumers?

Our employers, many of whom we have dealt with for over 20 years, are given office room at our training centers, to use to conduct on-site interviews. We are also equipped with our clients' employment applications - which we have the students complete and are forwarded to prospective employers on their behalf, to expedite the hiring process. In one employer's case, we have actually accepted their invitation to set up our training center in their terminal in Indianapolis, Dallas, and Joliet. Our partnerships are very strong.

8. Are there ways that your service could be come self-sustaining?

In the nearly 30 years I have spent with our company, we are in the best position ever as it applies to working in conjunction with the trucking industry, to jointly meet the needs of the transportation industry, while simultaneously providing skills training and career opportunities for qualified and interested applicants. Help from the employers including tuition reimbursement plans, sponsorship programs, pre-hire assistance prior to training, and an increase in regional driving opportunities are helping us recruit and retain qualified applicants. Slowly, the image of the "professional" truck driver is starting to emerge as people learn that not all trucking is long-haul and a home-life is doable. Do we have a way to go to becoming self-sustaining??? Absolutely, but we are headed in the right direction.

Training Provider Proposal Outline
Strategic Skills Initiative – EGR 10

Company Name: New Albany-Floyd County Schools

Contact Person(s): Dr. Stephen Cunningham – Fred Geswein

Address: 1613 east Spring Street

City, State, ZIP: New Albany, IN 47150

Telephone: 812-949-4216 or 812-542-2054

Fax: 812-949-4262

Certified with Indiana Department of Workforce Development – Y/N: Yes

Relative to the Phase 2 Executive Summary provided to each Trainer Prospect, please respond to the following questions. Each training opportunity that is proposed must represent a solution that can be directly tied to one or more **root causes or skills modules** identified in the Phase 2 report. Further, for each training opportunity that is proposed, respondents should address all eight questions.

1. How many individuals does your company have the capacity to train? Unlimited

2. Where and what time would the training be provided? After 3.00 p.m. M thru F / All day Sat
   Courses are offered at Prosser Technical School or at the site of the industry

3. Describe content & curriculum of training offered by your company.
   We offer courses in: a) Machinist Training b) Industrial Maintenance Technical Training
   c) Welding
   We will fax curriculum to you.

4. Does participation in your training earn the employee a credential? Yes
   If so, what is it? Provides a transcript listing each individual's courses. Also there is an Apprenticeship Certificate, State and National Certificates.

5. In what ways would the training be delivered? Classroom / Hands on

6. To what extent would your company be willing and/or able to contribute any services that might be used as leverage in the SSI report? We will provide enrollment and course completion data.

7. In what ways would you ensure that employers felt like partners, not consumers?
   The employer may customize a training program by selecting a specific course sequence. The employer may also develop an individual course content specific to the needs of the employee.

8. Are there ways that your service could become self-sustaining? We already are!

Please remit your responses to jwc@insightbb.com or rm@south7work.org on or before Friday, February 3, 2006. If you have questions regarding the Proposal Outline, please contact either Jennifer Wilcox at 812.246.2670 or Ron McKulick at 812.944.7793. We appreciate your interest in the Strategic Skills Initiative!

Training Provider Proposal Outline
Strategic Skills Initiative – EGR 10

Company Name: **L & D Mail Masters, Inc**

Contact Person(s): **Diane Fischer**

Address: **110 Security Pkwy**

City, State, ZIP: **New Albany, IN 47150**

Telephone: **(812) 981-7161**

Fax: **(812) 981-7169**

Certified with Indiana Department of Workforce Development – Y/N: **Yes**

Relative to the Phase 2 Executive Summary provided to each Trainer Prospect, please respond to the following questions. Each training opportunity that is proposed must represent a solution that can be directly tied to one or more **root causes or skills modules** identified in the Phase 2 report. Further, for each training opportunity that is proposed, respondents should address all eight questions.

1. How many individuals does your company have the capacity to train?
The Learning Masters program is an on-line, self-paced tutorial which allows users to participate any where they have an internet connection. For those who do not have access to a computer or the internet, our on-site Learning Center houses 24 Dell computers which are available to students Monday through Friday, from 8:00 am to 5:00 pm. The Learning Center also provides a T1 internet connection and on-site instructor help. This setup allows us to train an infinite number of students.

2. Where and what time would the training be provided?
Students with an internet connection can access training instantly from their office, at home or on the road, 24 hours a day, 7 days a week. Students who do not have access to a computer or an internet connection are welcome to use our on-site Learning Center Monday through Friday, from 8:00 am to 5:00 pm. The Learning Center also provides a T1 internet connection and on-site instructor help.

3. Describe content & curriculum of training offered by your company.
Learning Masters has a variety of courses to choose from including:

- **Office Productivity**
- **Business Management**
- **Workplace Safety**
- **Design & Media**
- **Programming & Web Development**
- **Network & Operating Systems**
- **Computer Professional**
- **CCNA**
- **Project Management**
- **E-Business**
- **Telephony**

Our most popular course is Office Productivity. This package is a great way to keep abreast of the latest Office applications. Courses in Word, Excel, Access, PowerPoint and many more are available. These Beginner, Intermediate and Advanced courses are broken into easy, 15-minute sessions. We have also included a brochure that outlines our libraries.

Please see our attached brochure for additional info.

4. Does participation in your training earn the employee a credential? If so, what is it?
Before a student begins a course, they are required to take a base-line assessment. This assessment gives the student a starting point and lets them know what level they are currently at. The courseware makes class recommendations based on this assessment. Once the course is complete, the student retakes the assessment. This process allows the student to see how far they have come and print a certificate of completion.

Our program also features training for various Microsoft Certification Tests. These courses allow you take practice exams so that you are prepared for the actual test which can be taken at various institutions. The student can also print a certificate of completion from their subscription. They can also go to Ivy Tech or Prosser for a Certification Test for the courses taken.

5. In what ways would the training be delivered?
When a student registers for our program we invite them to our facility for a New Student Orientation. This process gives the student time to work with the courseware and ask any questions they may have. Once the student is comfortable enough to work on their own, we are available to help them through any issues they may have. The subscription also contains an Orientation that walks the student through the site and teaches them how to take advantage of all the program has to offer.

For our national customers, and customers who are not able to visit our facility, we are happy to walk the student through the orientation over the phone.

6. To what extent would your company be willing and/or able to contribute any services that might be used as leverage in the SSI report?
Individuals are more than welcome to take a tour of our facility and view a presentation of the program. We are also happy to setup a temporary demo subscription so that the decision maker may see first hand how the program works. Our customer service reps are available to walk you through the features the courseware provides and answer any questions you may have.

7. In what ways would you ensure that employers felt like partners, not consumers?
When a company signs up with our program, we work with them to help encourage and motivate their employees. We can also provide reports keeping track of each student's progress so they can see how well the program is working for them. Our team of 8 customer service reps are available to help with any questions the company may have.

8. Are there ways that your service could become self-sustaining?
Once the SSI funding has expired, Learning Masters would require either the employer or individual to pay for the subscription directly or through a grant.

The benefit is that the program is affordable and cost effective. Without travel time or expenses, you are able to put more education dollars into education- saving up to 60%. Students become more comfortable using computers and technology, helping them to become more confident, productive and efficient.

Please remit your responses to jwc@insightbb.com or rm@south7work.org on or before Friday, February 3, 2006. If you have questions regarding the Proposal Outline, please contact either Jennifer Wilcox at 812.246.2670 or Ron McKulick at 812.944.7793. We appreciate your interest in the Strategic Skills Initiative!

Training Provider Proposal Outline
Strategic Skills Initiative – EGR 10

Company Name: McKendree College

Contact Person(s): Jennifer L. Atkisson

Address: 11850 Commonwealth Dr.

City, State, ZIP: Louisville, KY 40299

Telephone: (502) 266-6696

Fax: (502) 267-4340

Certified with Indiana Department of Workforce Development – Y/N: unsure

Relative to the Phase 2 Executive Summary provided to each Trainer Prospect, please respond to the following questions. Each training opportunity that is proposed must represent a solution that can be directly tied to one or more **root causes or skills modules** identified in the Phase 2 report. Further, for each training opportunity that is proposed, respondents should address all eight questions.

Healthcare Occupations-Registered Nurses-Educational Capacity

1. How many individuals does your company have the capacity to train?
   Currently we offer both Bachelor (BSN) and Graduate (MSN) degree programs at our Louisville, Kentucky Campus. We have approximately 100 BSN students and 16 MSN students in the inaugural class. In the next year we would like to add another 75 to 100 students to this course of study.

2. Where and what time would the training be provided?
   At present, BSN classes are offered in a one day a week format on Wednesdays or Saturdays. The MSN classes are offered on Tuesday evenings. However, if the student demand was large enough and the program approved by the state of Indiana, we could offer a cohort program on campus at one of the Hospitals in Southern Indiana.

3. Describe content & curriculum of training offered by your company.
   McKendree College is a regionally accredited, 4-year institution. Currently our BSN Program is also accredited through the National League of Nursing Accrediting Commission (NLN). Therefore, out content and curriculum is very highly regulated to meet the standards of quality and excellence established by these accrediting bodies.

   The BSN Program is primarily classroom based, with one practicum or clinical course throughout the program. This course of study builds upon the knowledge students attained while earning an ADN or ASN, and equips them with a Bachelor's Degree. The lessened use of clinical and practicum training with this program also targets the SSI problem of limited clinical opportunities within Southern Indiana hospitals. While obtaining a BSN is useful and necessary stepping stone in the healthcare community, it does not fulfill the education requirements needed to provide the increased number of Nurse Educators needed in the states of Kentucky and Indiana.

   Mckendree's MSN Program satisfies this educational requirement, offering two areas of concentration: Nurse Manager and Nurse Educator. Two of the issues listed in this root cause

are not enough faculty and the pipeline being stifled through an insufficient number of MSN's in comparison to the number of RN's. Our MSN program successfully combats these issues by providing not only MSN's, but MSN's with education as their selected focus of study.

4. Does participation in your training earn the employee a credential? If so, what is it?
Students completing the BSN program will receive a Bachelor of Science in Nursing, and those completing an MSN will receive a Master of Science in Nursing.

5. In what ways would the training be delivered?
McKendree offers a blended learning format. We would incorporate both face to face and on line teaching.

6. To what extent would your company be willing and/or able to contribute any services that might be used as leverage in the SSI report?
We would consider any possibilities

7. In what ways would you ensure that employers felt like partners, not consumers?
The majority of our students are working adults; therefore, we are already in the habit of treating our students and their employers as partners rather than consumers. As previously mentioned, we would consider hosting a cohort program on campus at a southern Indiana hospital is feasible.

8. Are there ways that your service could become self-sustaining?
As these programs are already in place at our campus, the only requirements would be a sufficient number of interested students.

Another root cause listed in this area is that of training issues for student candidates. The three major factors of this root cause are cost, access, and time to complete. McKendree College's Nursing programs successfully address all three of these issues.

Tuition at McKendree College is approximately one third less than that of other private schools in the area. We operate on a semester credit hour system, allowing the student to complete their requirements with fewer credit hours; we do not charge lab, parking, student, or athletic fees to our students. Our program also eliminates the recreational activity requirements implemented by other institutions. All of these factors help to greatly reduce the "cost" involved.

Our Louisville Campus is located in Jeffersontown, directly off of Interstate 64. This location allows us to reach a wide range of students from Metro Louisville and the Eastern side of the state. If the program is requested for Southern Indiana, we could offer classes at one of the area hospitals, such as Clark Memorial. This would solve the problem of "access" for Southern Indiana students.

The final issue is that of the time required to complete the program. We inform interested RN's that our BSN program can be completed in 18 to 24 months. The MSN program can be complete in approximately 20 Calendar months. By offering an accelerated program we are able to get our students where they need to go much more quickly.

Please remit your responses to jwc@insightbb.com or rm@south7work.org on or before Friday, February 3, 2006. If you have questions regarding the Proposal Outline, please contact either Jennifer Wilcox at 812.246.2670 or Ron McKulick at 812.944.7793. We appreciate your interest in the Strategic Skills Initiative!

Training Provider Proposal Outline
Strategic Skills Initiative – EGR 10

Company Name: Ivy Tech Community College

Contact Person(s): Thomas Hollkamp

Address: 8204 Highway 311

City, State, ZIP: Sellersburg, Indiana 47172

Telephone: (812) 246-3301 ext. 4277

Fax: (812) 246-5612

Certified with Indiana Department of Workforce Development – Y/N: Yes

Ivy Tech Community College will provide training and education leading to a *Technical Certificate in Industrial Maintenance*. Our target group is the Manufacturing/ Industrial Maintenance Technician occupation cluster. The Career Development Certificate will demonstrate that the student has attained the essential skills required for success in today's workplace.

1. Ivy Tech Community College has the capacity to train 40 students in this area of the Strategic Skills Initiative.

2. Ivy Tech will provide instruction that is convenient to partners. Training will be provided both on campus as part of the general education program core requirement as well as customized training provided onsite if needed in order to accommodate students at various times and days of the week. The certificate program can be completed in four semesters, or in as little as 18 months.

3. The Manufacturing and Industrial Technology Program, Industrial Maintenance Specialty Technical Certificate requires 39 credit hours plus 9 hours for remedial instruction in Mathematics and Composition. Courses required for this certificate are:

1 ENG 031, Reading Strategies I
2 ENG 032, Reading Strategies II
3 MAT 044, Mathematics
4 MAT 050, Basic Algebra
5 MIT 113, Basic Electricity
6 IMT 106, Millwright I
7 MIT 104, Fluid Power Basics
8 MIT 103, Motors and Motor Controls
9 ENG 111, English Composition
10 TEC 104, Computer Fundamentals
11 MIT 102, Introduction to Print Reading
12 MIT 205, Programmable Controllers I
13 MTT 101, Intro to Machining
14 IMT 207, Electrical Circuits
15 MIT 206, Programmable Controllers II
16 Elective

4. The Technical Certificate in Industrial Maintenance fulfills the core requirements leading to the Associate of Applied Science Degree in Manufacturing and Industrial Technology.

5. Training would be delivered in a hands-on lab and classroom arrangement. This traditional arrangement coupled with specifically designed e-learning opportunities will provide the training required for the development of the skills needed for success.

6. Ivy Tech Community College will provide the instructor expertise, curriculum, classroom space, computers, resources and basic equipment on hand for the successful delivery of the program.

7. The employer will have the ability to customize the program to match the industry need. Ivy Tech is responsive in providing flexibility in scheduling times to best meet employer's requirements. All this demonstrates our desire to partner with our clients in the educational process.

8. The courses are currently offered and available within the programmatic inventory of the technology division of Ivy Tech Community College. At completion the student has also earned college credit, and fulfilled the prerequisites to continue to the Associate of Applied Science Degree in Manufacturing & Industrial Technology.

Instruction Schedule

	Semester One	Semester Two	Semester Three	Semester Four
	ENG 031	ENG 032	ENG 111	MTT 101
	MAT 044	MAT 050	TCC 104	IMT 207
	TEC 113	IDS 104	IDS 102	MIT 206
	MLT 106	MLT 103	MLT 205	ELECTIVE
Tuition	$1,007.40	$1,007.40	$1,007.40	$1,007.40
Technology Fee	$35.00	$35.00	$35.00	$35.00
Books	$400.00	$400.00	$400.00	$400.00
Semester Totals	$1,442.40	$1,442.40	$1,442.40	$1,442.40
Total Cost per Student				**$5,769.60**
Equipment Cost for Program				**$68,210.20**
Technical Certificate Total Project Cost, 40 Students				**$298,994.20**

PURDUE COLLEGE OF TECHNOLOGY at NEW ALBANY
Office of the Director

February 3, 2006

Dear Ron,

I am writing to inform you of the 2005-2006 cost that serves the advanced manufacturing area by offering a certificate in Industrial Technology. Tuition at current rates would total $4,623.65, plus activity fees of $136.40, lab fees of $288 and technology fees of $386.88per person. For a total of $5435.

Some companies have selected fewer and specific courses that best fit their needs. Purdue delivered those courses but the certificate was given a unique name with Purdue identified as the provider. Many or all of the course requirements for this certificate can be applied toward a Purdue College of Technology two-year Associate of Science degree or a four-year Bachelor of Science degree.

Industrial Technology Certificate Requirements

Phase I—Foundation (13 cr.)
MATH M125 Pre-Calculus Mathematics* (3)
MATH M126 Trigonometric Functions* (2)
PHYS P201 General Physics I (5)
IET 104 Industrial Organization (3)

Phase II—Broadening (9 cr.)
CSCI C106 Introduction to Computers and Computing (3)
IT 214 Intro to Lean Manufacturing (3)
IT 281 Industrial Safety (3)

Phase III—Specialization (9 cr.)
Each student completes both courses in his/her area of specialization (below), plus one course from any other area of specialization.

Work Design
IT 385 Industrial Ergonomics (3)
IT 416 Work Methods and Measurements (3)

Industrial Distribution and Warehouse Management
IT 230 Elements of Distribution (3)
IT 332 Warehouse Management and Inventory Control (3)

Maintenance Management
IT 342 Introduction to Statistical Quality (3)
IT 381 Total Productive Maintenance (3)

TOTAL CREDIT HOURS: 31
* Specific mathematics skills expected.

Regards,

Richard Kopp, Director
Purdue University
College of Technology at New Albany

Southern 7 Workforce Investment

Training Provider Proposal Outline
Strategic Skills Initiative – EGR 10

Company Name: **Purdue University College of Technology at New Albany**

Contact Person(s): **Richard Kopp, Director**

Address: **4201 Grant Line Road**

City, State, ZIP: **New Albany IN 47150**

Telephone: **812.941.2632**

Fax: **812.941.2629**

Certified with Indiana Department of Workforce Development – Y/N:

Relative to the Phase 2 Executive Summary provided to each Trainer Prospect, please respond to the following questions. Each training opportunity that is proposed must represent a solution that can be directly tied to one or more **root causes or skills modules** identified in the Phase 2 report. Further, for each training opportunity that is proposed, respondents should address all eight questions.

1. How many individuals does your company have the capacity to train?
   150 on a per semester basis

2. Where and what time would the training be provided?
   A. Facilities at 4201 Grant Line Road, 8am till 10pm
   B. On-site, times open

3. Describe content & curriculum of training offered by your company.
   A. Customized Training
   B. Certificate Programs
   C. Associate Degrees
   D. Bachelor Degrees

A. Customized Training
The College of Technology can develop training specifically for employees within business and industry.

B. Certificate Programs
Purdue's certificate programs in *Industrial Technology* and *Organizational Leadership and Supervision* allow the individual to concentrate on a specified area of study and gain recognition for the acquired knowledge/skill. Certificate programs are offered with the following groups of students in mind:

1. Those individuals who wish to concentrate only on a specific area, rather than pursue a broader-based Associate of Science degree,

2. Those employed individuals, who need to update their skills for present job requirements, and may want to pursue an associate degree later, and
3. Those individuals wishing to gain a technical skill for employment entry, or more suitable employment, and who may pursue an associate degree later.

Content: These programs of instruction draw heavily upon the latest and most practical problem-solving and decision-making techniques available.

Emphasis: The curriculum culminates in the awarding of a certificate in the specialty field.

Scope: The instructional material for each certificate is oriented toward the specialist who desires either to acquire or upgrade knowledge/skills in a specific area of concentration.

C. Associate of Science Degrees

Electrical Engineering Technology

Explore engineering principles through valuable hands-on, lab-based experiences. Students gain a strong foundation in electronics and are encouraged to focus their studies in one or two areas of interest, which correlate to workforce demands within business and industry. Graduates offer their employers immediate contributions as team players equipped with problem-solving and project management experience.

Mechanical Engineering Technology

Become an industrial leader managing people, machines, and production resources. Mechanical engineering technology students gain an understanding of how to solve mechanical problems and gain insights into the manufacturing production and design processes through the application of engineering principles.

Computer Graphics Technology

The Computer Graphics Technology (CGT) program is a blend of creative design, computer programming, and management. Students in the CGT program in applied computer graphics develop a sense of visual form; a mastery of computer graphics systems, concepts and tools; and an ability to communicate ideas and data in a graphical form. In order to develop problem solving and management abilities, students work on both independent and team-based projects.

D. Associate of Science and Bachelor Degrees

Organizational Leadership and Supervision

Prepare yourself for contemporary management through this practical, people-oriented approach to leadership while gaining a technical perspective in an area of choice. Organizational leadership and supervision (OLS) graduates apply their credentials to a wide variety of positions within business and industry.

Industrial Technology

The Industrial Technology (IT) program is designed to prepare students in both technical and management areas. Graduates are best suited for technical and/or managerial positions in business, industry, and government. Course work includes production planning, industrial ergonomics and safety, quality control and productivity, manufacturing facilities planning and material handling, automated manufacturing systems, automatic identification and data capture, and computer simulation.

4. Does participation in your training earn the employee a credential? If so, what is it?
Certificates, Associate of Science and Bachelor of Science degrees are available.

5. In what ways would the training be delivered?
Standard classroom and Web methods.

6. To what extent would your company be willing and/or able to contribute any services that might be used as leverage in the SSI report?

The College of Technology at New Albany can bring to bear the resources of Purdue University at West Lafayette.

For example the Technical Assistance Program (TAP) can help Indiana businesses, industry, and government implement new technologies that:
* Boost international competitiveness.
* Strengthen the state and national economy.
* Benefit the citizens of Indiana.

*The TAP program offers 40 hours of **free** technical assistance for to qualified companies.*

We offer multiple ways for your company or organization to connect with Purdue's technical expertise – assistance projects with Purdue faculty experts, employee recruitment through the High Tech Job Fair or the Summer Intern Program, and technical information from the University's extensive research resources.

7. In what ways would you ensure that employers felt like partners, not consumers?

As a land grant university, Purdue University is your local access point to the many resources available to Indiana business and industry.

Degree programs and Customized Training
Credit courses and/or customized training can be delivered on-site of most companies depending on the courses content.

Corporate Outreach
The College of Technology partners with many businesses and industries through research projects, industrial affiliate programs, research services and centers, seminars, workshops, and other activities.

8. Are there ways that your service could become self-sustaining?

Self Supporting

Customized Training
Contracts need to cover the cost of all materials, space needs and instruction and therefore has to at least break even.

Credit Courses
Purdue University recognizes that not all students can afford to finance a college education entirely from their income and assets. To ensure that all students have an opportunity to obtain a college education regardless of their financial circumstances, the university, through the Division of Financial Aid, administers a fourfold program of scholarships, grants, loans, and employment opportunities.

Costs: Credit courses average 3 credit hours and at the current rate of $149.15 per credit hour would make a 3 credit hour class $447.45. (An activity and technology fee could also apply.) Customized training would have to be charged according to the length and depth of the content to be covered.

Please remit your responses to jwc@insightbb.com or rm@south7work.org on or before Friday, February 3, 2006. If you have questions regarding the Proposal Outline, please contact either Jennifer Wilcox at 812.246.2670 or Ron McKulick at 812.944.7793. We appreciate your interest in the Strategic Skills Initiative!

Southern7
Workforce Investment

Training Provider Proposal Outline
Strategic Skills Initiative – EGR 10

Company Name: CMR Services Group, Inc.

Contact Person(s): Cherie Guilford

Address: 1115 Doebrook Drive #100

City, State, ZIP: New Albany IN 47150

Telephone: 812 944-9796

Fax: 812 944-9803

Certified with Indiana Department of Workforce Development – Y/N: No, not yet.

Relative to the Phase 2 Executive Summary provided to each Trainer Prospect, please respond to the following questions. Each training opportunity that is proposed must represent a solution that can be directly tied to one or more **root causes or skills modules** identified in the Phase 2 report. Further, for each training opportunity that is proposed, respondents should address all eight questions.

Supervisory Development

1. How many individuals does your company have the capacity to train?

This is difficult to determine. Typically, our program works best in groups of 5 – 20 members because of the program design (see answer number 2). For example, two (2) facilitators could easily be working with 80 – 100 participants at a time within several organizations. Facilitators can be added to accommodate the level of need.

2. Where and what time would the training be provided?

Our development program is typically conducted at the individual organization's location. However, in instances where appropriate space is not available, meeting space at an off-site location is used.

Because this is "true development" and not simply training, the sessions are conducted over a period of weeks allowing the participants' time to implement what is taught and therefore enabling them to see results along the way.

For example, Supervisory Development will be conducted using nine (9) sessions, lasting 2½ to 3 hours each. Organizations normally choose times immediately before or after lunch (9:00am – 12:00pm or 1:00pm – 4:00pm). Upon completion of the scheduled sessions (normally bi-weekly), three (3) follow-up sessions are conducted at intervals of 30, 60 and 90 days. (Thirty days following the 9th session the first follow-up would be held; 60 days following the first follow-up the second follow-up session would be held; 90 days following the second follow-up the third follow-

up session is held.) In addition, the facilitator is available via telephone or email between sessions to assist the participants, as needed.

3. Describe content & curriculum of training offered by your company.

Supervisory Development

In today's world, the supervisor is the "main link" between the company's goals and the people who must accomplish those goals. Because of the functions of supervisors and the major role they play, it is obvious that good supervisors are the key to the success of any organization. Many of the supervisor's daily decisions affect profits, attitudes and morale. With a role and a function of this magnitude, it would seem logical that the process of becoming a supervisor would require years of training. However, most supervisors have had little or no training in supervisory skills. Almost universally, today's supervisory force is made up of men and women who have been promoted from being a super worker to being a supervisor.

The supervision process is a structured, open-ended, pragmatic approach to developing supervisors. It is not a teaching program, but a developing program designed to engage supervisors in a process that results in personal and professional growth. The development of more effective supervisors has a direct correlation to an increase in the productivity and profits of a company.

Key Areas:

- The Successful Supervisor
- Goal Setting
- Your Action Plan
- You and Your Self
- Confidence: The Critical Ingredient
- Leading for Results
- Managing and Controlling Your Use of Time
- Motivation
- Communications
- Upward Communications
- Performance Appraisal
- Discipline: Word and Concept
- Developing Subordinates
- Decision Making and Problem Solving

Each participate receives two (2), three ring-binders along with audio recordings of the text. The text, which consists of the topics shown above, is in one binder as well as on an audio CD. Participants are asked to read, as well as listen to the program text – a process we call spaced repetition. This process of spaced repetition serves to reinforce learning. Organizational Management and Behavior experts have shown if an individual is exposed to an idea one time, after one day they have forgotten 50% of it, after two days they have forgotten 75% of it, and the percentage continues to decrease until – after sixteen days, it is estimated that we only retain about 2% of the original idea. On the other hand, if someone is exposed to an idea six times over a period of five-six days, they will retain more than 62% for 15-years to life!

The second binder is an Action Plan. This binder contains information and specifics on the importance of life-work balance; setting goals and establishing priorities; understanding the importance of organization goals at all levels of the company; and, time management.

The process also includes a pre- and post-assessment as a means to measure learning and allow organizations to see their return on investment (ROI).

4. Does participation in your training earn the employee a credential? If so, what is it?

Credential, no. However, this program has been approved for Continuing Education for Registered Nurses and others in healthcare. Healthcare professions other than RNs will know whether the CE is applicable to them. Contact hours will be awarded upon successful completion and they are acceptable in all 50 states. Regardless, each participant receives a Certificate of Completion.

5. In what ways would the training be delivered?

This program is most effective as "leader lead." A good portion of this program deals with goal setting and achievement. The facilitator serves not only as facilitator, but they also serve the role of accountability officer for individuals and groups as they move through the goal setting process.

6. To what extent would your company be willing and/or able to contribute any services that might be used as leverage in the SSI report?

Our contributions will be primarily in the form of time. We would be willing to forego charges for Prep and Continuing Support between Sessions – a savings of $3025.00 per group.

Costs of facilitation with necessary prep, continuous feedback and follow-up:	$9275.00
After contribution of prep and continuous feedback:	$6250.00
Total contributions:	$3025.00

In addition, we will provide contributions by reducing the cost of program materials from $585.00 each to $450.00 each – a savings of $135.00 per participant.

Note: An additional $80.00, per person, is required for the processing of Nursing CE certificates through our national accreditation center. We are unable to waive that fee. However, we will show that fee as a "pass through" only – the standard charge for administrative fees will be waived.

7. In what ways would you ensure that employers felt like partners, not consumers?

As a matter of practice, we meet with the supervisor or manager of each participate prior to the start of this program. We ask them to provide us with goals they would like the employee to be working towards. The last thing we want is for a participant to be working hard to reach a goal, only to find out it isn't what their supervisor/manager wanted.

Before the first "official" session, we conduct a program Kick-Off. At that kick-off, participants received their program material and we provide a short "motivational" program to get them excited. The pre-assessment is administered during this Kick-Off. Supervisors/Managers are always invited to attend and if possible, someone from Upper Management is asked to come and speak as to why we are there and then introduce the facilitator, which shows each participant this program as the commitment of Upper Management.

Also, during the course of the program, we will talk with the supervisor/manager either face-to-face or via telephone to see if they are noticing results, seeing changes in behavior, seeing goals met, etc.

8. Are there ways that your service could become self-sustaining?

Sustainability is often measured by the ability to implement and replicate a process. With the intent to sustain, we will provide SSI the means to teach, coach, challenge and hold supervisors accountable for meeting identified goals. This can be accomplished to varying degrees using the train the trainer approach where during facilitation we would work with SSI resources to prepare, coach, and monitor as they teach their colleagues. Additionally, we could provide job aids to assist in the reinforcement and application of learning. These aids, which extend beyond those provided in the classroom, could include quick reference tools and a website to share information and encourage dialogue.

To help organizations address the "leakage" concern, we will work with them to develop an appropriate skill level advancement system. Knowing many organizations will look to the SSI grant process for the inaugural two-year period, we will assist the organization with their strategic thinking initiatives for capturing and keeping top notch employees.

A sample model may be the identification of skill levels, such as levels 1, 3, 5, 7 and 9. Working with the organization, we can assist in developing appropriate benchmarks at each level. Whether the employee starts at level 1 or 5, would be dependent upon their background, existing skill set and proven abilities. It is likely many organizations will look to SSI for funding levels 1 and 3. It will be critical that organizations don't stop there. We will work with them to ensure the continuance of levels 5, 7 and 9 by helping them see their ROI through greater productivity, less conflict, improved communications and helping them think of new, initiative ways to ensure funding for future years. To ensure the organization reaps the greatest ROI, we will work with them to implement a program to gain commitment from the employee by determining X years of service will be expected for X hours of training or dollars spent on training.

Please remit your responses to jwc@insightbb.com or rm@south7work.org on or before Friday, February 3, 2006. If you have questions regarding the Proposal Outline, please contact either Jennifer Wilcox at 812.246.2670 or Ron McKulick at 812.944.7793. We appreciate your interest in the Strategic Skills Initiative!

APPENDIX 4 – LOCAL INVESTMENT DOCUMENTATION

Ron McKulick

From: Ron McKulick [rm@south7work.org]
Sent: Thursday, March 02, 2006 3:51 PM
To: (jwhite04@ius.edu); Jennifer Wilcox Consulting
Subject: Trucking contribution update

Jennifer,

I just spoke with Allen Parnell, owner of Mr. P's Express trucking company. He was gracious enough to call while he is on vacation in "sunny" Florida. He described his contribution per person this way:

- Training costs are discounted $1000.
- After 18 months of employment, a $1000 performance bonus
- The 1st 2 months of employment, after 1 gains the CDL, the new employee does not drive alone. He/She works with a veteran driver on the road. There is no direct or immediate benefit to Mr. P's during this time. It is a further investment. He determined it costs $2,704 per person, based on salary, etc.
- Total costs per person as an investment is $4,704.

Take this amt. across 12 drivers a year (50% of what is projected in SSI in terms of new CDL drivers), and the contribution is **$112,896.**
While we do not have a signatured form for investment, his phone call to me this afternoon is reasonable to convert into this e-mail and attach it to our proposal, as real investment. He is serious.

Thanks,

Ron McKulick
Executive Director
Southern 7 Workforce Investment Board, Inc.
P.O. Box 6712
New Albany, Indiana 47151-6712
812-944-7793
812-944-4056 (fax)

From: AMP1935@aol.com [mailto:AMP1935@aol.com]
Sent: Friday, February 24, 2006 2:53 PM
To: rm@south7work.org
Subject: Re: FW: Employer Investment in truck driver training and certifications...for...

Ron, I read your information on job training with much interest. The true cost of training an individual to get their CDL is approximately $4000.00 I can give you a break down of these cost if needed. We are willing to do two things. First we will agree to pay a student during training once they have received their CDL. This could be as long as two months. We will also, agree to give a student back 1000.00 of the original tuition cost.

Ron, I am very interested in working with you on this project and I believe this type program is much needed as we grow the local economy and train men & women to fill all the current and future job openings in the transportation industry.

I will be out of town 2/28-3/12. If you need any other info. call me.

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, Michael Foom, as a duly authorized representative of Floyd Memorial Hosp., an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $_____
Notes:

Employee Training Release Time $ 10,000
Notes:
School @ work

Employee Compensation $ 5,000
Notes:

Employer Participation $ 1500.00
Notes:

Capital Investment $ 5000.00
Notes:

Other Investment $ 60,000
Notes:
Tuition & Scholarships

TOTAL INTENDED INVESTMENT $ 81,500

So signed this 1 day of March, 2006

Representative Signature & Title: [signature] HR Director

Participating Company: Floyd Memorial Hospital

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, ___Paul Perkins_____, as a duly authorized representative of _____Amatrol, Inc._____, an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $_____0_____
Notes:
_____
_____

Employee Training Release Time $____36,000_____
Notes:
This amount includes up to 200 hrs per year (400 hours) to support area high schools and colleges in various activities including: career days, recruiting, promotion, advisory committees

Employee Compensation $ ____20,000_____
Notes:
This amount includes paid wages of Amatrol employees who are expected to participate in training related to manufacturing.

Employer Participation $_____22,500_____
Notes:
Amatrol will conduct provide teacher training to instructors at 8 area high schools, Prosser vocational school, area colleges in areas related to advanced manufacturing.

Capital Investment $ ___66,000_____
Notes:
Amatrol will provide purchase discounts (varying according to item) on Amatrol equipment and software purchased by area high schools and colleges to support the development of advanced manufacturing training. This amount also includes all costs of installation and shipping.

Other Investment $ ____30,000_____
Notes:
Amatrol will sponsor 8 weeks of Robotics Engineering Summer Camps over a 2-year period

TOTAL INTENDED INVESTMENT $____174,500_____

So signed this 28th day of February, 2006

Representative Signature & Title: _____ PRESIDENT

Participating Company: Amatrol, Inc. Jeffersonville, IN

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, _Betty J. Hollis_, as a duly authorized representative of _FireKing Security Group, an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $_____
Notes:

_____

_____

Employee Training Release Time $ 18,750
Notes: _25 employees earning $12 per hour + 25% for benefits
This amount could increase based up training subject.

Employee Compensation $ 12,500
Notes: $500 bonus for each employee successfully completing training

Employer Participation $_5,000
Notes: Director of Human Resources and/or Human Resources Manager time in assisting with the development of a Southern Indiana regional manufacturing sector network.

Capital Investment $ _____
Notes:

_____

_____

Other Investment $ 8,000
Notes: Tuition assistance for employees who enroll and successfully complete technical training or college level courses directly related to their career path at FireKing.

TOTAL INTENDED INVESTMENT $ 44,250

So signed this 28th day of February, 2006

Representative Signature & Title Betty J. Hollis, Director of Human Resources

Participating Company: FireKing Security Group

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, Ed Carpenter, as a duly authorized representative of Tecumseh Power Company, an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage: **$25,000 (One time Investment)**

Notes: We would apply for a $25,000 grant with the Herrick Foundation, a non-profit charitable foundation started by the Herrick family, the founders of Tecumseh Products Company, our parent company. This grant would be to support the development of Career academies for manufacturing sector jobs within our region, especially within Washington County.

Employee Training Release Time: **$85,000 ($42,500 per year)**

Notes: Annually, we would provide an average of 1 hour of paid time each month for hourly production employees to work on educational programs, such as, KeyTrain, WorkKeys, or other web-based programs that result from the SSI. Our hope is to make it easy and on-site allowing them to utilize a computer training center that is outlined later in this document. We would also allow our maintenance and electricians to enhance their training utilizing a web-based program that would gain them a technical certification or technical achievement type of skills enhancement allowing them 2 hours per month. We would also allow all production supervisors four hours of paid time each month for an average of ten months, so they could improve their skill levels in verbal and written communication, and other supervisory skills that have been identified during the SSI project.

The value is based upon our fully loaded average hourly rates for 100 hourly employees, 11 maintenance employees, and 18 production supervisors taking advantage of the programs.

Employee Compensation: **$10,000 ($5,000 per year)**

Notes: We anticipate that we would have approximately 50 employees annually that would take advantage of on-site training programs. We are willing to provide each of them with a $100 completion bonus for any certificate-type program they complete under the SSI.

Employer Participation: **$6,600 ($3,300 per year)**

Notes: Annually we would provide degreed engineering level advisors for the career academy to serve on an advisory board for the career academy and provide them for instruction or seminars that were appropriate for the career academy. We would also provide one managerial advisor to support the advisory board. (The dollar value is based upon one engineer for an average of four hours per month and one executive staff level person from Operation or Human Resources for three hours per month.)

Capital Investment: **$6,300 (One time Investment)**

Notes: We would install five computer stations in a training area designated for our employees to utilized web-based training to improve their skills. If possible, Work Keys would be used to establish proficiencies and we would use Key-Train to increase skill levels. We would provide Internet access for this program as well. Estimated investment is for five complete workstations that would include: Desktop PC's, ergonomic seating and worktables, and one laser printer.

Other Investment: **$23,200 ($11,600 per year)**

Notes: We would provide tuition reimbursement for any salaried employee that attends IU Southeast, Ivy Tech College, or IU's Purdue extension at IUS, as long as they attend classes or pursue a degree related to manufacturing or engineering. We will also allow one hourly employee to participate in a tool grinder/tool maker apprenticeship so they can attend Ivy Tech College in order to complete courses necessary to obtain their journeyman status. The hourly employee also receives pay for the time they are in class.

This total cost is estimated at four salaried individuals and one hourly employee using semester costs for 6 credit hours including books and fees.

TOTAL INTENDED INVESTMENT: **$156,100 for a two-year period**

This amounts to $62,400 each year, with the balance being in one-time payments or investments that could occur during the first or second year.

So signed this 28th day of February, 2006

Representative Signature & Title: Ed Carpenter Human Resource Director

Participating Company: **Tecumseh Power Company – Salem Operations**

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, Doug Katt, as a duly authorized representative of JGAWS Extrusions, an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $_____
Notes:

Employee Training Release Time $ 8,000
Notes:
Supervision Training 20 Hr. - 14

Employee Compensation $ _____
Notes:

Employer Participation $ 6000
Notes:
Employee Training for Electrical

Capital Investment $ _____
Notes:

Other Investment $ _____
Notes:

TOTAL INTENDED INVESTMENT $ 14,000.00

So signed this 28 day of February, 2006

Representative Signature & Title: Doug Katt HR. Mgr

Participating Company: JGAWS' Extrusion

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, RICK COCHRAN, as a duly authorized representative of BRUCE FOX INC., an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $ -0-
Notes:

Employee Training Release Time $ 12,000
Notes:
QUALITY TRAINING, CONTINUOUS IMPROVEMENT, LEAN MFG.

Employee Compensation $ 8,000
Notes:
CLASSES AT IUS, PROSSER, IVYTECH, SYSTEMS & OTHERS

Employer Participation $ -0-
Notes:

Capital Investment $ -0-
Notes:

Other Investment $ 6,000
Notes:
C.E.U. ANNUAL TRAINING

TOTAL INTENDED INVESTMENT $ 26,000

So signed this 28 day of FEBRUARY, 2006

Representative Signature & Title: [signature] HR MANUFACTURING

Participating Company: BRUCE FOX INC

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, Bruce A. Fry, as a duly authorized representative of Tyson Foods, Inc., an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $_____
Notes:

Employee Training Release Time $42,588.00
Notes:
20 employees X 3 hrs p/wk for one year

Employee Compensation $ _____
Notes:

Employer Participation $2500.00
Notes:
Participation in creation of Career Academies

Capital Investment $ _____
Notes:

Other Investment $ _____
Notes:

TOTAL INTENDED INVESTMENT $45088.00 p/y

So signed this 27th day of February, 2006

Representative Signature & Title: [signature], Complex HR Manager

Participating Company: Tyson Foods, Inc.

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, ____**Diane Fischer**_____, as a duly authorized representative of _**L & D Mail Masters, Inc & Learning Masters, Inc**___, an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $___**46,900** _____
Notes: _**Online technology courseware ($22,900) in addition to Leadership Training ($24,000)**____

Employee Training Release Time $___**24,000** _____
Notes: **Amount based on employee salary in addition to benefits. A total of 6 hours per employee during the summer months at the company's discretion.**_____

Employee Compensation $ _**To Be Determined**_____
Notes: **Employees would be reviewed and compensated according to their individual results.** _____

Employer Participation $____**20,000** _____
Notes: **L & D willing to donate use of our on-site learning center up to 4 hours per week.**_____

Capital Investment $ ____**n/a** _____
Notes:

Other Investment $ _____ **24,600** _____
Notes: **Would like the opportunity to train Leadership Training in addition to Key Train.**

TOTAL INTENDED INVESTMENT $__90,900 + employee compensation_____

So signed this __**28th**____ day of __**February**___, 2006

Representative Signature & Title: Diane Fischer

Participating Company: _**L & D Mail Masters, Inc & Learning Masters, Inc**_

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, DON HOWISHELL, as a duly authorized representative of GARTECH ENTERPRISES, an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $_____
Notes:

Employee Training Release Time $_____
Notes:

Employee Compensation $ 10,000
Notes: PAY RAISE — 2000 PER EMPLOYEE APPROX.

Employer Participation $ 10,000
Notes: TUITION REIMBURSEMENT

Capital Investment $ _____
Notes:

Other Investment $ _____
Notes:

TOTAL INTENDED INVESTMENT $ 20,000

So signed this 28 day of FEBRUARY, 2006

Representative Signature & Title: [signature] President/G.M.

Participating Company: GARTECH ENTERPRISES, INC

and 405

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, Wendy Osborne, as a duly authorized representative of Eagle Steel Products, Inc., an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

*Cash Leverage $_____
Notes:
* we would be willing to contribute cash depending outcome of the proposal.

Employee Training Release Time $_____
Notes:

Employee Compensation $ 2006 → $151,840 in annual basepay (Plant to hire 1 Maintenance Technician and 5 production workers in next 3 months of 2006. Probably 1 maint tech and 10 production workers in 2007.)
Notes: 2007 → $216,320 in annual basepay
Eagle Steel would like to participate in available/approved maintenance technician training and production worker training listed in Solutions for Mfg.

Employer Participation $ approx $1,000.00
Notes:
Estimate of HR Mgr. time in mfg. sector networking activities.

Capital Investment $_____
Notes:

Other Investment $_____
Notes:

TOTAL INTENDED INVESTMENT $ 369,160.00

So signed this 1st day of March, 2006

Representative Signature & Title: Wendy Osborne, HR Manager

Participating Company: Eagle Steel Products, Inc.

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, Richard Kopp, as a duly authorized representative of Purdue University College of Technology at New Albany, an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $_____
Notes:

_____

_____

Employee Training Release Time $_____
Notes:

_____

_____

Employee Compensation $ _____
Notes:

_____

_____

Employer Participation **$8695.92** ($17,390.40 FOR 2 YEARS)

#1 Per hour = $38.14 X 4 hours a week for 38 weeks = **$5797.28**
Notes: Release time of Associate Professor for 4 hours a week for 38 weeks.
Purpose: Assist in building a S. Indiana regional mfg. sector network.

#2 Per hour = $38.14 X 4 hours a week for 38 weeks = **$2898.64**
Notes: Release time of associate professor to help with establishing an Advanced Mfg. Career Academy in a local high school.

Capital Investment $ _____
Notes:

_____

_____

Other Investment $ _____
Notes:

_____

_____

TOTAL INTENDED INVESTMENT **$8695.92** ($17,390.40 FOR 2 YRS.)

So signed this 28th day of February, 2006

Representative Signature & Title: Richard Kopp, Director

Participating Company: Purdue University College of Technology at New Albany

gli Greater Louisville Inc.

March 1, 2006

Ron McKulick
Southern 7 Workforce Investment Board, Inc.
P.O. Box 6712
New Albany, Indiana 47151-6712

RE: STRATEGIC SKILLS INITIATIVE FOR SOUTHERN INDIANA

I am submitting this letter in support for the proposal submitted by Southern Seven in partnership with the community at large.

For the past four years we here at Greater Louisville, Inc. (GLI), the regional Metro Chamber of Commerce and economic development agency, have worked in partnership with our local WIBs, both Southern Seven and KentuckianaWorks (KW) to unify workforce initiatives across our bi-state region. Of course, the initiatives have had multiple funding streams since both Kentucky and Indiana have to fund their own sides. We have successfully developed, marketed, sold and serviced a Regional Job Portal called GreaterLouisvilleWorks.com (GLW). This portal provides a "one-stop" connection for individuals seeking jobs with regional employment opportunities showcased by participating businesses.

A couple of other initiatives in the works at the moment include HIRE Education Forum which brings together colleges and universities on both sides of the river to promote post-secondary education. The co-chairs of this forum are IUSE & University of Louisville. A community wide initiative that will be launched in a few months is Graduate! Greater Louisville: GED to PhD to have an umbrella effort to promote post-secondary education. TREO grants are also being expanded to better service IN due to our close working relationship.

The unique relationship even extends to GLI's involvement in the formation of ONE Southern Indiana which is being modeled after GLI. In continuation of these efforts, we are ready and willing to assist ONE Southern Indiana in the creation of an effective business network strategy which is core to the majority of our current workforce efforts.

Sincerely,

Parminder K. Jassal
Director of Workforce Solutions

The Metro Chamber of Commerce
614 West Main Street, Suite 6000
Louisville, Kentucky 40202
502.625.0000 fax 502.625.0010
GreaterLouisville.com

EMPLOYER INTENT TO INVEST
STRATEGIC SKILLS INITIATIVE

I, Parminder K. Jassal, as a duly authorized representative of Greater Louisville Inc., an employer partner in the Strategic Skills Initiative project, do hereby state our Intent to Invest in the solutions proposed in the SSI Phase 3 report, in such way(s) as are noted below, contingent upon the approval of the proposal and other mitigating factors.

Cash Leverage $_____
Notes:

Employee Training Release Time $_____
Notes:

Employee Compensation $ _____
Notes:

Employer Participation $_____
Notes:

Capital Investment $ _____
Notes:

Other Investment $ _100,000____
Notes: Monthly technical assistance for the development of the business network strategy/In-kind marketing for specific careers/IT guidance/HIRE support efforts/Community wide internship program/Community wide post-secondary support

TOTAL INTENDED INVESTMENT $ $100,000

So signed this1st day of March, 2006

Representative Signature & Title: _____

Participating Company: Greater Louisville Inc.

APPENDIX 5 – PUBLIC ENGAGEMENT DOCUMENTATION

Regional Workforce Summit

Save The Date! January 24, 2006

Kye's II - Jeffersonville, Indiana

Building Sector-Based Solutions That Work!

Join us for an information-packed morning to learn about innovations in workforce development. Sector solutions are the way of the future as industry becomes interdependent in order to survive and flourish. We're saving you a seat!

Highlights Include...

- Ed Barlow, Nationally Recognized Workforce Futurist
- National & Regional Examples of Successful Sector Strategies
- The Region's Emerging Potential as a Logistics Powerhouse

Call 812.944.7793 for more information.
Registration documents to follow!

Southern7 Workforce Investment

Regional Workforce Summit

Save The Date! January 24, 2006
Kye's II - Jeffersonville, Indiana

Building Sector-Based Solutions That Work!

Join us for an information-packed morning to learn about innovations in workforce development. Sector solutions are the way of the future as industry becomes interdependent in order to survive and flourish. We're saving you a seat!

Highlights Include...

- Ed Barlow, Nationally Recognized Workforce Futurist
- National & Regional Examples of Successful Sector Strategies
- The Region's Emerging Potential as a Logistics Powerhouse

Call 812.944.7793 for more information.
Registration documents to follow!

Southern7 Workforce Investment

Regional Workforce Summit

Save The Date! January 24, 2006
Kye's II - Jeffersonville, Indiana

Building Sector-Based Solutions That Work!

Join us for an information-packed morning to learn about innovations in workforce development. Sector solutions are the way of the future as industry becomes interdependent in order to survive and flourish. We're saving you a seat!

Highlights Include...

- Ed Barlow, Nationally Recognized Workforce Futurist
- National & Regional Examples of Successful Sector Strategies
- The Region's Emerging Potential as a Logistics Powerhouse

Call 812.944.7793 for more information.
Registration documents to follow!

Southern7 Workforce Investment

Regional Workforce Summit

Save The Date! January 24, 2006
Kye's II - Jeffersonville, Indiana

Building Sector-Based Solutions That Work!

Join us for an information-packed morning to learn about innovations in workforce development. Sector solutions are the way of the future as industry becomes interdependent in order to survive and flourish. We're saving you a seat!

Highlights Include...

- Ed Barlow, Nationally Recognized Workforce Futurist
- National & Regional Examples of Successful Sector Strategies
- The Region's Emerging Potential as a Logistics Powerhouse

Call 812.944.7793 for more information.
Registration documents to follow!

Southern7 Workforce Investment

Regional Workforce Summit

Building Sector-Based Solutions
That Work!

Many Thanks to Our Event Sponsors:

IVY TECH COMMUNITY COLLEGE

Southern Indiana Chamber

IUS SOUTHEAST

IUS School of Business &
IUS Lilly Community Partners Program

gli Greater Louisville Inc.

January 24, 2006, 8:30 - 11:30 a.m. • Kye's II - Jeffersonville, Indiana

Southern7 Workforce Investment

PLACE POSTAGE HERE

Regional Workforce Summit

P.O. Box 6712
New Albany, IN 47150

Mail or Fax Your Registration Form to Reserve Your Seat!
Contact 812.944.7793 or 812.246.2670 for more information!

Regional Workforce Summit

Building Sector-Based Solutions That Work!

Join us for an information-packed morning to learn about innovations in workforce development. Sector solutions are the way of the future as industry becomes interdependent in order to survive and flourish. We're saving you a seat - make your reservation today!

- **January 24, 2006, 8:30 - 11:30 a.m.**
- **Kye's II, 500 Missouri Ave., Jeffersonville, Indiana**

Mail or Fax Your Registration Form to Reserve Your Seat!
Contact 812.944.7793 or 812.246.2670 for more information!

Highlights

- Ed Barlow, Nationally Recognized Workforce Futurist
- Panel Discussion regarding Successful Sector Initiatives - Parminder Jassal, Greater Louisville, Inc. & Lisa Lee, Western Indiana Workforce Investment Board.
- Scott Sigman, Senior Director-Intermodal, Ports of Indiana to Highlight Logistics Industry Initiatives.

Southern 7 Workforce Investment

Regional Workforce Summit

P.O. Box 6712
New Albany, IN 47150

Phone: 812.944.7793
Fax: 812.944.4056
E-Mail: rm@south7work.org

Registration Form - Workforce Summit

Name _____
Company _____
Address _____
_____
Phone _____

Attendees:	Price
☐ _____	$25.00
☐ _____	$25.00
☐ _____	$25.00
☐ _____	$25.00
☐ _____	$25.00

Method of Payment

☐ Check Enclosed
☐ Check to Event

Total: _____

Make Check Payable to Southern 7 Workforce Investment

Summit tackles work-force strategies for specific sectors

BY SARAH JEFFORDS
BUSINESS FIRST STAFF WRITER

Business professionals, educational leaders and economic development officials from both sides of the river will convene at the Regional Workforce Summit later this month to help find answers to work-force shortages in the local economy.

The Southern Seven Workforce Investment Board Inc. will host the upcoming event, scheduled for Jan. 24 at Kye's II in Jeffersonville.

Ron McKulick, Southern Seven executive director, said the summit is part of the third phase of the Innovating Indiana Strategic Skills Initiative, a three-step project the Indiana Department of Workforce Development launched in June.

The purpose of the $23 million initiative is to address current and potential shortages in key occupations and in skill sets needed for high-paying sectors of the economy.

First two phases completed

The first phase of the project was to identify jobs and related skills that are essential to economic development in each region.

Southern Seven led the effort for the Indiana Department of Workforce Development's Region 10, which consists of Clark, Crawford, Floyd, Harrison, Scott and Washington counties in Southern Indiana.

In conjunction with officials from the economic development, education and corporate sectors, Southern Seven staff analyzed industry sectors by reviewing number of workers, rate of job growth, wages and competitive advantage, among other topics.

Health care, manufacturing and logistics surfaced as key industries for the Southern Indiana region, according to a study released in November.

Health care, manufacturing and logistics surfaced as key industries for Region 10, according to the Occupation & Skills Shortages Report, released by Southern Seven in early November.

Within those industries, about 15 critical occupations were deemed to be either in short supply or potentially in short supply, based on the average length of time it took to fill those positions as well as input from local employers.

Those positions include: registered nurses, radiological technicians, pharmacists, physical therapists, industrial engineering techs, welders and machinists.

The second step of the Strategic Skills Initiative was to take that information one step further and determine the root cause for these shortages.

Regional Workforce Summit

Description: A seminar discussing how to develop work-force strategies on an industry-by-industry basis
When: 8:30 to 11:30 a.m., Tuesday, Jan. 24
Where: Kye's II, 500 Missouri Ave., Jeffersonville
Cost: $25
For more information: Contact the Southern Seven Workforce Investment Board Inc., 944-7793

Underlying factors taken into consideration were:

- human resource policies and practices;
- education and training;
- "pipeline" factors, such as career awareness and social perception;
- leakage, or existing workers leaving these occupations;
- and wage rates and benefits.

Employers had an opportunity to share their insights through an online survey, field interviews and a focus group.

Last month, Southern Seven released a second report that detailed the findings from this phase, McKulick said. The root causes vary per occupation, so there isn't a one-size-fits-all solution. But the research allows for a greater understanding of where the shortages are stemming from, thus making it possible to develop tailored solutions that address work-force concerns in each sector.

Time to take action

The third phase of the project is to develop strategies for these sectors, for which the upcoming summit will prove useful, McKulick said. The event is an opportunity to inform the community about the challenges ahead, engage others in the process and learn how other organizations have addressed similar issues.

Participants will have an opportunity to hear "work-force futurist" Ed Barlow as well as Scott Sigman, senior director-intermodal for the Ports of Indiana, who will share information on initiatives in the logistics industry.

The summit also will include a panel discussion on "Successful Sector Initiatives," led by Parminder Jassal, director of work-force programs for Greater Louisville Inc., the metro chamber of commerce, and Lisa Lee, executive director of the Western Indiana Workforce Investment Board.

Contact the writer via e-mail at **SJEFFORDS@BIZJOURNALS.COM.**

"Creating a Competitive Workforce Advantage"

Participant Worksheet

1. **Major insight**

2. **Strategic direction to create a competitive workforce advantage**

3. **Professional action strategy**

4. **Additional information needed**

Please turn this sheet in before you leave today. Thank you for your input.

Name: _____ **Organization:** _____

Telephone: _____ **Fax:** _____ **E-Mail:** _____

"Creating a Competitive Workforce Advantage"

Overview of Most Repetitive Responses

(1) Major insight:
2 year vs. 4 year degree
Baby boomers replacement rate in workforce
High school dropout rate
Second largest language is Chinese
Need for project workers instead of fulltime workers

(2) Strategic direction to create a competitive workforce advantage:
Lifetime of learning
Changing school curriculum to relate to future job opportunities
Regionalism

(3) Professional action strategy:
Business community and education entities partnering to meet future workforce needs.

(4) Additional information needed:
How to proceed.
Funding? Grants?
More statistical information.

"Creating a Competitive Workforce Advantage"

(1) Major insight:
1-Second largest language is Mandarin Chinese
2-29% replacement rate for baby boomers
3-2 year past secondary has to be on the radar screen as the AND not the OR
4-70% of wealth creation related to HC

1-Immigrant dropout rate
2-Workforce shortages in healthcare/nursing/other professions
3-Chinese/Indian domination
4-No one there to replace baby boomers

1-Hispanic high school dropout rate
2-The switch from FT workers to Project Workers
3-Mandarin Chinese language growth in US (need for) i.e. Chinese Invasion!!
4-2 year vs. 4 year "and not or"

Workforce shortage. The amount of layoffs wouldn't make me think we have a shortage.

1-The # of Chinese language speakers
2-The growing # of science/technology jobs
3-Hispanic dropout rate
4-The Chinese invasions
5-2 year post secondary education vs. 4 year degree

Learning opportunities must expand beyond and encompass non-traditional styles of offering and a more diverse consumer/student/learner.

1-Aging workforce
2-Urgency of need for healthcare workers
3-Project workers
4-Workforce development board activity
5-% of Hispanic population growing

Wages will increase.

Lack of permanent, stable employment.

1-Need for foreign ???
2-Com??? With like businesses and group together
3-Lack of major long-term jobs
4-Need to hire for project
5-Chinese invasion
6-Global
7-"Without a skill your earnings will go down"

The tie between health sciences, manufacturing and logistics, transportation, distribution

1-Contracted Employment Opportunities represent future employment?
2-2 years vs. 4 year post secondary training

The problem is greater than I knew.

1-Impact of aging workforce
2-Need for content change in public school curriculum
3-Effect of global economy on US quality of life

1-The major shortage to come in the near future with less workers in and more out
2-Expasion of temp or contract workers in the future

2 year post-secondary ???

Hispanic dropout rate of high school males

Importance of financial management, process management, cost management etc. of employers.
Also systemic thinking

Misalignment of traditional K-16 educational structures with needs of increasingly diverse emerging workforce and the businesses that will employ them

1-Workforce shortage
2-Lack of permanent employment for future
3-Hispanic dropout
4-Chinese invasion
5-2 year post secondary

Not enough skilled people to replace retiring workforce

The urgency of a workforce shortage, in these areas covered today

1-Need to address workforce shortages today at all levels
2-Speeding the process of preparing workforce for future jobs

1-Change is an asset-Education is in a perpetual state of flow
2-Even this presentation is dated
3-Political unrest (China) has not been factored in

1-Southern Indiana must work together to reach a goal of workforce solutions (i.e. clusters within our Southern Indiana Chamber, etc.
2-Workforce One in our area should work towards a more positive representation especially within our education system
3-Act with urgency
4-Need more diversity and embrace the diversity

Renovations necessary in education system

1-Chinese 1st language – presence China globally/scientifically
2-Importance of “marketing” job areas as needed to children and encouragement to seek careers needed rather than continuing with “American Dream” mentality – teach kids to look for what community/employers need

The workforce shortage; need to address this as a community

The study of foreign language used in school system K-12 will not be useful in the future. Restructuring the school system to produce effective workers

Need for new systems to adapt to change and train/re-train our workforce

We must get ahead in developing the new workforce and improve the current training of the existing workforce. Indiana is currently behind the eight ball in keeping up with employer demands.

This Workforce Workshop brought the issues of worker shortages to the group in a very desperate manner. Time is no longer on our side. Solutions and Actions need to be implemented ASAP.

1-76% of workers looking for other jobs
2-Hispanic drop rate
3-Medical records on a fingernail

The extent of the shortage of workers in America – no matter the skill – we are going to be in trouble in 10 years

1-If we all don't learn continually we will fall behind faster than many realize
2-US is further behind in education than I thought
3-A B.A. degree isn't enough

Nanotechnology – molecular info posting and the convergence of technology on all sectors of business

1-Chinese invasion
2-The importance of a 2 year degree to complement a four year degree

The crisis of the workforce due to lack of untrained employees, baby boomers retiring, and/or education structure that is implemented in our school system know

1-Must focus of WEALTH CREATION
2-Must be willing to build the tax base – lower taxes are not the answer for the growth of our economy and business
3-Emergence of 2 year post secondary degree vs. 4 year

Need for thought provoking discussion to integrate learning with workforce development

1-The progress companies must make in restructuring their workforce to stay alive and competitive.
2-How Chinese are out pacing us!

Designing elementary education and upward to address future vs. current workforce/demographic issues.

Emergence of 2 year post-secondary education is link to alleviate critical skills shortages

1-Shortages in qualified workforce in demand driven market
2-The rates of "change" and how quickly skills, tech, etc. are obsolete
3-2 year post secondary education leading ways to workforce

Large number of people with 4 year degrees attending community college

1-US is 3rd on list behind China and India in terms of population and education levels
2-2 year degree a must

1-Many community college students have a 4 year degree > emergence of 2 year degree
2-High dropout rates of Hispanic students
3-Prevalene of mandarin Chinese as language

Increasing Hispanic in workforce, and the lack of education within that workforce

(2) <u>Strategic direction to create a competitive workforce advantage:</u>

1-Regionalism
2-Lifetime of learning
3-Making work meaningful for generation X as well as boomers

Changing the State/Regional tax structure in an effort to improve educational system and workforce development initiatives

1-Faster IT structure/Lifetime of learning
2-Focus and emphasis on sectors and the ability to be transferable
3-Focus on the 6 key strategies
4-Attract and develop the diversified skilled workforce for both Kentucky and Indiana

Start with children/schools to promote science education

1-Training incumbent workers
2-Regionalization
3-Updating current school curriculums – more math and science

1-Cooperation with current employers of first level employees – "grow-your-own" healthcare professionals

1-Work with hospitals to create school at work program
2-Engage generation x & y
3-Regional workforce development
4-Extend productive work life of boomers
5-Change curriculum in schools

Lure employers to the area that value their employees.

Planned use of project workers…teaching workers to navigate through an economy…skill development that enables managing individual labor, personal capital

1-Engage generation x & y to see values
2-Regionalism
3-Project work to keep people from retiring
4-Monitor and update school curriculum
5-Business com. Must be effective

1-Engage population at the grade school level
2-Learn how to learn for a lifetime of learning
3-Business community needs to be engaged in education and training.

1-Lifetime of learning
2-Business more active into the educational arena –output

Work together (both states) NOW!

Business community needs to be more aggressive in influencing what is taught in public schools.

1-Engage generations X & Y to see the benefits and good they can do
2-Regionalism

3-Rethink education-Business needs to effect changes in public education – how we teach and what we teach

1-Engage generation x's in workforce
2-Regionalism
3-Business community –more input into schools

Implementation of a community college system

1-More collaboration between IUS and Ivy Tech; both must have a shared vision
2-Must adapt a cluster approach

Review educational needs and structure new programs, partnerships, methods and modalities

1-Accelerate post secondary education for everyone
2-Revamp high school programs
3-Regionalism-incorporate Louisville
4-Rethink retirement
5-Take education where people are

1-Keep trained worker in the area
2-More training and retraining in the workplace

Start with the education systems partnered more closely with the business community

1-Increase the awareness of future generations to the seriousness of the potential opportunities in the workforce
2-Update school curriculum to reflect what is happening in the workforce

Start young-grade school thru secondary hand in hand with hands on "EDUCATIONAL SYSTEM"

1-Involvement with our education system
2-Promote learning opportunities for change
3-Develop skill sets
4-Secondary education development
5-Engage workers
6-Regional work
7-Learning vs. Education

1-Regionalism
2-Quicker, more efficient reaction to necessary change to educational system

1-As above, changing the mentality of children/workforce to one of responsiveness
2-Change attitude of American culture reemployment

Need to determine how to attract generation x & y and use regionalism to plan and address this – through training, education, identification of jobs and skills needed

1-Generation x & y that work in fulfilling to them and they want to work
2-Lifetime of learning
3-Working fulltime while taking classes at work
4-Teacher retraining

1-More education + ??? plans; more programs like this
2-How to engage generation x-ers?

We must partner up (even with our competition) to set goals and organize training methods in order to assure that a particular trade will exist for the future.

Training, training, training can only be the solution to the problem if students are willing to accept the change.

Tie in to Business/Industry and Schools

1-Work in larger regions as partners
2-Motivate generation Xer's
3-Lifetime of learning
4-Update the curriculum

1-Students need to focus on technical degrees
2-Regionalism to the point that Louisville sees Southern Indiana as equals (That has not been my experience

1-Engage generation x
2-Business community needs to be involved in education as a real way – content

Collaboration with the entire region to extend our workforce

1-Educate the students about the importance of the workforce
2-Train the young adults that you must continue learning
3-Teacher development

1-Changes and alignment in educational systems that serve the industries in our area
Education aligning with the real world
2-Design work that keeps the boomers working longer
3-Business community should be more aggressive in affecting education

1-Start at an earlier age
2-Engage generation x & y to have fulfilling work experience

1-Take education to higher level! (-better trained teachers-take education to where students are)
2-Recruitment strategies that attract generation x and y and meet their needs – work and life balance
3-Extend boomers work life by offering part time project work past retirement

Awaken spirit of education as beneficial and not just for the young – the ability to learn is a skill that can atrophy and cripple the individual

Engage lower skilled workers in career advancement opportunities either in current occupation (i.e. CNA to RN, Dietary to CNA) or in another direction as part of retention strategies

1-Make work fulfilling and rewarding
2-Shift from finding a career to finding/creating a life through work
3-Continual learning (from system of education to system of learning) "Learning to Learn"
4-Be more aggressive in affecting/changing school curriculum to meet the needs of the changing workforce and ensure teachers meet the education demands

Create a lifelong learning access that is highly modularized, accessible via internet and other convenient needs, and includes high-tech skills

Funding for all technical programs

1-Engage generation x & y as workers
2-Regionalization
3-Project work as on-going employee
4-Learning lifelong commitment
5-Training access – getting training to people how they want it

Updating curriculum in elementary school and enhance his school level – tool to monitor success of teachers methods.

(3) <u>Professional action strategy:</u>
1-Download slides from presentation to take this information to those who can make change
2-Employers and business driving educational strategy
3-Develop a truly regional bi-state organization for workforce/ED/CD

To apply this knowledge through attracting proposals highlighting our regional workforce strengths including partnerships with state and regional workforce development agencies

1-Focus on recruitment, training, and retention of workforce
2-Focus strategies of internal/corporate staff with CEO
3-Network more with schools and workforce development agencies
4-Continuting education/completion (personally)
5-Become a catalyst within community/company

Work with schools/community partners to implement curriculum changes in schools.

1-Analysis of needs for training in Scott County
2-Talk with manufacturers in Scott County about skills need

1-Make contact with workforce development initiative
2-Reexamine delivery of educational program descriptions language re: appeal for contribution to lifestyle and how profession makes a difference (nursing)

1-Collaborate with hospitals on workforce development school at work, etc.
2-Retention of worker/student and extend workforce
3-Partnerships with schools

Use some of the information in my own work. Take it to the Regional Workforce Board #11

1-Collaboration, communication, regionalization
2-Help workers learn, unlearn, and relearn!

1-Get business and school partnership
2-Share information with coworkers
3-Start class on Metrics

Partnerships toward solutions with another attendee

More partnership with education and business

1-GLI and One Southern Indiana
2-Develop meeting times

Develop partnership between business and schools

Work more closely with local schools to effect change

1-Continue to fully participate in SSI solutions report
2-More partnerships in public schools, stress importance of graduate education

Enhance cooperation with schools, post-secondary institutions

Work with colleagues at Ivy Tech, Purdue, JCTC, UofL to develop new approaches. Promote GLI Hire Education Network. Collaborate with K-12 systems to revamp, revise, create new pathways and opportunities

Investigate possibility of adding more on-line content for noncredit delivery specific for business and industry

Discussion and planning with decision-makers about our target students and businesses

I plan to communicate the significance and importance of this morning's information to the director of the Wilson Education Center to see how this might be brought to all the school superintendents in the state so they can take to the local schools

1-To share this information with school officials and school boards
2-Figure out ways to inform students (future workforce) about the changes talked about today i.e. skills needed for future success in the workforce, etc.

1-Awareness of not fighting the last war-don't have generation x & y with the career concepts of their fathers – no cradle to the grave employment
2-Be flexible
3-Quick trying to catch the last wave-innovate
4-Create an environment – at my job (with my customers) <u>looking forward to the future</u>

1-Interact with area professionals for result-driven orientation to promote area and attract industry and qualified workers plus keep qualified workers
2-Promote learning opportunities and utilize grant $$
3-Partner with schools

1-Take information back to work and discuss impact on social service agencies
2-Discuss educational changes with wife (teacher) and how we can impact our children's decision-making as well as impacting local school and system

1-Quarterly reviews and planning
2-Research Hispanic population needs

Educate CEO, HR and other executive team members on addressing recruitment and retention of employees now and not to wait – use training, pay, etc.

Discuss the training with our HR director about strategies to train worker to be more effective. Use the information to help our youth program to focus on some of the fact in this training (business and education system)

Educate myself and people within my organization

This forum has forced me to recognize the importance of my efforts to play a major role in the development of employees and employers alike. People are the one common factor in what all good companies need. We must act now!

Coaching and mentoring by local business professionals will assist in developing young workers and potential business owners.

Continue doing what I'm doing. Apply stats to my classroom presentations.

Have a representative of a manufacturing meet with school officials. Then keep this group together to initiate change.

Continue to bring together the Chamber's Workforce Committee to work on effect some changes in our schools.

Continue to learn and reposition myself to have a lengthier career.

1-Changes in curriculum in classroom
2-More partnerships in public schools
3-Work more closely with community colleagues

Bring the information back to coworkers and use the facts and quotes to let the community how important training workers.

Get plugged into the educational institutions to discuss growing concerns/needs of business

1-Business/community partnerships
2-Enhance teacher/systematic change

1-More partnering with educators and post secondary trainers
2-Look into building a manufacturing cluster here in southern Indiana like the Wabash Valley

Stress the importance of skill building and continuing education for survival and success – keeping up with the speed of development

Incorporate strategy that includes quickly forecasting into current industry – specific delivery of training under WIA

Use information learned to take to the schools, employers and clients of Work One to initiate the discussion of change and motivate the potential work staff to increase skills and education and to now settle on "what comes easy/or looks easy"

Help raise the quality of the community college and programs with modularized training. Work with high schools to establish programs in advanced manufacturing that includes team-based projects

Induce these facts in my presentations to hopefully spread the word

1-Create information for our sales force to use to educate customers (who are in education) (before June 2006)
2-Late 2006, add a section to our website to help educate people on trends

Restructure current internal training and start with leadership

(4) <u>Additional information needed:</u>
Slides from presentation will allow me to better articulate the needs for our communities, workforce and economic development

More events similar to this summit for both Indiana and Kentucky with emphasis on TDL and manufacturing/healthcare *Bring together stakeholders-customers and strategists

Implementing mental change in community members/leaders. Get rid of the "if it's not totally broke don't fix it" attitude

Implementing training and educational needs without proper funding. Government funds are diminishing, who do we go to?

Need for future healthcare workers. Are scholarships available in the area for nursing students

Where are the employers that will be innovative enough to do these things

The loss of manufacturing jobs to global companies "It can happen to you"

Funding for the initiatives

Funding availability? Staff added to IDWD – accomplish goal workforce development

Examples that are working to learn from

How to better use existing state

How to open the door to change education requirements in Indiana

Greater demographics regarding post secondary profits

Lots!

How do you get started? Who are the content experts?

Two year programs, our school others several 2 year degrees and we offer tuition assistance programs for companies

This information needs to be more publicly disseminated to families. So many children have no real responsibilities or understanding of their critical part of the partnership to a better lifestyle and future world competitiveness. Parents need to have a better understanding of their role in their children's preparedness.

Funding available to create and provide more information about the workforce in the future.

In the information age abrogating is king. Sometimes too much info drowns the message

1-Funding info
2-Available grant $$
3-Education programs that welcome business involvement

How are initiatives funded

1-Specific skill ??? needed for top jobs in the area.
2-Funding for training for current and other future employees in order to be ready for the jobs.

Helping to restructure the school system to help youth (4 year degrees vs. 2 year degrees)

1-Roster of people in attendance

2-Information packet regarding Southern Seven
3-Warmer facility would have helped

Would love to become more involved in helping create a region that is highly regarded when it comes to employee training. What can I do?

Developing healthcare industry in southern Indiana is only assisting 2 major hospitals, due to their collective efforts to eliminate competition by means of countywide ordinances. Healthcare in southern Indiana are being negatively affected by this effort.

What skills/what environment does it take to utilize molecular science technology? How do we bring it to our community?

Template for some of these projects so that we can essentially copy programs and projects without having to reinvent the wheel.

If you were going to move to another country, which one would you choose?

1-What is our dropout rate in our state and specifically southern Indiana.
2-What methods are being developed to look at these rates and what is being done to develop plans to keep kids in school?

Suggested reading for organization leaders and executives to get them "in-time" and "on board" with this initiative.

World is flat – how do we apply that information!

How to raise funds needed for improved programs!

How long does it take to groom a community like ours to attract great businesses – IT stuff biotech as well as manufacturing? This considering companies wanting specific curriculum in K-17 education.

How to better use or find the tools to incorporate #3.

I personally, need to keep up with changes globally/regionally.

None for now

Funding?

Project work structures in businesses

Steps involved to create a cluster within a county or counties example Wabash Valley.

Respondent List

Tony Bohn, Baptist Hospital East
Parminder Jassal, GLI
Paul Wheatley, City of New Albany
Susan Duncan, HR Affiliates
Megan Randall, Scott County Partnership
Jessica Allen, Scott County Partnership
Maria McGary, Galen College of Nursing
Audria Denker, Galen College of Nursing
Jim Heck, AFL-CIO LIFT
Kathy Clayton, AFL-CIO LIFT
Doug Katt, Jean's Extrusions
Scott Sigman, Ports of Indiana
Karen Bertrand, IDWD
Kerry Stemler, One Southern Indiana
Ed Carpenter, Tecumseh Power and RWB Chair
Tom Hollkamp, Ivy Tech
Rita Shourds, Ivy Tech
Uric Dufrene, IUS School of Business
Larry Mand, IUS
Luisa Bascur, Ivy Tech
Michael Lewis, National College of Business & Industry
Elaine Risk, A Better Choice Realtors
Gary Leavell, IDWD
Jerry Meredith, IDWD
Betty Hollis, FireKing Security Group
Bill Davis, New Hope Services, Inc.
Leigh Lloyd, Rauch, Inc.
Terry Richards, Bridgepointe Goodwill
Carmen Ferguson, Bridgepointe Goodwill
Bob Tiell, JFVS
Brian Keith, Koetter Construction
Tim Hunt, Koetter Construction
John Datillo, Greater Clark County Schools
Darrell Voelker, Harrison co. Economic Development Corp.
Dawn Bennett, One Southern Indiana
Lori Rowe-Nair, Delta Direct Staffing
Jenna Copple, IUS
Jillian Canter, Junior Achievement of Kentuckiana
Amy Gresh, Key Electronics Inc.
Jackie Dant, Junior Achievement of Kentuckiana
Wendy Osborne, Eagle Steel Products
Tammy Burke, Webster University
Kim Katz, Career Resources Inc.
Jimmy Brown, Rauch Inc.
Paul Perkins, Amatrol Inc.
Mike Smith, Amatrol Inc.
Kimberly Perkins, Amatrol Inc.
Millette A Meriwether, Koetter Woodworking

SOUTHERN SEVEN WORKFORCE INVESTMENT
STRATEGIC SKILLS INITIATIVE

WORK SESSION#1 – PHASE 3 SOLUTIONS DEVELOPMENT
THURSDAY, FEBRUARY 2, 2006
CLARK COUNTY REMC, SELLERSBURG

AGENDA

9:00 – 9:10 a.m.: Welcome and Project Update – Ron McKulick

9:10 – 10:15 a.m.: Prioritization of Solutions - Thayr Richey

10:15 – 10:20 a.m.: Break

10:20 – 11:15 a.m.: Programmatic Issues for Solutions – Jennifer Wilcox

11:15 – 11:45 a.m.: Funding Options for Solutions –
Thayr Richey & Jennifer Wilcox

11:45 a.m. – 12:00 p.m.: Wrap Up - What's Next - Dismissal

THANK YOU FOR YOUR PARTICIPATION!

WORK SESSION #1

SSI PHASE 3 - SOLUTIONS

Karen Bertrand Retired - Ind. Dept Workforce Devel. - Work One New Albany
Betty Hollis Director of HR Fire King Security Group
Susannah Carson DWD New Albany
Luisa Bascur · Ivy tech Community College · Sellersburg
Paul Perkins Aomatrol Jeffersonville
Gary L. Leavell IDWD New Albany WorkOne
Bruce Fry Tyson Foods Corydon
Steve Cunningham New Albany School / Adult & Vocational Training
Jennifer Lindsey LTD Mail Masters / Learning Masters - New Albany
Joy Bell Floyd Mem. Hospt - New Albany
Robert D. Rovington Laborers Local 795 - New Albany
Robert R. Pearch Scott Co. Commun. Dev. - Scottsburg
Rick Cochran Bruce Fox Inc New Albany
Maria McGary Galen College of Nursing Louisville
Ed Carpenter TECUMSEH Power Company Salem
FRED OLDWEIN NA-FC SCHOOLS NEW ALBANY
Paul Wheatley City of New Albany Economic Development
Roger W. Shaw Summitt logistics & Brokerage, Clarksville
Kathy Clayton IN AFL-CIO Labor Institute For Training, Inc.
Dawn Bennett So. Indiana Chamber

SOUTHERN SEVEN WORKFORCE INVESTMENT
STRATEGIC SKILLS INITIATIVE

WORK SESSION#2 – PHASE 3 SOLUTIONS DEVELOPMENT
THURSDAY, FEBRUARY 16, 2006
AMATROL, INC., JEFFERSONVILLE

AGENDA

9:00 – 9:15 a.m.: Welcome and Explanation of Activities – Jennifer Wilcox

9:15 – 10:00 a.m.: Work In Small Groups – Round 1
Thayr Richey & Jennifer Wilcox

10:00 – 10:15 a.m.: Break

10:15 – 10:45 a.m.: Work In Small Groups – Round 2
Thayr Richey & Jennifer Wilcox

10:45 – 11:30 a.m.: Report in Large Group
Thayr Richey

11:30 a.m. – 11:45 a.m.: Wrap Up - What's Next - Dismissal

THANK YOU FOR YOUR PARTICIPATION!

Strategic Skills Initiative Phase 3 Work Session #2

Health	TDL	Manuf	Name	Company	E-Mail Address	Phone
		✓	Bruce Fry	Tyson Foods	bruce.fry@tyson.com	812 738 5839
			Jennifer Lindsey	LID Mail	jlindsey@ldmailmasters.com	246-8214
			Susan Cauem	DWD	scauem@dwd.in.gov	948-9570
			FRED GESWEIN	NA-FC SCHOOLS	fgeswein@nafcs.k12.in.us	542-2054
		✓	WENDY OSBORNE	Eagle Steel	wosborne@eaglesteelproducts.com	282-4770 ext 126
✓			Jennifer Atkisson	McKendree College	jlatkisson@ky.mckendree.edu	270-926-[illegible]
			Gary L. Leavell	IDWD	gleavell@dwd.in.gov	
			Luisa Bascur	Ivy Tech	lbascur@ivytech.edu	246-3304165
		✓	Rick Cochran	Bruce Fox Inc.	rcochran@brucefoxinc.com	945-3541
		✓	Betty Hollis	Fire King Security Group	bettyh@fireking.com	542-3502
			Richard Kopp	Purdue	RDKOPP@Purdue.edu	941-2632
✓			AUDRIA DENKER	Galen College	adenker@galened.com	893-0722
			Stephen Cunningham	New Albany Schools		949-[illegible]216
		✓	Kathy Clayton	IN AFL-CIO LIFT	kclayton@aflcio lift.org	(317)632-9147
		✓	Ed Carpenter	TECUMSEH + RWB	ecarpenter@tecumsehpower.com	812 883 5575
✓			Mike Ford	Floyd Memorial	mford@fmhhs.com	812 949 5772

Southern 7 Workforce Investment Board

Healthcare Worker Survey
Conducted in Economic Growth Region 10
Strategic Skills Initiative
Survey Findings
February 2006

WALKER INFORMATION

Survey Methodology/Respondents

- Healthcare employees participated in short web-based survey from December 2005 to January 14th, 2006.
- Employees invited to the study were comprised of those within pre-identified workforce shortage occupations & feeders, those in occupations that 'feed' into the shortage occupations. Some questions in the survey were asked specifically of primary occupations only or feeder occupations only. Of those responding, 79% fell in primary occupations and 21% in feeder.
  - Note that two of the Primary Occupations, Licensed Practical Nurse and Radiological Technician, have now been grouped within the Feeder occupations for reporting purposes. These occupations were not asked Feeder-specific questions, so their results will not be included in those questions. Their results will be shown for questions asked only of Primary Occupations and will be labeled and footnoted as Feeder Occupations.
  - Received 187 replies from 2 hospitals.
  - 134 replies (72%) from Floyd Memorial Hospital (77% primary, 23% feeder)
  - 53 replies (28%) from Harrison County Hospital (28%) (85% primary, 15% feeder)
- Results are shown in percentages where 30 or more respondents have replied to the question.

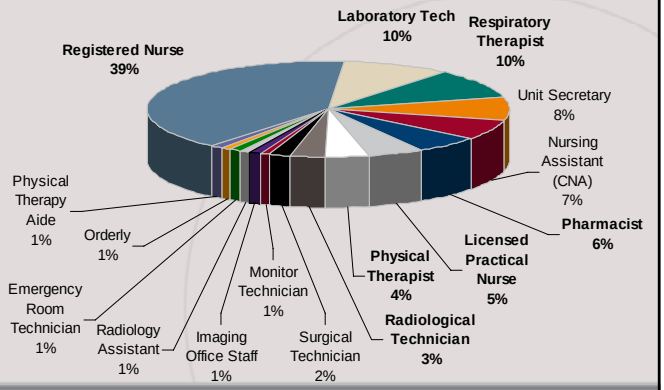
© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

WALKER INFORMATION

Primary Occupations

Of the 18 healthcare occupations included below, several were identified (based on other investigation revealing high employee turnover and/or requiring additional time to fill open positions) as having possible workforce shortages (these appear in bold). Feeder occupations are those where workers could move into the shortage positions.

The greatest percentage of respondents indicate that their primary occupation (i.e., where most of the employee's time is spent) is Registered Nursing. Lab Tech and Respiratory Therapist are the only other occupations where there is more than a couple of respondents. Occupations with few respondents invalidates any separate analysis.

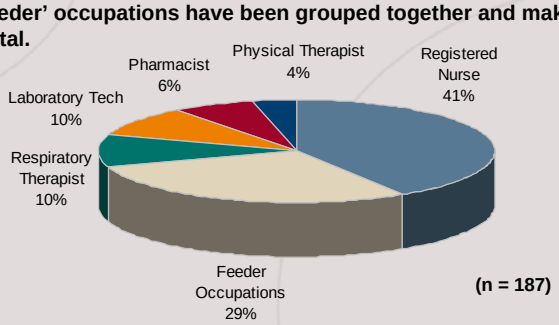


© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Grouped Occupations

To increase the number of cases, thereby improving the ability to analyze results by occupations, 'somewhat' similar positions were identified by Southern 7 and grouped together as shown here.

Note that all 'feeder' occupations have been grouped together and make up just under a third of the total.



(n = 187)

Feeder occupations consists of Unit Secretary, Nursing Assistant, Licensed Practical Nurse, Radiological Tech, Surgical Tech, Monitor Tech, Imaging Office Staff, Radiology Assistant, Emergency Room Technician, Orderly, and Physical Therapy aid. Note that Licensed Practical Nurse and Radiological Tech were originally defined as primary occupations (those with workforce shortages) but have been included in Feeders for reporting purposes.

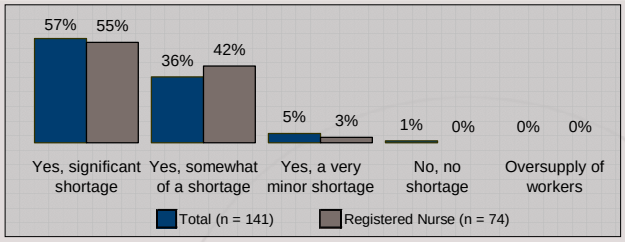
© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

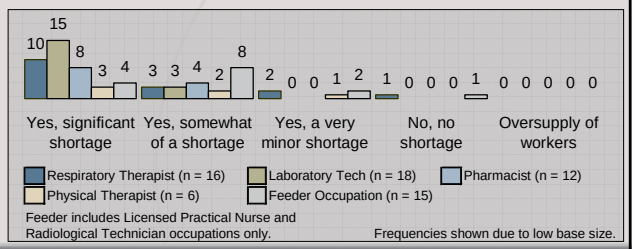
Employee Perceptions of Shortages in their (Workforce Shortage) Field

Over half the employees in shortage occupations believe that there actually is a significant shortage of workers. Almost all others believe there to be shortage, but feel it is just 'somewhat' of one.

Perceptions of worker shortages are very prevalent among Registered Nurses where 97% - nearly all indicate at least somewhat of a shortage. These perceptions hold in the other fields too where 15 of the 18 Lab Tech respondents believe shortage to be at a 'significant' level. And, roughly 2 of every 3 Pharmacists or Respiratory Therapists would say the same.

LPN's and Radiology Techs are more likely to believe the shortages are less pervasive throughout their fields.





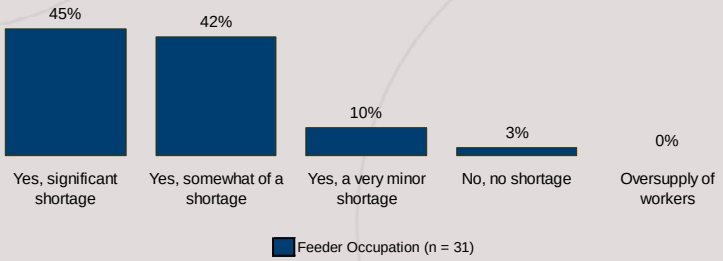
Feeder includes Licensed Practical Nurse and Radiological Technician occupations only.

Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Perceptions of Shortages from Outside these Occupations

Workers in fields that 'feed into' shortage occupations do have relatively high awareness of the shortages some occupations are experiencing. However, from their perspective it appears to be less than the reality as employees in those fields experience. And, one in 10 of feeder employees believes that the shortage is very minor. Perhaps if employees in feeder fields knew how much of a shortage there is, they would be more likely to investigate new career opportunities.



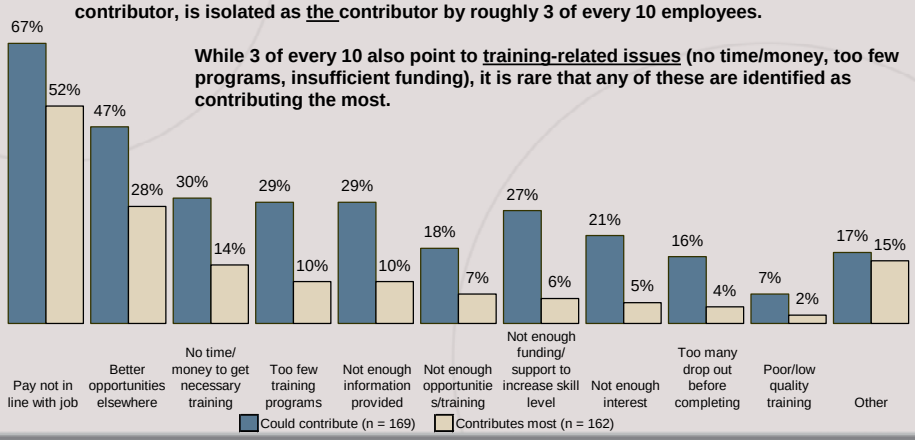
Feeder excludes Licensed Practical Nurse and Radiological Technician occupations

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Factors that Could Contribute versus Contribute the Most

Pay is viewed most often as a contributor, selected by 2 of every 3 employees. And 1 of 2 will say it's the biggest contributor. Better opportunities elsewhere, also frequently identified as a contributor, is isolated as the contributor by roughly 3 of every 10 employees.

While 3 of every 10 also point to training-related issues (no time/money, too few programs, insufficient funding), it is rare that any of these are identified as contributing the most.

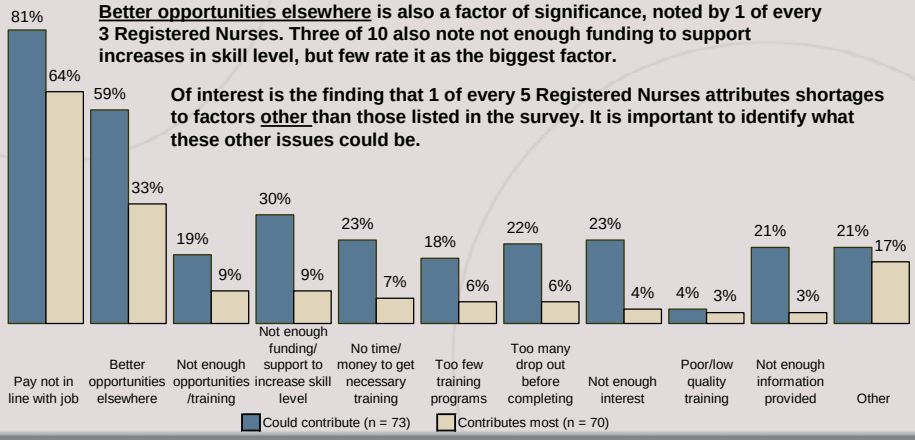


© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Factors that Could Contribute versus Contribute the Most - *Registered Nurse*

Pay as a contributor is most strongly stated by Registered Nurses. As many as 8 out of 10 point to pay as a contributor and 2 of 3 say it is the biggest contributor. Better opportunities elsewhere is also a factor of significance, noted by 1 of every 3 Registered Nurses. Three of 10 also note not enough funding to support increases in skill level, but few rate it as the biggest factor.

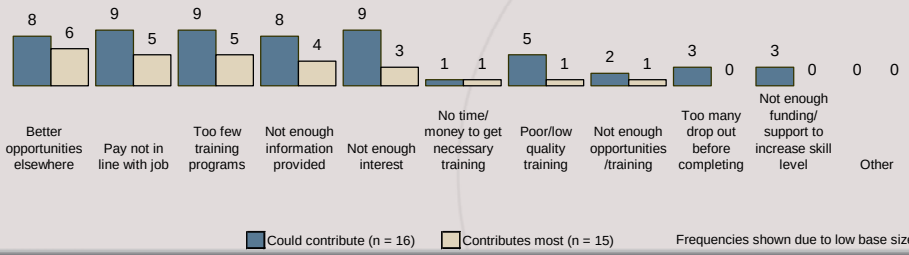
Of interest is the finding that 1 of every 5 Registered Nurses attributes shortages to factors other than those listed in the survey. It is important to identify what these other issues could be.



© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Factors that Could Contribute versus Contribute the Most - *Respiratory Therapist*

Respiratory Therapists believe there are a greater number of factors in play causing worker shortages, with 'pay' just being one of them. In addition to <u>pay</u>, <u>better opportunities elsewhere</u>, <u>too few training programs</u>, and <u>not enough interest/information provided</u> are also frequent causes.

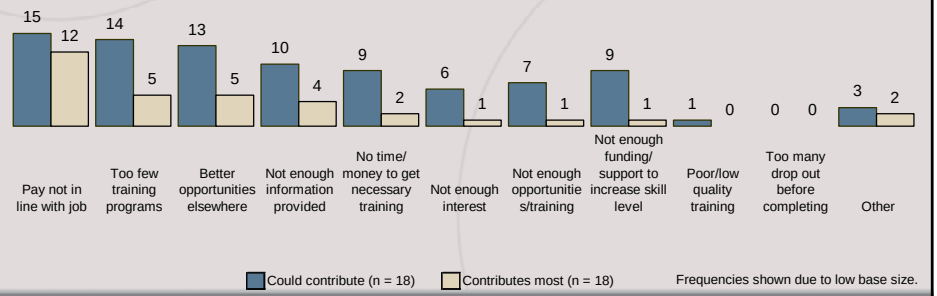


Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Factors that Could Contribute versus Contribute the Most - *Laboratory Tech*

While <u>pay is a major contributor for</u> Lab Tech shortages (and noted most often as the biggest contributor), <u>other reasons carry as much weight</u> as possible contributors including too few training programs, better opportunities elsewhere, and not enough information provided.

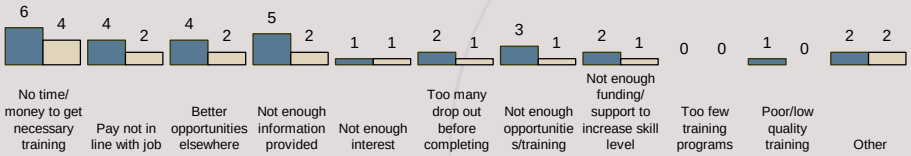


Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Factors that Could Contribute versus Contribute the Most - *Pharmacist*

Pharmacists most often point to <u>lack of money or time to get needed training</u> for worker shortages. Pay, better opportunities elsewhere, and not enough information provided are also noted as shortage contributors.

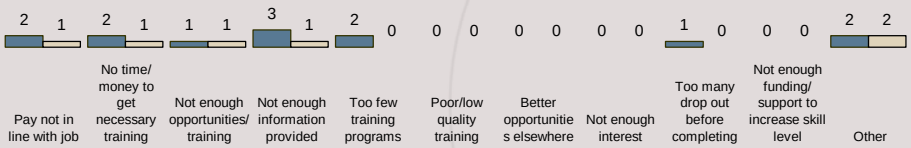


Could contribute (n = 12) Contributes most (n = 12) Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Factors that Could Contribute versus Contribute the Most - *Physical Therapist*

<u>Insufficient information provided to schools</u> appears to be a key aspect of the current worker shortages in Physical Therapy.



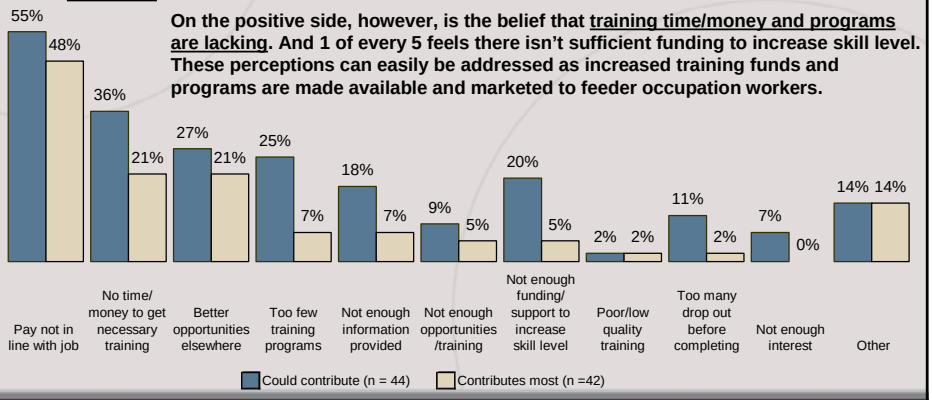
Could contribute (n = 6) Contributes most (n = 5) Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Factors that Could Contribute versus Contribute the Most - *Feeder*

Those workers in feeder occupations believe that <u>pay is the key reason</u> why shortages exist in these high shortage Healthcare areas, followed by no time/money to get necessary training. Unfortunately, 1 of every 4 workers in feeder fields believes there are <u>better opportunities elsewhere</u>!!

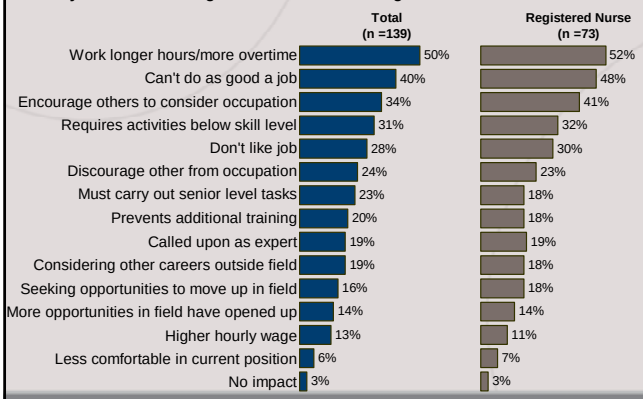
On the positive side, however, is the belief that <u>training time/money and programs are lacking</u>. And 1 of every 5 feels there isn't sufficient funding to increase skill level. These perceptions can easily be addressed as increased training funds and programs are made available and marketed to feeder occupation workers.



© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Personal Impact from Shortages

<u>Longer hours</u> followed by <u>not doing as good a job</u> are the top two ways, in that order, that shortages affect the personal lives of workers. We also find that 2 of every 5 Registered Nurses <u>encourage others to consider</u> this field of healthcare. Unfortunately, 3 of every 10 Registered Nurses say they don't like their jobs as much as they used to and almost 1 of every 4 will discourage others from the occupation. Perhaps also because 1 of every 3 work below their skill level, 1 of every 5 are considering careers outside Nursing.



Shortages are affecting workers in those occupations differently.
Respiratory Therapists most often report <u>not being able to do as good a job</u> and to a lesser degree, are <u>working longer hours</u> with a workload that prevents additional training.
The impact on Lab Techs is quite negative with many <u>working longer hours</u> and considering other careers as well as actively discouraging others from their field.
Pharmacists have been impacted personally in many ways – most often indicating they are <u>required to perform activities below their skill level.</u> They also work longer hours, and feel they can't do as good a job as before. Despite a higher hourly wage, just as many say they don't like their job as much as they used to.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Personal Impact from Shortages

As potential feeder occupations, LPNs and Rad Techs most often report <u>working longer hours</u> and <u>performing activities below their skill level</u> in their field. However, there is encouragement of others to consider these fields as well as interest in seeking opportunities to move up in the field. Perhaps these moves could be into the other high shortage careers.

	Respiratory Therapist (n =16)	Laboratory Tech (n =18)	Pharmacist (n =12)	Physical Therapist (n =5)	Feeder Occupation (n =15)
Work longer hours/more overtime	5	13	5	2	7
Can't do as good a job	7	4	5	1	4
Encourage others to consider occupation	3	2	4	2	6
Requires activities below skill level	1	6	6	0	7
Don't like job	1	7	5	0	4
Discourage other from occupation	4	10	1	0	1
Must carry out senior level tasks	4	8	1	0	6
Prevents additional training	5	3	2	1	4
Called upon as expert	2	6	1	1	3
Considering other careers outside field	2	10	0	0	2
Seeking opportunities to move up in field	0	1	2	0	6
More opportunities in field have opened up	0	3	4	1	1
Higher hourly wage	1	2	5	0	2
Less comfortable in current position	0	2	2	0	0
No impact	1	0	0	1	0

Feeder includes Licensed Practical Nurse and Radiological Technician occupations only.

Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Employer or Industry Response to Shortages

<u>Increase hourly wages</u>, <u>hiring less qualified workers</u>, <u>changing the mix of responsibilities</u>, as well as providing more <u>flexible work schedules</u> are most often noted by employees as industry/employers response to worker shortages. One in 10 workers believes that nothing different has been done. Of these responses, Registered Nurses perceive that employers most often (almost half of respondents) change the mix of their responsibilities.

	Total (n =164)	Registered Nurse (n =71)
Increase hourly wage	40%	35%
Hiring less qualified workers	40%	37%
Changing mix of responsibilities	38%	46%
More flexible work schedules	34%	34%
Scholarships for continuing education	21%	31%
Provide training programs with local schools	20%	27%
Encourage students to consider occupation	20%	30%
Increase marketing to prospective workers	18%	32%
Mentoring programs for new hires	17%	27%
Improving/Increasing benefits or rewards	16%	18%
Incentives to develop skills	16%	13%
Mentoring programs to encourage students	16%	24%
More opportunities for on-site training	15%	11%
Alliances with competitors	2%	1%
Sending work outside the country	1%	0%
Nothing different has been done	10%	7%
Don't know	3%	3%

More than in the other occupations, Registered Nurses tend to find that for continuing education, training programs with local schools, encouragement of students to consider Nursing, increased marketing to prospective workers, and the provision of mentoring programs for new hires as well as to encourage students. According to responses given by the Registered Nurses, it would seem that there has been relatively more effort exerted by employers here, than in other worker shortage occupations, to market the field and encourage prospective workers to consider this occupation.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Employer or Industry Response to Shortages

Respiratory Therapists and Lab Techs indicate their employers/industry have responded most often by hiring less qualified workers. *Pharmacists,* on the other hand, more often note increased hourly wage and changing the mix of responsibilities, as well as more flexible schedules. *Physical Therapists* also note flexible scheduling as the most common response.

It is interesting to note the disparities between what workers in shortage occupations say has been the response of their employers versus those who are in 'feeder' occupations. Over half of the employees in feeders believe that there is increased hourly wage.

And 1 in 3 say that employers are providing more flexible work schedules, incentives to develop skills, and opportunities for on-site training. Mentioned by fewer of the employees in feeder fields but relatively more often than by actual workers in those fields, is an increase in benefits/rewards.

These differences in perceptions are cause for concern should employees from the feeder occupations start entering shortage fields and find that the industry/employers are not responding in ways they have expected.

	Respiratory Therapist (n =15)	Laboratory Tech (n =17)	Pharmacist (n =12)	Physical Therapist (n =5)	Feeder Occupation (n =44)
Increase hourly wage	5	2	9	1	55%
Hiring less qualified workers	11	11	5	2	25%
Changing mix of responsibilities	4	5	8	0	27%
More flexible work schedules	3	3	6	3	36%
Scholarships for continuing education	2	0	2	0	18%
Provide training programs with local schools	3	0	1	0	20%
Encourage students to consider occupation	3	1	3	1	9%
Increase marketing to prospective workers	1	1	0	1	7%
Mentoring programs for new hires	2	0	1	2	9%
Improving/Increasing benefits or rewards	1	1	1	2	18%
Incentives to develop skills	2	0	1	0	32%
Mentoring programs to encourage students	3	1	2	0	7%
More opportunities for on-site training	0	0	1	0	34%
Alliances with competitors	0	1	0	0	2%
Sending work outside the country	0	0	0	0	2%
Nothing different has been done	1	3	2	0	14%
Don't know	1	1	0	0	2%

Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Desirable Skills to Enter Workforce Shortage Occupations

Employees in feeder occupations mention formal degrees (Nursing certificate, License in practical nursing) far less often than they do actual experience (clinical experience and employability skills) or ability to work with people (teamwork and communication/listening skills) as desirable for entering any workforce shortage occupation.
Up to date technical job skills is also mentioned by more than half of the responding feeder workers.

Despite increasing numbers of non-English speaking people into the Indiana community, second language proficiency was mentioned by just 2 respondents!!

	Feeder Occupation (n =25)
Clinical experience	20
Teamwork	19
Employability skills	17
Listening skills	16
Up-to-date technical job skills	14
Oral communication skills	14
Nursing Certificate	9
Licensed Practical Nurse	5
BS in Nursing	3
Supervisory skills	2
Second language proficiency	2

Feeder excludes Licensed Practical Nurse and Radiological Technician occupations

Frequencies shown due to low base size.

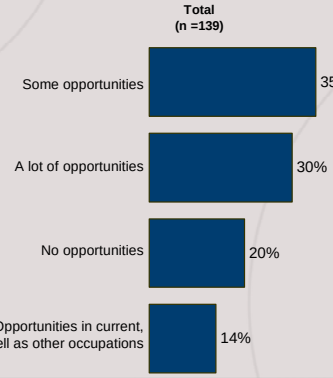
© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

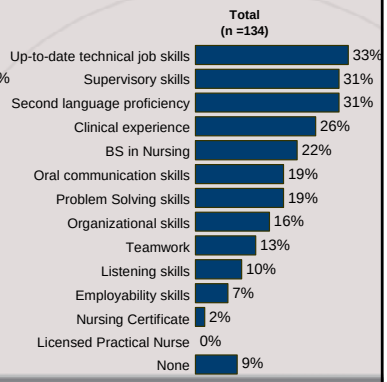
Opportunity in Primary Occupation & Training Benefits

Despite working in occupations considered to be suffering from workforce shortages, as many as 1 of 5 do not believe there are opportunities beyond where they are currently. But, as many as 1 in 3 perceive there to be a lot of opportunities. Trainings mentioned as most beneficial at this stage of their careers most often are: Up to date technical job skills, supervisory skills, and second language proficiency. Mentioned slightly less often are clinical experience and a Nursing BS, followed by oral communication and problem solving skills.

Note the inconsistencies between what employees in the feeder fields believe are important skills to have versus what those currently in those shortage occupations say are beneficial trainings. ..such as second language proficiency.

For Registered Nurses, second language proficiency is most often selected (by more than 1 in every 3) as the training that would be most beneficial to have.





© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Most Beneficial Types of Training by Occupation

A comparison of the type of training selected most often by each occupation reveals the following training content to be most in demand, in this order: Up to Date Technical Job Skills, Clinical Experience, Second Language Proficiency. Note that LPN's and Radiology Technicians (feeder occupations) are more likely than others to identify beneficial training that is more inclusive. Employees in these two feeder fields are not only seeking hands on/how-to training, but also training that will address team skills, and ability to work more efficiently and effectively.

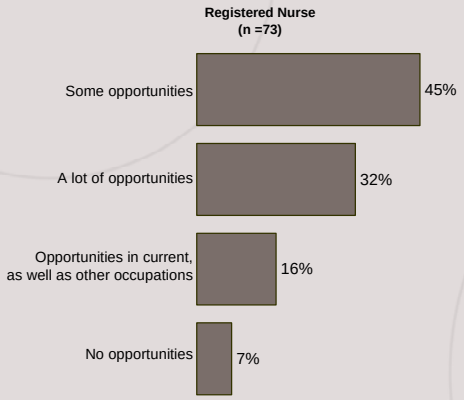
Individual results for each primary occupation, with the exception of Registered Nursing, follow.

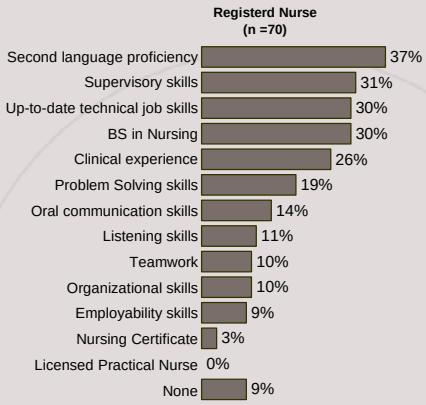
Boxes in orange indicate training is clearly the most beneficial, ahead of any other training types. Boxes in blue indicate training is among top selections.

	RN	Respiratory Therapist	Lab Tech	Pharmacist	Physical Therapist	LPN/Radiology Tech	Feeder
Clinical experience				X			X
Up-to-date technical job skills	X	X	X		X		X
Employability skills							X
Supervisory Skills	X		X	X			
Listening skills							X
Teamwork				X			X
Oral communication skills		X					X
Second language proficiency	X	X			X		
BS in Nursing	X					X	
Licensed Practical Nurse							
Nursing Certificate							
Problem Solving Skills							X
Organizational Skills						X	X
None							

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

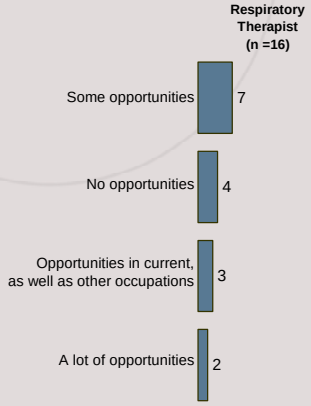
Opportunity in Primary Occupation & Training Benefits - *Registered Nurse*





© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

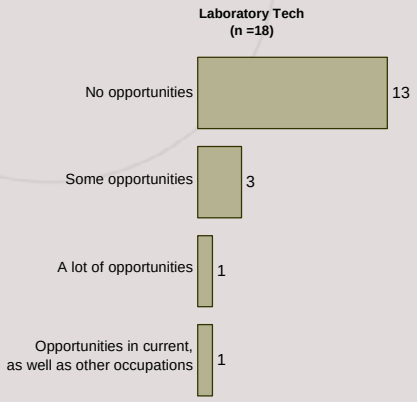
Opportunity in Primary Occupation & Training Benefits - *Respiratory Therapist*

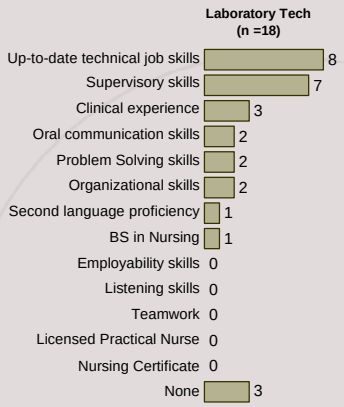


Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Opportunity in Primary Occupation & Training Benefits - *Laboratory Tech*

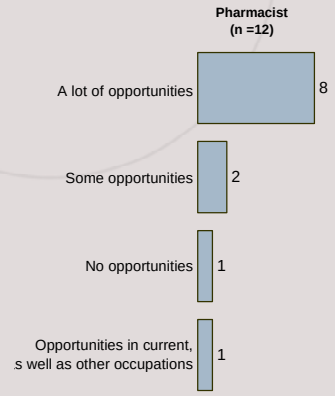


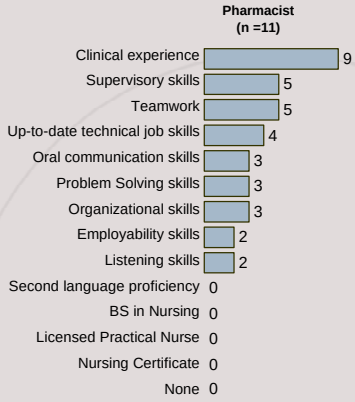


Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Opportunity in Primary Occupation & Training Benefits - *Pharmacist*

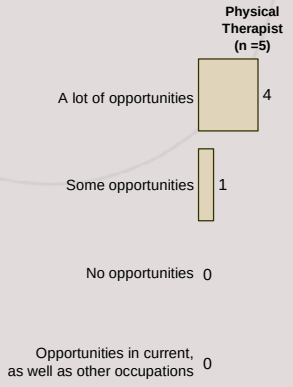


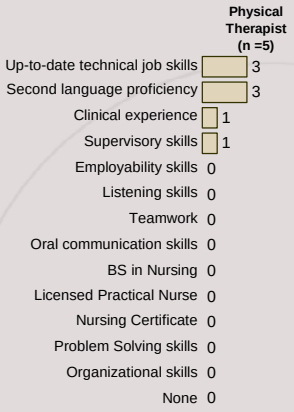


Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Opportunity in Primary Occupation & Training Benefits - *Physical Therapist*

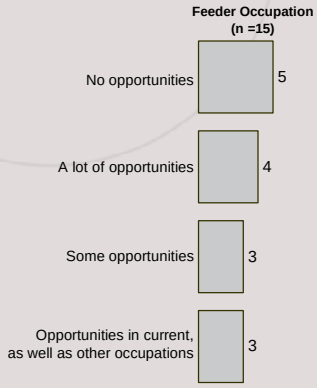




Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Opportunity in Primary Occupation & Training Benefits - *Feeder*



Feeder results include Licensed Practical Nurse and Radiological Technician occupations

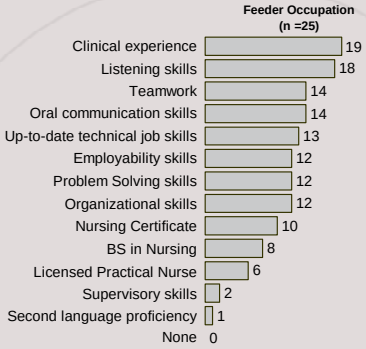
Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Opportunity for Feeders in Workforce Shortage Occupation & Training Benefits

<u>Only</u> 4 of the 24 employees in feeder occupations do not feel they have opportunities in any of the shortage occupations given their current skills and experiences. But over half (14 of the 24) believe they do have at least 'some' opportunity.

When asked about moving into any of the shortage occupations, generally, additional certification or degree is viewed as relatively less beneficial compared to other training areas. Clinical experiences, and listening skills were mentioned most often by 19 and 18 of the 25 respondents, respectively.



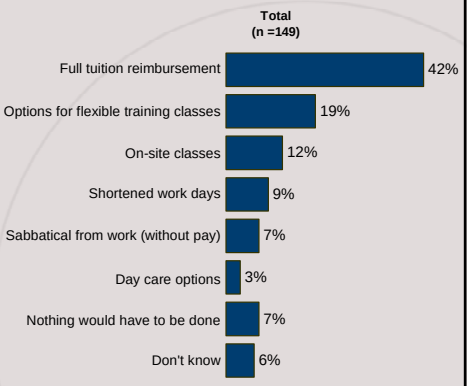
Results exclude Licensed Practical Nurse and Radiological Technician occupations identified as Feeders

Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Plans for Training & How to Encourage Training Among Employees

At this time, as many as 2 of every 3 employees from <u>across all the healthcare occupations</u> surveyed express interest in taking additional training. This drops to 1 of 5 whose timing for training is in the near future - that is, within the next 6-9 months. Thirty-seven percent are not planning on taking any additional training.



© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Plans for Training & How to Encourage Training Among Employees (cont'd)

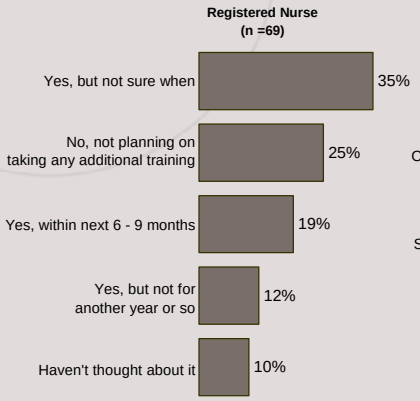
Overall, employees in feeder occupations are more likely than those in shortage occupations to express interest in training at 'some' future point. Almost 8 of 10 indicated an interest – and 1 of every 3 would likely to start training in the near term future. Respiratory Therapists and Lab Techs appear to be least likely of employees in all occupations to have an interest in taking additional training.

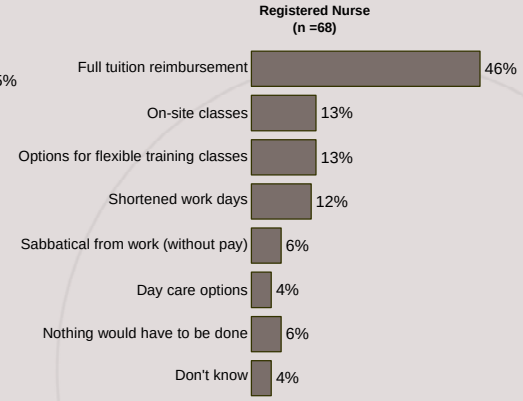
In every feeder and worker shortage occupation, <u>except Pharmacy,</u> 'full tuition reimbursement' is most often identified as the <u>one thing</u> that would encourage employees to take training for either advancement or entry into a shortage occupation. Most often across occupations, 'options for flexible training classes' followed by 'on-site classes' are the next most likely to encourage employee training. Feeder employees most often desire 'full tuition reimbursement', followed by almost as many indicating 'options for flexible training classes'.

Only 6 % of employees feel that nothing would have to be done to encourage them. These tend to be Pharmacists and workers in feeder occupations. Employers would probably want more of these employees!!

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

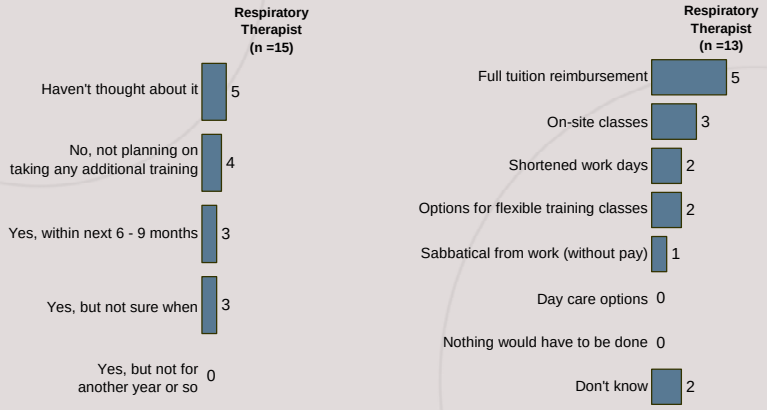
Plans for Training & How to Encourage Training Among Employees - *Registered Nurse*





© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

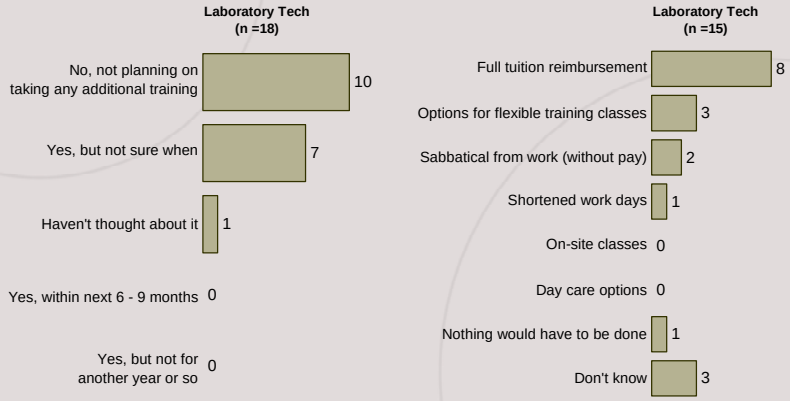
Plans for Training & How to Encourage Training Among Employees - *Respiratory Therapist*



Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

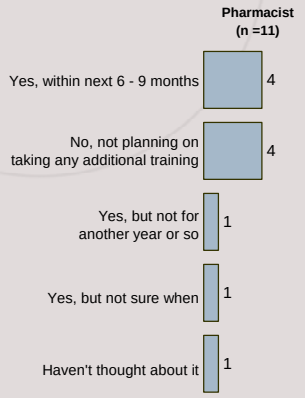
Plans for Training & How to Encourage Training Among Employees - *Laboratory Tech*

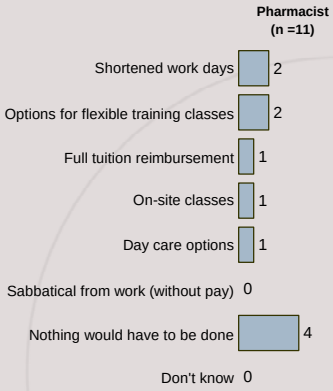


Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Plans for Training & How to Encourage Training Among Employees - *Pharmacist*

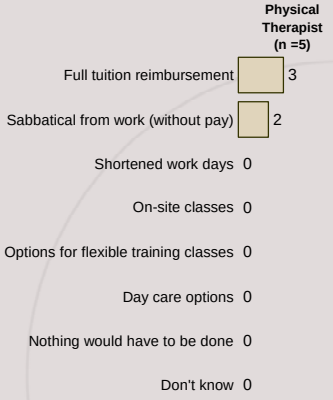




Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

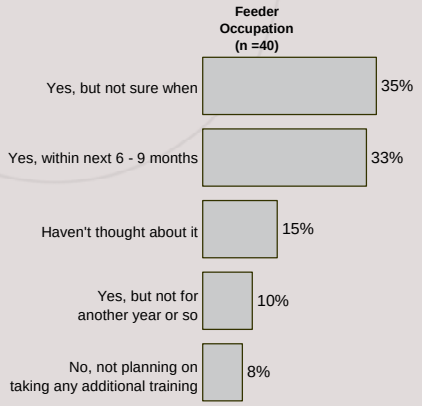
Plans for Training & How to Encourage Training Among Employees - *Physical Therapist*

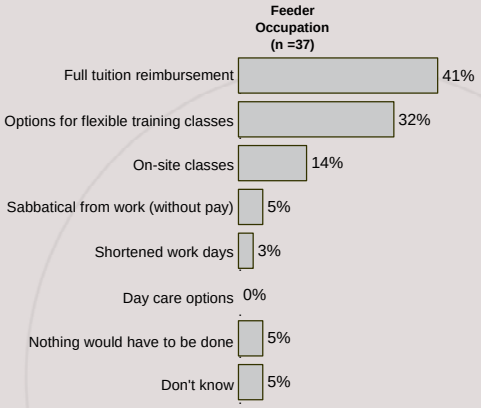


Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Plans for Training & How to Encourage Training Among Employees - *Feeder*



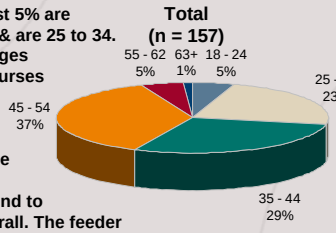


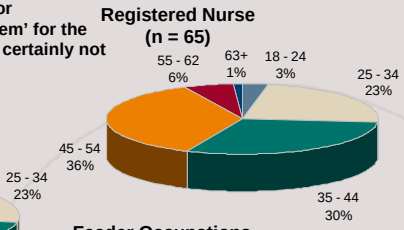
© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

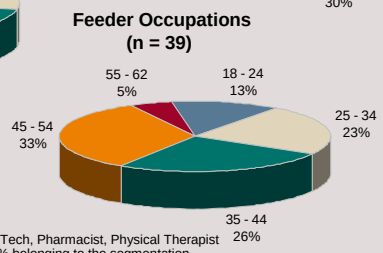
Age

Indiana employers are most likely to desire to train employees for healthcare worker shortage occupations who will be 'in the system' for the longest length of time – i.e., those who are currently youngest – certainly not those nearing retirement.
Age breakdowns reveal that across all responding employees, just 5% are between 18 and 24 and 23 & are 25 to 34. This is basically how the ages break out for Registered Nurses specifically.

However, we find that those employees who are in the 'feeder' occupations tend to be somewhat younger overall. The feeder employees who are 18-24 represent 13% while those between 15 and 34 represent 23%. In other words, over a third of workers in occupations that are most likely to be prepared, or easily become prepared, for high shortage fields are in the younger age groups. This is good news!!







Following Occupations not shown due to low base size: Respiratory Therapist, Laboratory Tech, Pharmacist, Physical Therapist
Percents may not add to 100% due to rounding. Some age groups are not shown due to 0% belonging to the segmentation.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Southern 7 Workforce Investment Board

Advanced Manufacturing Worker Survey
Conducted in Economic Growth Region 10
Strategic Skills Initiative
Survey Findings
February 2006

WALKER INFORMATION

Survey Methodology/Respondents

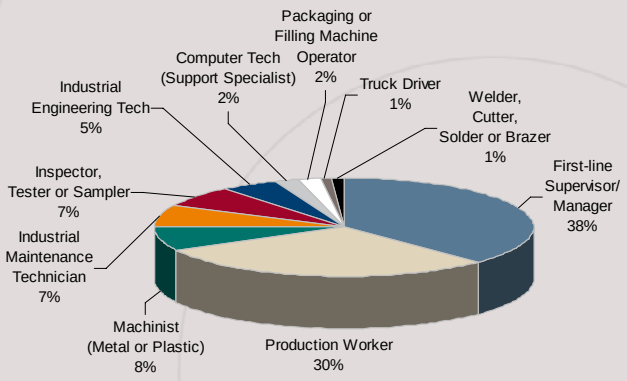
- Advanced Manufacturing employers participated in short mail survey from December 2005 to January 14th, 2006.
- Received 122 replies from 7 employers.
  - 30 replies from Tecumseh Power (10%)
  - 28 replies Frank Miller Lumber (9%)
  - 21 replies from Koetter Woodworking (7%)
  - 18 replies from Bruce Fox Inc. (6%)
  - 14 replies from Jeans Extrusions (5%)
  - 7 replies from Daramic LLC (2%)
  - 4 replies Eagle Steel (1%)
- Results are shown where 30 or more respondents have replied to the question.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

WALKER INFORMATION

Primary Occupations

First line supervisors and managers as well as production workers make up over two-thirds of respondents. Some categories have very few respondents which invalidates analysis by each, separate occupation.



(n = 118)

Percents may not add to 100% due to rounding

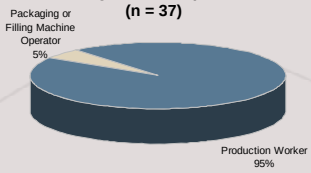
© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Grouped Occupations

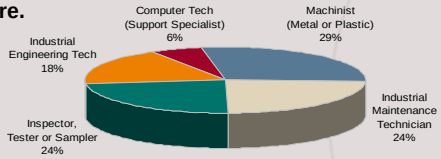
To increase the number of cases, thereby improving the ability to analyze results by occupations, 'somewhat' similar positions were identified by Southern 7 and grouped together as shown here.

First-line Supervisor/ Manager (n = 45)

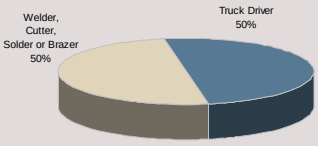
Production Worker/Packing/ Filling Machine Operator (n = 37)



Machinist/Techs/ Inspector (n = 34)



Other (n = 2)*



Percents may not add to 100% due to rounding

* Due to low base size "Other" will not be shown thru rest of report.

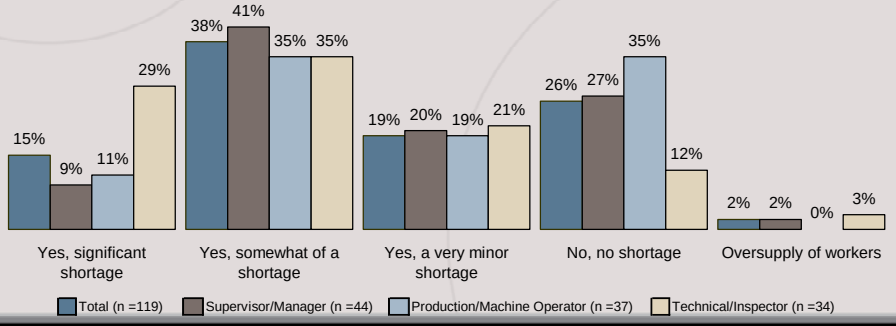
© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Shortages in primary occupation

Just over half the advanced manufacturing employees believe there is a shortage of skilled workers in their primary occupation. And as many as one third believe there is no shortage at all.

Shortages are believed to be most prevalent among Machinists/Technical Workers/Inspectors. Production Workers/Packing and Filling Machine Operators are least likely to indicate shortages.

Of course, virtually none believes there to be an over-supply of workers.

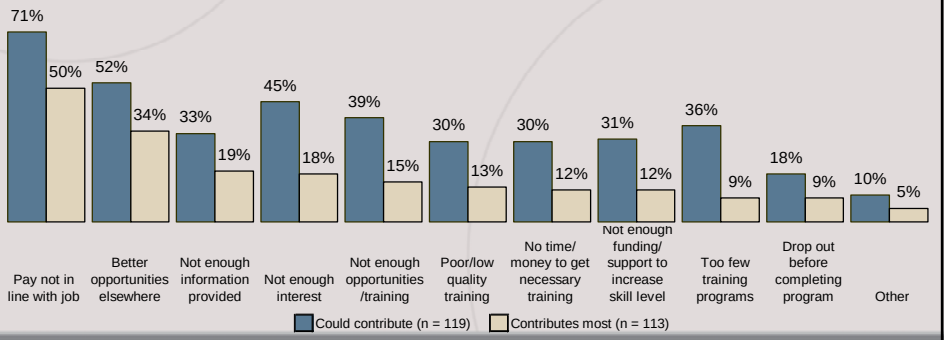


© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Could Contribute vs. Contributes Most…to Shortages

Pay that isn't in line with the job, better opportunities elsewhere, and not enough information provided in high school or other education or information outlets are most often pointed to as contributors to current occupational shortages by workers when looking at all occupations together.

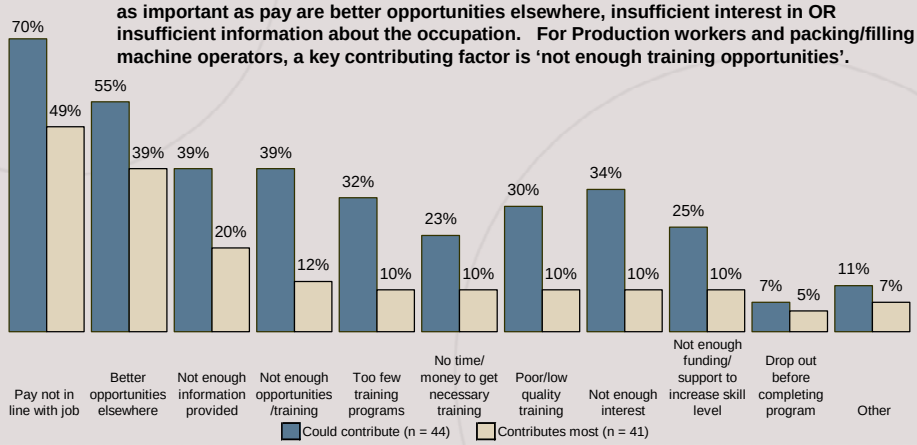
When asked about the one factor that contributes most, pay and better opportunities elsewhere stand out.



© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

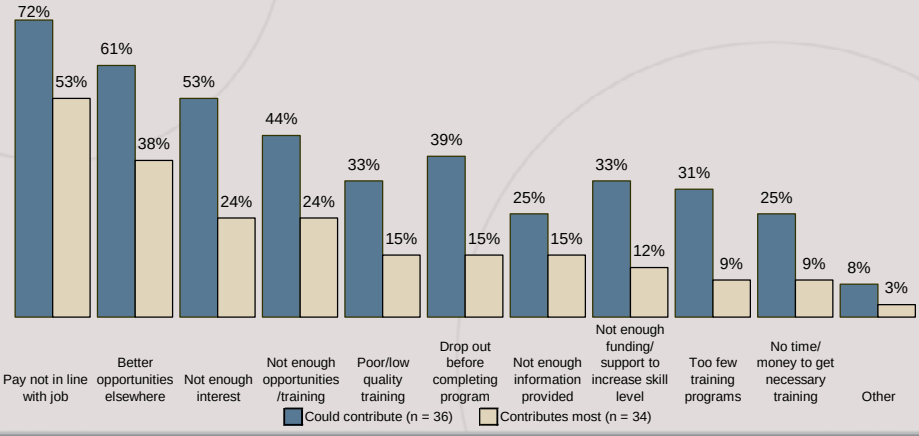
Could Contribute vs. Contributes Most…to Shortages
First-line Supervisor/Manager

For workers in other occupations, pay also is an important 'single' factor. However, nearly as important as pay are better opportunities elsewhere, insufficient interest in OR insufficient information about the occupation. For Production workers and packing/filling machine operators, a key contributing factor is 'not enough training opportunities'.



© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

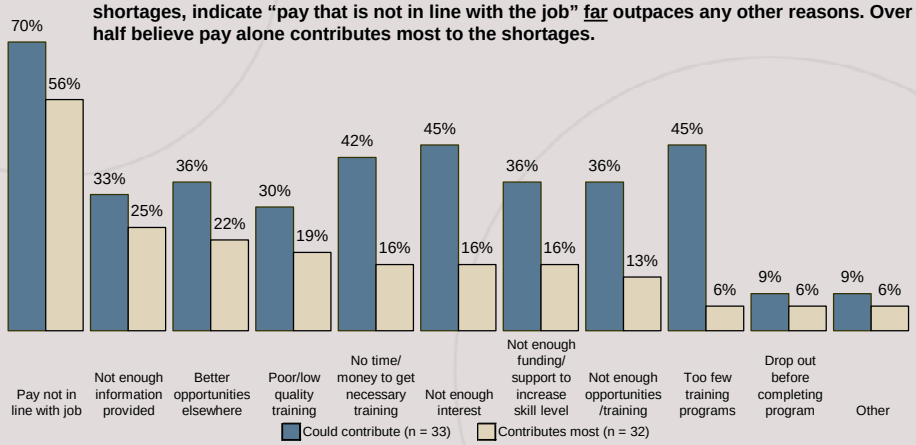
Could Contribute vs. Contributes Most…to Shortages
Production Worker/Packing & Filling Machine Operator



© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Could Contribute vs. Contributes Most…to Shortages
Machinist/Techs/Inspector

Machinists, technical workers and inspectors, who are most likely to believe there are worker shortages, indicate "pay that is not in line with the job" far outpaces any other reasons. Over half believe pay alone contributes most to the shortages.



© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

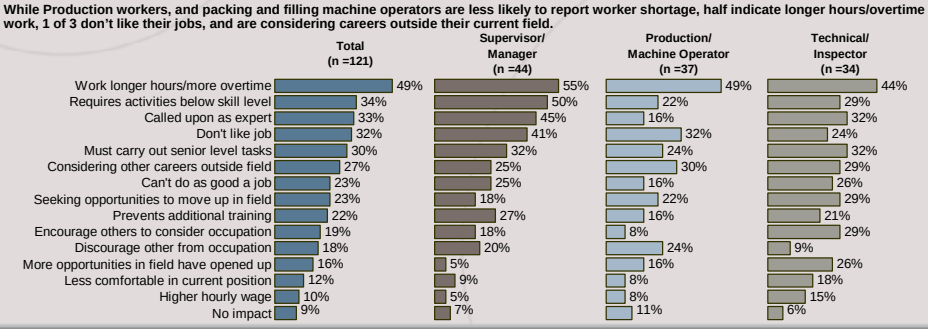
Personal Impact from Shortages

Longer hours is most often the result of worker shortages. For first line supervisors and managers, working below skill level, being called upon as the expert, and not liking their job are also frequent results/impacts on them personally.

While Machinists, technical workers, and inspectors are relatively less likely to work longer hours due to the shortages in their field, they feel the impact of the shortages across more aspects than do those in other occupations. Despite that, they are least likely to not like their job. Perhaps that explains why these workers are least likely to discourage and most likely to encourage others to enter their field. They also tend to believe that more opportunities in their field have opened up, and seek opportunities for upward mobility in their field.

Very disheartening is the finding that: 2 of every 5 supervisors and managers don't like their jobs; 1 of every 4 believes they can't do as good a job as they'd like; and as many believe they are prevented from taking additional training. One of every 5 supervisors/managers actively discourages others from their field! To make matters worse, 1 of every 3 indicates the shortages require them to take on senior level tasks… And these are the workers responsible for others and who potentially influence those who report to them!

While Production workers, and packing and filling machine operators are less likely to report worker shortage, half indicate longer hours/overtime work, 1 of 3 don't like their jobs, and are considering careers outside their current field.



© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

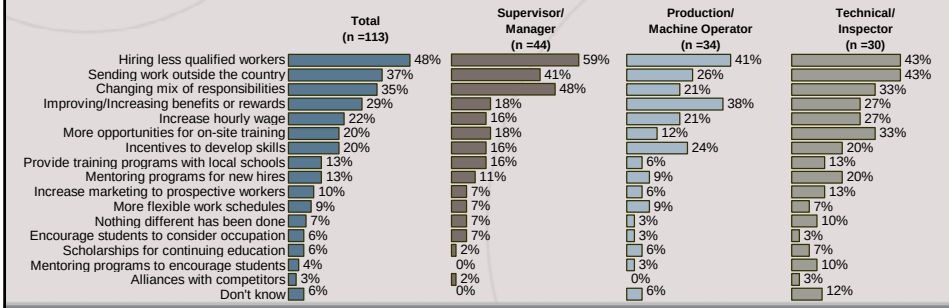
Employer or Industry Response to Shortages

Overall, hiring less qualified workers, sending work outside the country, and changing the mix of responsibilities is what workers believe their employer or the industry has done in response to any worker shortages.
There is relatively very little that industry and businesses have done in the areas of encouraging students to consider particular occupations, or marketing to prospective employees.

More than half the Supervisors and managers indicate that less qualified workers are hired, and half indicate a change in the work mix. Sending work outside the country, also a rather common response, was noted by 2 of every 5 supervisors/managers.

Where shortages are felt the most, among machinists, technical workers, and inspectors, a broader variety of employer/industry response is noted. These employers, more than others, have provided opportunities for on-site training as well as offering mentoring programs for new hires.

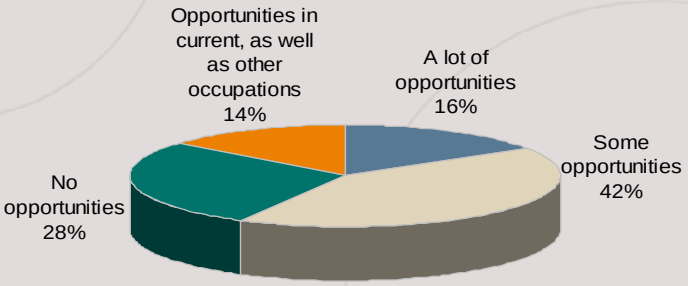
However, 1 in 10 indicates that their employers/industry has done nothing and a near equal number don't know what if anything has been done.
In addition to hiring less qualified workers, production, packing and filling machine operators most often note an increase in benefits or rewards.



© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Opportunity in Primary Occupation

Across all occupations represented, 3 of every 4 employees see at least some opportunities available to them. And most of these remain inside their current occupation.



(n = 117)

Percents may not add to 100% due to rounding

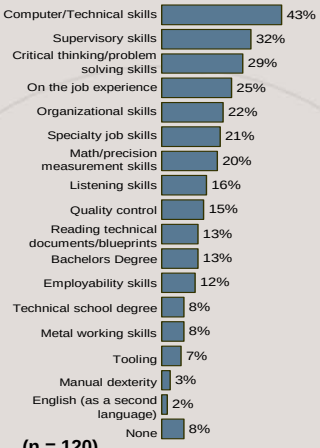
© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Which Training Benefit From the Most

Not surprisingly, employees from every occupation select *computer/technical skills as the training having the most benefit*. This is especially the case for supervisors and managers. *Supervisory skills training* is the next most beneficial training. Also not surprising is that 1 of every three supervisors/managers selects this. However, we also find that near equal interest is expressed by Production, packing and filling machine operators and just slightly less (1 of every 4 employees) among Machinists, technology workers and inspectors. Critical thinking/problem solving skills came up as highly beneficial for supervisors and managers (1 of every 3), and just slightly less so for other occupations (1 of every 4).

Across occupations, perceptions of beneficial training content are really very similar -- *Computer skills, critical thinking/problem solving, supervisory skills, and on the job experience* all show up as among the top 5 or 6 beneficial content areas. While always among the top picks, it is interesting to note that on the job experience doesn't rank #1 with any occupation and appears to be of most benefit to machinists, technology workers, and inspectors where it ranks as third.

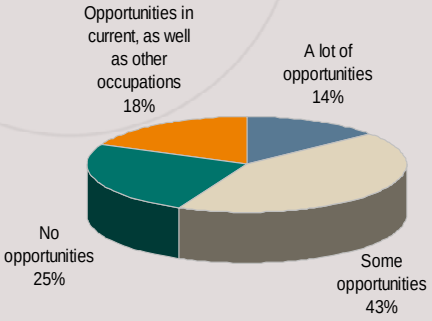
Math and precision measurement skills are beneficial according to 1 of every 5 supervisors and managers, as well as Production workers and packing and filling machine operators.
As one would expect, organizational skills rank high for supervisors and managers, as does specialty job skills for Machinists, technical workers and inspectors.



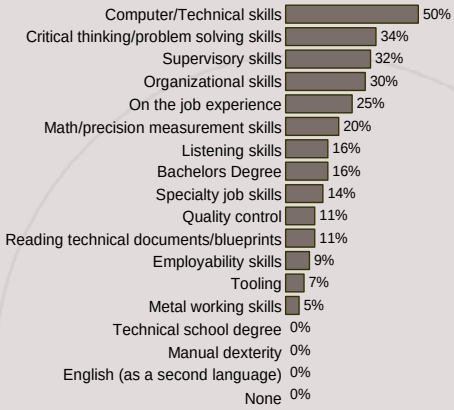
(n = 120)

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Opportunity in Primary Occupation & Which Training Benefit from the Most
First-line Supervisor/Manager



(n = 44)



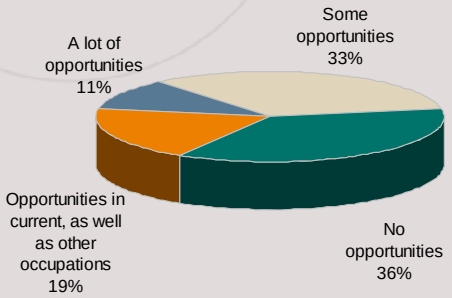
(n = 44)

Percents may not add to 100% due to rounding

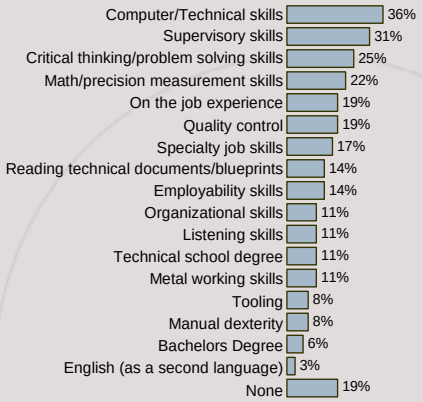
© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Opportunity in Primary Occupation & Which Training Benefit from the Most

Production Worker/Packing & Filling Machine Operator



(n = 36)



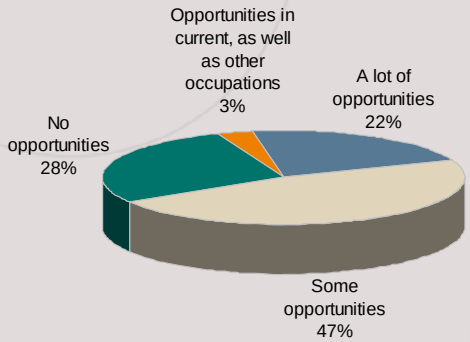
(n = 36)

Percents may not add to 100% due to rounding

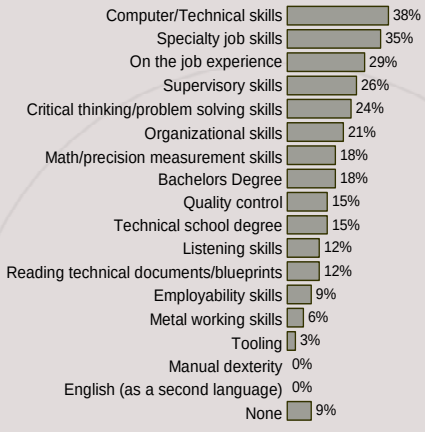
© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Opportunity in Primary Occupation & Which Training Benefit from the Most

Machinist/Techs/Inspector



(n = 32)



(n = 34)

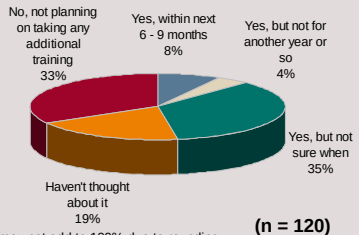
Percents may not add to 100% due to rounding

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Plans for Training & How to Encourage Training

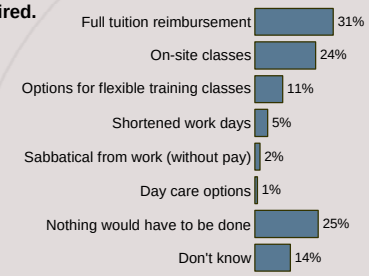
For every occupation, the majority of workers is not planning on taking any training. Over half of all respondents are either not actively planning on taking any additional training at this time or haven't thought about it.

Again, it isn't surprising to find that full tuition reimbursement and on-site classes are selected most often (across the board) as keys to encouraging employees to take additional training for advancement. Options for flexible training would also provide encouragement. While many of the respondents do not actually plan on taking training within the foreseeable future, of note is that as many as 1 of every 4 does need believe that external encouragement is required.



Percents may not add to 100% due to rounding

(n = 120)

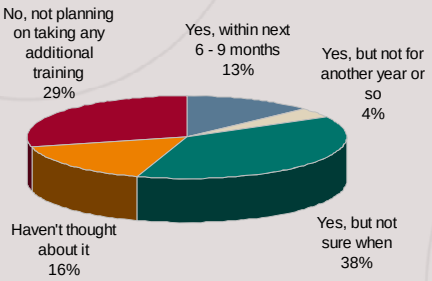


(n = 83)

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

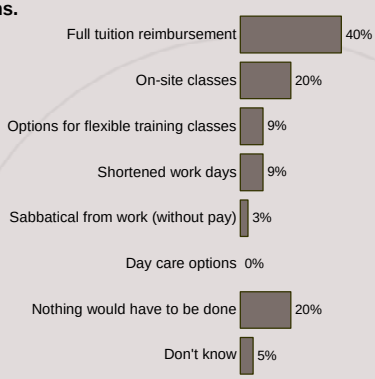
Plans for Training & How to Encourage Training
First-line Supervisor/Manager

According to just over half of the supervisors/managers, as well as machinists, technical workers and inspectors, they have been considering training and about 1 in every 10 employees in these occupations wants to do so within the next 6 to 9 months.



(n = 45)

Percents may not add to 100% due to rounding



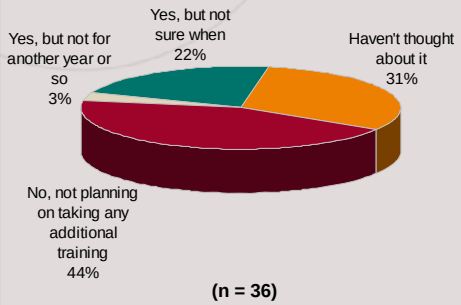
(n = 35)

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

Plans for Training & How to Encourage Training

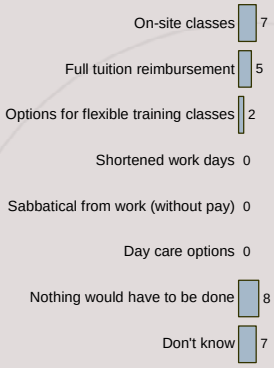
Production Worker/Packing & Filling Machine Operator

<u>Least likely of all to consider training at this time are production workers, packing and filling machine operators</u> – the occupation where employees are least likely to feel there is a worker shortage.



(n = 36)

Percents may not add to 100% due to rounding



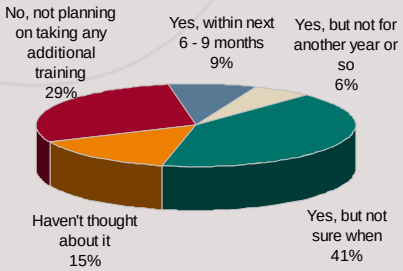
(n = 22)

Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

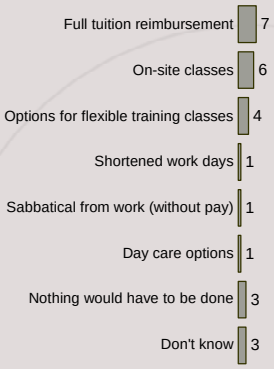
Plans for Training & How to Encourage Training

Machinist/Techs/Inspector



(n = 34)

Percents may not add to 100% due to rounding



(n = 23)

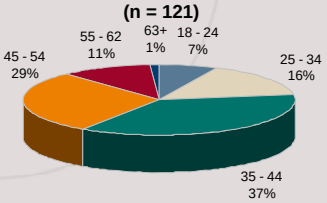
Frequencies shown due to low base size.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

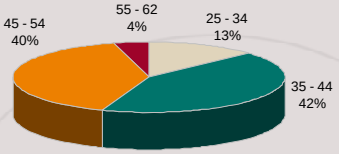
Results

Age

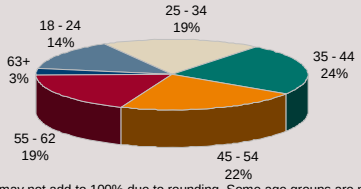
Total
(n = 121)



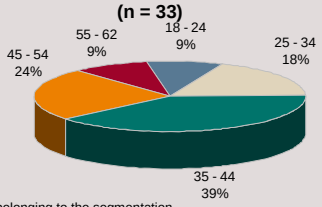
First-line Supervisor/Manager
(n = 45)



Production/Worker/Packing/Filling Machine Operator
(n = 37)



Machinist/Techs/Inspector
(n = 33)



Percents may not add to 100% due to rounding. Some age groups are not shown due to 0% belonging to the segmentation.

© 2006 Walker Information, Confidential and Proprietary
www.walkerinfo.com

WALKER INFORMATION

APPENDIX 6 – RESPONSE FROM OUTSIDE AGENCIES

Southern Seven Workforce Investment Board, Inc.

February 23, 2006

Strategic Skills Initiative (SSI)
Presentation to Regional Workforce Board

Alan Jay White
Indiana University Southeast School of Business

Ron McKulick
Southern 7 Workforce Investment

Jennifer L. Wilcox
Jennifer Wilcox Consulting

Welcome to the Session!

- What is Strategic Skills Initiative?
- Who are Economic Growth Region (EGR) 10 Counties?
- What are the phases of this initiative?
- How can participation in SSI benefit regional companies?

Phase 1 - Selecting Key Industries and/or Industry Sectors

•The Strategic Skills Initiative's (SSI) primary goal is to identify current and projected key skill gaps and identify appropriate resolutions for these gaps.

•The first step is to identify shortages in **critical occupations and skills** that could hamper the development of our region's **key industries**.

In addition to being critical to an industry the occupation or skill set must also:

- Demonstrate strong employment demand for the occupation.
- Provide good earnings and benefits.
- Be appropriate for targeting by the workforce system.

Integral Industries for EGR 10's Success

- Health Care
- Manufacturing
- Logistics

Based on Size, Wages and Growth Trends

Health Care

- The health industry accounts for over "one in ten jobs and payroll dollars in the metro area".
- The sector employs 11,873 people in the region.
- The Louisville region now serves a large hyper-regional catchment area that extends far beyond the MSA for medical services.

Source: Thayr Richey (SDG) Presentation 9-13-2005

Manufacturing

- Manufacturing remains an important sector for the six county area and accounts for 21,103 jobs.
- Despite the decline of manufacturing employment in Indiana, advanced manufacturing is likely to remain a substantial player in the local economy.

Source: Thayr Richey (SDG) Presentation 9-13-2005

Logistics

- Logistics has enormous potential and has been growing as an "emerging" sector for the area.
- The presence of three interstates, a major airport, and important Ohio River ports position logistics as a strong contender in the near future.
- However, rising energy costs will continue to be a factor

Source: Thayr Richey (SDG) Presentation 9-13-2005

Which industries have been targeted by state and/or local economic development experts for future growth?

From the Indiana Economic Development Council's *A New Path to Progress: Statewide Plan for Economic Development* (January 2005)

- Advanced Materials
- ***Advanced Logistics***
- Earth Products
- Biomed/Biotech
- ***Advanced Manufacturing***
- Chemicals
- Educational Services
- Agribusiness
- Food Processing
- Technology
- Arts, Entertainment, and Recreation
- Visitor/Tourism

From the former Indiana Department of Commerce's Energize Indiana Strategy (2003)

- ***Advanced Manufacturing***
  - Automotive and electronics
  - Aerospace technology
  - Robotics
  - Engineering design technology
- ***Life Sciences***
- Information Technology
- ***21st Century Logistics***
  - High-tech distribution
  - Efficient, effective flow and storage of goods, services and information
  - Intermodal ports

End Result of Phase 1 Work…

- Preliminary list of 19 occupations and six skills sets identified as critical and in shortage
- Estimates of Extent of Shortage Prepared using Secondary Research Information
- Public Engagement Activities undertaken to begin development of relationships with key employers.

Phase 2 – Identification of Root Cause(s) for Occupation and Skills Shortages

- Secondary Research continues
- Five Key Areas of Study:
  - Pipeline
  - Wages & Benefits
  - Education Capacity
  - Leakage
  - HR Practices

Employer Engagement Activities

- Personal Interviews
- Online Survey
- Focus Group Work
- Worker Survey Participation
- Occupation Prioritization Activities

Cause Mapping – A Method for Discerning Root Causes

- Begin with problem
- Charting
- Multiple Layers
- Exemplifies Interconnectivity of Causes

End Result of Phase 2…

- Eight Identified Occupations
  - RNs
  - Respiratory Therapists
  - Laboratory Technicians
  - Production Workers
  - Industrial Maintenance Techs
  - Industrial Engineering Techs
  - Machinists
  - CDL Truck Drivers

End Result of Phase 2, cont…

- Six skill modules identified
  - Employability Skills
  - Computer Skills
  - Teamwork
  - Supervisory Skills
  - Mathematics Aptitude
  - Oral Communications
- Ranking of Criticality

Phase 3 – Solutions Development

- Workforce Summit
- Completion of Worker Survey
- Employer Work Sessions
- Secondary Research
- Solutions Development

Three Key Themes for Solutions Development

- Organizational Capacity
- Career Awareness
- Supply Chain Management

Organizational Capacity

- Formation of Sector Networks…Y1 – Y5: $50,000
- Administration of SSI…Y1 – Y5: $535,000
- Fund Development Activities…Y1-Y5: $45,000

Total Org. Capacity: $630,000

Career Awareness

- Branding Strategy & Campaign…Y1-Y5: $450,000
- Career Academy Development…Y1-Y5: $550,000

Total Career Awareness: $1 Mil.

Supply Chain Management

- WorkKeys & KeyTrain Access…Y1-Y5: $50,000
- Mentoring for Student & Existing RNs…Y1-Y5: $60,000
- School at Work for Lab Techs…Y1-Y5: $54,000
- RT Tuition Assistance…Y1-Y5: $175,000

Supply Chain Management, cont.

- Production Certificate Tuition Assistance…Y1-Y5: $1.25 Mil.
- IET/IMT/Mach. Training (Onsite and traditional)…Y1-Y5: $1.25 Mil.
- Truck Drivers Tuition Assistance…Y1-Y5: $100,000
- Capital Investment: $400,000

Total Supply Chain: $3.339 Mil

Funding Composition

- WIA, TAG, Block Grant
- Employer Investment
- Five Year Proposal Budget…$4,969,000.00
- SSI Budget for Y1 and Y2…$2,433,000.00
- SSI Will Fund Up To 75% in Y1 and 75% in Y2 = $1,824,750.00
- Employer/Community Investment Match Must Be…$608,250.00

What's Next for SSI?

- RWB Affirmation of Proposal
- Proposal Narrative Completion
- Final Core Team Review Meeting
- Submission to IDWD on March 3, 2006

Thank You for Your Time and Participation Today!!!

REGIONAL WORKFORCE BOARD
AFFIRMATION STATEMENT
STRATEGIC SKILLS INITIATIVE 2006

On behalf of the Regional Workforce Board for Economic Growth Region 10, we hereby affirm the efforts of the regional Core and Work Teams relative to the development of a solutions proposal for the Strategic Skills Initiative, an IDWD sponsored project.

On February 23, 2006, the Regional Workforce Board entertained a presentation by the Work Team regarding the SSI regional efforts made, is in accord with the materials presented, and understands its role in the implementation of this proposal should it receive funding, in total or in part.

So affirmed this 23rd day of February, 2006

Ed Carpenter

Ed Carpenter, Chairperson
EGR 10 Regional Workforce Board

This was unanimously approved by all seven RWB 10 board members.

Strategic Skills Initiative Regional Workforce Board Presentation Meeting

Health	TOL	Manuf	Name	Company	E-Mail Address	Phone
			John Dattilo	Greater Clark Co. Schools	JDattilo@GCS.K12.in.us	288-4886-x236
			James Goldman	Harrison Co. Comm.	James_Goldman@msn.com	812-738-2740
			Rod Haywood	DWD	RHaywood@dwd.in.gov	812-948-6102
			Judy Chastain	City of Salem	mayor@cityofsalemin.com	812-883-4265
			Don Hounshell	GarTech - (industry)	gartech@hsonline.net	812-784-4786 x24
			James W. Bye	Community First Bank (RWB)	jbye@c-f-b.com	812-944-3051
			Fred Mitchell	CAST	CastFred@aol.com	288-6487
			[illegible]	Tyson Foods	bruce.fry@tyson.com	812-358-5839
			Ed Carpenter	Tecumseh Power	ecarpenter@tecumsehpower.com	8128833575 x116
			Chester L. Hicks	City of Jeffersonville	chicks@cityofjeff.net	812-285-6493

AMATROL®
POST OFFICE BOX 2697
JEFFERSONVILLE, INDIANA 47131 USA

February 22, 2006

Deputy Commissioner Andrew Penca
Indiana Department of Workforce Development
10 North Senate Avenue
Indianapolis, IN 46204

Subject: Strategic Skills Initiative

Dear Deputy Commissioner Penca,

On behalf of the community of Southern Indiana, thank you for your leadership in creating the $23 million Strategic Skills Initiative (SSI). The industries of our state face an unprecedented level of competition today and must rapidly transform themselves if they are to be successful in the coming years. A key ingredient of this transformation is a highly skilled workforce that has the skills to implement advanced technologies, which are necessary to be competitive in a global marketplace. I believe that SSI is very important step that will help Indiana accomplish this critical task.

In support of this effort, I am pledging in excess of $174,000 of contributions from Amatrol, Inc. to our region during the next two years. While this amount is significant for our company, I know it will pay many dividends to us and other companies in our community by helping ensure that we have access to the talented and highly skilled workers we need to ensure our future.

Sincerely,

Paul Perkins
President, Amatrol, Inc.

Learning Systems for Technical Education
www.amatrol.com FAX 812-283-1584 Phone 812-288-8285

One
Vision.
One
Voice.

February 24, 2006

Mr. Ron McKulick
Executive Director
Southern 7 Workforce Investment Board Inc
PO BX 6712
New Albany IN 47151-6712

Dear Mr. McKulick:

One Southern Indiana is a new organization that blends the missions of the Southern Indiana Chamber of Commerce, Southern Indiana Economic Development Council, and SI2020. One of the important missions of One Southern Indiana will be to increase public investments in the development, management, and maintenance of Southern Indiana's infrastructure in order to retain and grow our businesses and help create a dynamic economy.

Another important mission will be to champion public policy issues that improve Southern Indiana's workforce preparation, thereby encouraging business attraction, retention and the expansion of high value jobs. Included in this mission is the attempt to increase the grant funding to the community for workforce development/education and to facilitate businesses identifying and communicating education, training needs to education, and training providers. One realizes that it is critical that this region have, sustain and grow an available skilled workforce to meet business/industry needs in the 21st century global economy.

One Southern Indiana will add a workforce development director to the staff by the end of 2007. One plans to improve the education options in High Schools including trade and technical curriculum. One will add a retention/expansion director to staff in 2006 and establish a "one stop shop" for business Economic Development needs.

As chairman of One, I have participated in the Strategic Skills Initiative activity. I definitely recognize the value and functionality of a targeted sector approach as compared to the no-focus "look at everything in the labor market" approach. I understand the importance of focusing on the healthcare, the manufacturing, the skilled trades and the logistics sectors in our region.

812.945.0054
812.948.4664 fax

4100 Charlestown Road
New Albany, IN 47150

One Southern Indiana will support the Strategic Skills Initiative as it represents the first effort of its kind in our region. One Southern Indiana will provide support to SSI to include, but not limited to, staff participation, facilities availability, monetary and marketing support. SSI has given purpose, structure and focus to the key and common issues faced by area employers in each targeted sector. SSI has provided a forum and common ground for collaborating regarding workforce needs and issues therefore working toward expanding the skilled labor supply. One Southern Indiana offers it's support in the intent to support SSI's "sector center" or "business sector network" concept as these centers/networks will provide a sector employer infrastructure which will result in a reliable, active, and organized conduit for industry research and trending, public policy development as required, human resources practices improvement, sector technical assistance opportunities and resource development.

This organization effort will provide a core platform for not only workforce development, but for economic development. Partnering with SSI would be a positive investment for One Southern Indiana and I pledge to promote to the organization an investment commitment to SSI as early as 2007.

I wish you much success in your attempt to obtain approval for your implementation proposal. I feel that SSI could have a significant impact on this regions companies and employees and I look forward to the prospect of partnering with you.

Sincerely,

Kerry M. Stemler
Chairman, One Southern Indiana

IVY TECH
COMMUNITY COLLEGE

March 1, 2006

Ron McKulick, Executive Director
Southern 7 Workforce Investment Board, Inc.
P. O. Box 6712
New Albany IN 47150

Dear Ron:

As you know, Ivy Tech Community College Southern Indiana has proposed participating as an educational provider in the Strategic Skills Initiative. This Department of Workforce Development initiative is at the core of Ivy Tech Community College's mission. We're proud to be a partner in this most important statewide effort.

Specifically, we are addressing the skills gap identified with respect to the manufacturing sector in EGR10. Ivy Tech Community College is uniquely suited to assist Hoosiers with technical instruction leading to certification and ultimately to improved workplace opportunities.

It is the mission of Ivy Tech Community College to meet the ever changing needs of Indiana companies. Again, we thank you for the opportunity to serve the Strategic Skills Initiative in the capacity of training provider.

Sincerely,

Rita Hudson Shourds

Rita Hudson Shourds
Chancellor

8204 HIGHWAY 311
SELLERSBURG, INDIANA 47172-1897
812-246-3301
FAX 812-246-9905

Ivy Tech is an accredited, equal opportunity, affirmative action community college.