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# Executive Summary

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“The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year.”

*John Foster Dulles*

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Region 11’s goal is to resolve priority shortages so that we are dealing with a different problem next year. Once the primary focus occupations are addressed, we intend to move on to the secondary focus, then emerging focus, and finally to additional industry sectors. Recognizing that SSI funds are most likely a one-time opportunity, the region will be actively pursuing other resources to pursue future solutions, including:

- **Federal and state grant funds.** A process is in now place for identifying skill shortages and root causes. Future areas of focus have already been agreed upon. The region is well positioned to move quickly when grant funding becomes available because the background work has been practiced, and for occupations in the secondary focus, already done.
- **State and local foundation funds.** With targets in mind and research accomplished, the region can approach foundations with specific projects and targets.
- **Partner resources and private dollars.** Because of the match requirements of the SSI initiative, a precedent has been set that the board’s role is to “seed” projects and innovative thinking, not to entirely fund it, and that sustainability is expected. It takes energy and dollar investment by everyone, public and private, to develop workable solutions to skill shortages.
- **Our own resources.** We are learning how to use our own resources as leverage to encourage others to invest. We have learned some of what works and doesn’t work in doing sector-based strategies that will help us refine how we direct the use of existing local workforce development dollars.

## Methodology

### *Use of Recommended Methodology and Web-Based Training*

Participants in the web-based training provided by DWD included members of the SSI Implementation Team:

- Jim Julian, Sector Strategy Coordinator
- Charles Roche, Executive Director, Shawnee Trace Workforce Investment Board
- Jerry Yezbick, Executive Director, Southwest Workforce Investment Board
- Jeff Amos, Policy/Planning Director, Southwest Workforce Investment Board
- Sheila Hess, Director of Administration, Vincennes University

The SSI Implementation Team recommended that a Request for Proposals (RFP) approach be used to identify solutions and the Lead Team concurred. The draft RFP was reviewed by the Lead Team, finalized, and released March 8, 2006. A legal notice was posted the same day. (See appendices for a copy of the RFP and legal notice).

The Implementation Team facilitated **Solution Concept Development Sessions** for potential bidders to ensure that proposed solutions would meet SSI funding guidelines and line-of-sight requirements. A Concept Development Session was conducted March 13, 2006 for each occupation.

The RFP approach was used because it was determined to be the most effective way to ensure that:

1. Match money was truly committed; and
2. The partners and employers who were part of the solution demonstrated support and agreement for their role in the solution.

The Solution Concept Development sessions allowed the Implementation team to fully explain the skill shortages and root causes and encourage innovative thinking. We did not want to screen bidders out. Rather, we were looking to maximize the number of proposals received that were responsive and fundable.

Only proposals that addressed identified root causes and met line-of-site requirements were accepted for inclusion in the regional solutions report.

## Regional Solutions and Their Impacts

### *Review of Short and Long Term Shortages*

The current and future skill gaps identified in the phase 1 report were:

	2006	2012
<b>Health Care</b>		
Registered Nurse	23	347
Licensed Practical Nurse	23	157
<b>Manufacturing/Utilities/Mining</b>		
Industrial Machine Maintenance	6	40
Maintenance and Repair Workers, General	47	391
Maintenance Workers, Machinery	4	14

**Summary and Categorization of the Solutions and their Impacts**

<b>Solution</b>	<b>Location of Impact</b>	<b>Quick Wins: Short Term Impact</b>	<b>The Future Workforce: Longer Term Impact</b>	<b>The Pipeline: Ensuring our Future</b>
<b>Health Care</b>				
A. Nursing Faculty (1 faculty)	Region Wide	7-8 additional graduating new nurses in 2008	35-40 new associate degree nurses by 2012	NA
B. Nursing Faculty (1 full time, 2 part-time) and Simulation Equipment	Region Wide	20	100 new baccalaureate degree nurses by 2012	NA
C. Nursing Faculty, Simulation Center, and Mobile MEDIC	Region Wide	12-15	60-75	NA
D. Nurse Workplace Assessment and Re-entry	Region-wide	Reduction of nursing vacancies by 100 by year 2 (reduce rate to 1% below state average)	Maintain a nursing turnover rate at least 0.4% below state average	NA
E. Health Care Career Awareness and Enhanced Academic Preparation	Region-wide	20 (due to reduced attrition from nursing program)	100 (reduction of attrition rate by 20 students per year through 2012)	The pipeline impact is not directly measurable and extends beyond 2012.
<b>Manufacturing</b>				
F. Industrial Maintenance worker training	Region wide, with a Perry County focus	30-40	175-180	NA
G. Industrial Maintenance Career Awareness Program	Region-wide	NA	NA	The pipeline impact is not directly measurable and extends beyond 2012.

The proposed solutions address the short term, long-term, and developing pipeline needs of the region. The following tables briefly describe the solutions. Additional detail regarding each solution may be found in the appendices.

## Solution A: Nursing Faculty

Occupation	Root Cause	Solution	Rationale/Feasibility	
Nurse	<p><b>Lack of Nursing faculty.</b></p> <p>Lack of sufficient faculty was the #1 identified root cause for the nursing shortage.</p>	<p><b>One full time nursing faculty will be added to the Ivy Tech Evansville nursing program.</b> Qualified individuals are available, but there have not been sufficient funds to support an additional faculty person.</p>	<p>The 2006 nursing shortage is projected to be 23 in Region 11. State law requires a 1:10 faculty/student ratio. Even if all students who enter a program complete it and enter the nursing profession, the region would still need an additional three faculty in the region to meet the short term need.</p> <p>Ivy Tech explored how to attract and retain faculty and continue to serve the number of qualified students in the pipeline. They found the most successful way of retaining the number of qualified faculty is to offer options that are more attractive. The ability to offer a masters-prepared nurse a full time position with benefits, as opposed to a part time position with limited options, appears to be the trend to meet the need for faculty retention and more opportunity to increase the number of students admitted into the programs while maintaining standards.</p>	
<b>Action</b>			<b>Who</b>	<b>When</b>
Negotiate contract with Ivy Tech			EGR 11 RWB	Upon grant award
Recruit and hire additional faculty			Ivy Tech Evansville	Summer, 2006
Recruit additional students			Ivy Tech Evansville	Summer, 2006
Enroll students			Ivy Tech Evansville	Fall semester, 2006
Graduate first additional class			Ivy Tech Evansville	Spring, 2008
Submit quarterly reports			Ivy Tech to RWB, RWB to DWD	Quarterly
<p><b>Resource Re-Allocation:</b> Ivy Tech to provide 50% of costs 2<sup>nd</sup> year. Long-term sustainability through state enrollment funds results from additional students in program.</p>				
<p><b>Response from outside agencies:</b> Ivy Tech has made the commitment to hiring and sustaining the faculty.</p>				
<p><b>Results:</b> 10 additional nursing students in 2006; 35-40 additional nurses by 2012</p>				

### Solution B: Nursing Faculty and Simulation Equipment

Occupation	Root Cause	Solution	Rationale/Feasibility	
Nurse	<p><b>Lack of Nursing faculty</b></p> <p>Lack of sufficient faculty was the #1 identified root cause for the nursing shortage.</p>	<p><b>One full time and two part time nursing faculty will be added to the University of Southern Indiana nursing program.</b></p>	<p>Lack of sufficient faculty was the #1 identified root cause. The additional faculty will increase program admission by 22 students. Students from Region 11 will be given preference for the additional openings to increase the chances that they will stay and work as nurses in the Region. By 2012, the additional output will add 100 bachelor degree nurses to the workforce.</p>	
	<p><b>Lack of sufficient clinical site supervision.</b></p> <p>All students must complete a requisite number of hours of clinical experience, but both the sites and faculty to supervise them on-site are limited</p>	<p><b>SimMan Patient Simulator equipment will be purchased to enhance the clinical experience.</b></p> <p><b>Additional clinical sites for the increased number of students will be identified in collaboration with Deaconess Hospital and St. Mary's Medical Center.</b></p>	<p>The simulation model equipment (Sims-Man) requested in this proposal would provide faculty and students a simulated clinical model and site to practice and evaluate selected learning experiences. This equipment will provide faculty and students an effective alternative to hospital clinical assignments resulting in a more effective use of available clinical learning sites.</p> <p>The additional clinical sites will include an increase in the actual number of nursing units or departments used as clinical rotations for USI nursing students. Reconfiguration of clinical rotations to use current clinical sites in the evening hours is also anticipated.</p>	
<b>Action</b>			<b>Who</b>	<b>When</b>
Negotiate contract with USI			EGR 11 RWB	Upon grant award
<b>Objective 1: Increase number of nursing faculty</b>				
Appoint an RNSWI project director			Dean and Assistant Dean	May, 2006
Appoint an RNSWI advisory committee			Project Director	May 2006
Recruit and select faculty, student recruitment coordinator, and admin. Assistant			Project Director	August 2006
Recruit and hire student workers to support nursing faculty			Project Director	August, 2006
<b>Objective 2: Increase number of clinical practice sites for nursing students</b>				
Develop a clinical learning site plan for additional students			Project Director	July, 2006
Purchase and teach faculty to use SimMan			Project Director	July - Sept 2006

Consult with primary and secondary partners to gain agreement on clinical learning site expansion plan	Project Director	Sept, 2006
<b>Objective 3: Increase number of students admitted to USI nursing program</b>		
Notify students of their acceptance into nursing program	Project Director	May - July, 2006
Students enroll in summer nursing courses	Project Director	July - August 2006
Recruit students for subsequent nursing courses	Project Director	On-going
<b>Objective 4: Increase the number of baccalaureate nursing graduates/RN's available to work in Region 11.</b>		
Teach nursing courses	Faculty, Project Director	Aug - May
Graduate nurses and prepare for NCLEX exam	Dean, Asst. Dean, Proj. Dir.	May 2008
Submit quarterly reports	USI to RWB, RWB to DWD	Quarterly
<b>Resource Re-Allocation:</b> USI to provide 50% of costs 2 <sup>nd</sup> year. Long-term sustainability through state enrollment funds results from additional students in program.		
<b>Response from outside agencies:</b> USI has made the commitment to hiring and sustaining the faculty.		
<b>Results:</b> 20 new nurses by May 2008, 100 new bachelor degree nurses by 2012.		

### ***Solution C: Nursing Faculty, Simulation Center, and Mobile MEDIC***

<b>Occupation</b>	<b>Root Cause</b>	<b>Solution</b>	<b>Rationale/Feasibility</b>
Nurse	Lack of Nursing faculty	<b>One full time, Master's prepared faculty will be added to the Vincennes University nursing program.</b>	Lack of sufficient faculty was the #1 identified root cause for the nursing shortage. This proposal increases the current capacity of the program by 10 ADN students in Aug. 2006 and 10 LPN to RN students in spring, 2007.
	Lack of sufficient clinical site supervision	<b>A clinical simulation center will be established, including facility renovation and equipment purchase.</b>	The VU nursing programs have maximized the use of clinical agency facilities in the surrounding area, holding 51 current clinical contracts with hospitals, surgery centers, et.al. A new and innovative approach is needed. The clinical simulation concept has been successfully used at other nursing education programs. The advanced clinical equipment is able to simulate routine patient care activities. With the availability of the CSC, faculty can simulate these activities on a regular basis, optimizing the learning experience for students within the class timeframe.
		<b>A mobile educational facility will be</b>	VU serves a rural area. Nurses are in need of continuing

		<b>purchased and equipped to take continuing education for nurses on the road.</b>	education and learning new skills for new treatment technologies. A mobile continuing education unit, Mobile MEDIC, will increase the availability of specialized continuing education for nurses in Region 11 and offer clinical experiences they may not otherwise receive.
<b>Action</b>			<b>Who</b>
<b>When</b>			
Negotiate contract with VU		EGR 11 RWB	Upon grant award
Recruit and hire additional faculty		Vincennes University	Summer, 2006
Recruit additional students		Vincennes University	Summer, 2006
Renovate facility to accommodate clinical simulation center		Vincennes University	Summer, 2006
Purchase simulations and teach faculty to use simulations		Vincennes University	Summer, 2006
Purchase used trailer and create mobile educational facility		Vincennes University	Summer, 2006
Purchase video equipment		Vincennes University	Summer, 2006
Propose use of simulations for delivering a portion of clinical experience to Indiana State Board of Nursing		Vincennes University, with support from RWB	Summer, 2006
Operate mobile MEDIC at regional health care facilities		Vincennes University	Fall, 2006 and ongoing
Graduate first class of additional nurses		Vincennes University	Spring, 2008
Submit quarterly reports		VU to RWB, RWB to DWD	Quarterly
<b>Resource Re-Allocation:</b> This project will be fully self-supported by local resources beginning with year 2.			
<b>Response from outside agencies:</b> Vincennes University will take full responsibility for implementation of this project as well as ensure its sustainability after the first year. The VU Truck Driving Training Program will provide the transportation of the trailer to the regional health care facilities. Therefore, there will be no need for the purchase and maintenance of a semi-tractor for the Mobile MEDIC. Initial partners for this project will include Memorial Hospital and Health Care Center in Jasper, Good Samaritan Hospital in Vincennes, Gibson General Hospital in Princeton, Daviess Community Hospital in Washington.  The project partners will: participate in the design of the new Clinical Simulation Center (CSC) and Mobile MEDIC; provide supplemental funding for sustaining the grant initiative through a use-related fee for the Mobile MEDIC; provide input for the design of realistic patient-care scenarios used in the CSC and Mobile MEDIC; and provide advanced certification educators for the continuing education activities directed at current health care professionals.			
<b>Results:</b> Increase the number of nursing graduates to Region 11 by 12 to 15 by May, 2008 and sustaining that increase indefinitely.			

**Solution D: Nurse Workplace Assessment and Re-Entry Program**

Occupation	Root Cause	Solution	Rationale/Feasibility	
Nurse	<p><b>Workforce Retention:</b>                      mandatory overtime and increased paperwork and administrative responsibilities are discouraging nurses from staying in the profession in hospitals</p>	<p><b>Improve working conditions, improve recruitment and retention, and establish a nurse re-entry program.</b></p>	<p>The Healthcare Technical Assistance Program (TAP) provides short-term technical assistance projects that result in immediate benefits. Purdue University and the partners in this proposal have successful experience in addressing working conditions for nurses, improving recruiting and retention efforts, and in implementing nursing re-entry programs. Since its inception in 2005, Healthcare TAP has worked with 15 hospitals on 25 projects including two projects with Good Samaritan Hospital in Vincennes. The Healthcare TAP team includes experts in nursing working condition issues, recruitment and retention issues, and nursing re-entry programs from Purdue’s Schools of Nursing and Organizational Leadership and Supervision. Measurement of progress will be based on quarterly data collected by the Indiana Hospital and Health Association, a partner with Purdue in this proposal.</p> <p>In addition to these efforts, the participating Healthcare TAP faculty from the Purdue School of Nursing have extensive experience in recruitment and retention, and have developed a nursing re-entry program. Thousands of nurses who have left the profession are receptive to returning part-time (or even full-time) if working conditions are attractive. These programs provide substantial support to full-time RNs by reducing overtime and stressful work shift schedules.</p>	
Action			Who	When
Negotiate contract with Purdue			EGR 11 RWB	Upon grant award
Identify and work with a key contact with each hospital throughout the project period.			TAP nursing shortage specialist	Quarterly meetings
Perform assessments of root causes of shortages, the workplace climate, the effectiveness of any currently used retention programs, and other factors.			TAP nursing shortage specialist	At each health care facility in succession, beginning summer, 2006
Develop recommendations for new initiatives tailored to each facility			TAP nursing shortage specialist	At each health care

	and faculty	facility upon completion of assessment beginning fall, 2006
Establish specific workplace conditions improvement projects tailored to each facility	The TAP specialist with faculty from Vincennes and Purdue University.	At each health care facility upon completion of assessment beginning fall, 2006
Ensure program sustainability by working with hospitals to internally fund ongoing effective programs, and to continue the use of Healthcare TAP and others to address new workplace condition issues.	TAP nursing shortage specialist	On-going throughout project
Submit quarterly reports	TAP to RWB, RWB to DWD	Quarterly
<b>Resource Re-Allocation:</b> Half of the project costs will be funded by the hospitals.		
<b>Response from outside agencies:</b> Partners in this proposal are Purdue University Healthcare Technical Assistance Program (includes participation from the Purdue School of Nursing, School of Industrial Engineering, School of Pharmacy, School of Organizational Leadership & Supervision, and others); Vincennes University Department of Nursing; Steve Langdon, Dean of the School of Health Sciences and Human Performance; Indiana Hospital & Health Association: Bob Morr, Vice President; and Good Samaritan Hospital, Vincennes; Gibson General Hospital, Princeton; Five Deaconess hospitals in Evansville and Newburgh; Select Specialty Hospital, Evansville; Four St. Mary's hospitals in Evansville and Boonville; Perry County Memorial Hospital, Tell City; Memorial Hospital and Health Care Center, Jasper; and Southern Hills Counseling Center, Jasper.		
<b>Results:</b> Reduction of nursing vacancies by 100 by year 2 (reduce rate to 1% below state average); Maintain a nursing turnover rate at .east .4% below state average		

**Solution E. Health Care Career Awareness Program**

Occupation	Root Cause	Solution	Rationale/Feasibility	
Nurse	<p><b>Career Awareness and Preparation:</b></p> <p>There is inadequate labor market/career education information about health care; Inadequate outreach by employers and postsecondary institutions; Insufficient math and science preparation to enable young people to succeed in health care programs</p>	<p><b>Health Care Career Awareness and Enhanced Academic Preparation, including:</b></p> <ul style="list-style-type: none"> <li>- <b>developing and recommending sequence of academic courses to better prepare students</b></li> <li>- <b>making high school counselors aware of requirements to better guide students</b></li> <li>- <b>bridging gaps between secondary and post secondary education</b></li> <li>- <b>presenting information on careers</b></li> <li>- <b>developing a health care Summer Camp to expose students to careers</b></li> </ul>	<p>This proposal, <i>Initiative for Enhanced Academic Preparation for Secondary School Students in Health Occupation Careers</i>, is an industry and State driven plan that combines the resources of leaders within secondary and vocational schools with VU, Career Choices, Ivy Tech and USI to enhance high school students' awareness and success in attempting health occupation career education. The end result of the initiative is to address the "Career Academic Sequence" in secondary schools as mandated by the State and the immediate demand of health care education preparation from the secondary school systems into college so that: 1) students and counselors are aware of the academic requirement and skills needed for matriculation in the academic process, 2) an effective system is in place to assist interested and qualified students directly into post-secondary health occupation degree curricula, 3) increase the success of students in health care education programs (currently a 40% - 50% dropout/failure rate for nursing programs), and 4) increase the pipeline of qualified applicants into the health care industry that drive the economy and health care delivery in Region 11.</p>	
Action			Who	When
Negotiate contract with VU			EGR 11 RWB	Upon grant award
Establish Health Care Education Advisory Committee			VU, Ivy Tech, USI	Four meetings per month commencing with grant award.
Develop high school curriculum (Health Occupations Career Track)			Health Care Advisory Committee	Summer, 2006
Introduce teachers and counselors to labor market and career information			Career Choices	Beginning fall of 2006
Meet with district representatives throughout region 11 to promote and implement career track			Health Care Advisory Committee	Beginning fall of 2006 and continuing
Implementation of curriculum			Area schools	Beginning fall of 2006
Develop and dispense promotional materials to support the track			Health Care Advisory Committee	Fall, 2006
Develop health care summer camp for students in grades 8-12			Health Care Advisory Committee	Summer, 2006

Enroll students in summer camp	Career Choices Inc. (CCI)	Spring, 2006 and 2007
Conduct summer camp	CCI, VU, USI, Ivy Tech	Summer, 2006 and 2007
Submit quarterly reports	CCI/VU to RWB, RWB to DWD	Quarterly
<b>Resource Re-Allocation:</b> Vincennes University will provide 50% match the second year from local funds.		
<b>Response from outside agencies:</b> Partners include Career Choices; Ivy Tech Health Sciences Division; USI College of Nursing and Health Professions; the Gibson, Knox, and Vanderburgh County Schools; and St. Mary's Life Flight.  Partners will assist in writing curriculum, developing marketing materials, speaking at workshops, planning camp activities, providing dual credit courses; implementing the Health Occupations Career Track, and acting on the advisory committee.		
<b>Results:</b> Increase in students matriculating from high school into RN program; increase in graduation rates from regional RN programs; increase in secondary students, faculty, and counselors attending workshops; increasing high school activity in the Vocational Ed.; increase in student participation in health career education tracks and summer camps; improved student retention in nursing programs; improvement in nursing assessment test performance; ultimately – more nurses.		

**Solution F. Industrial Maintenance Worker Training**

Occupation	Root Cause	Solution	Rationale/Feasibility
<b>Industrial maintenance occupations</b>	<b>Training Accessibility</b> The best source of industrial maintenance workers are current manufacturing workers in the region who want to advance. But to work full time, travel to classes, and go to school creates work/life balance issues.	<b>Develop:</b> <ul style="list-style-type: none"> <li>- A career path and educational map for industrial maintenance occupations awareness.</li> <li>- Marketing and promotion of training offerings</li> <li>- A pilot program for industrial maintenance training in Perry County</li> </ul>	Root causes for industrial maintenance workers issues include training options inconsistent with worker schedules, insufficient math preparation, and inadequate outreach by employers and post-secondary institutions.
	<b>Workforce Retention</b> Workforce retention issues include low pay, shift work, and undesirable region.	<b>Math Curriculum Development for Technicians in EGR 11</b> <b>Industrial Maintenance Development Program for EGR 11</b>	This solution will design training opportunities for incumbent workers that are fast and sustainable and focused on applied learning and immediate application. It will limit the time commitment necessary to pursue further job-related education over the more traditional post-

	Employers need to "grow their own."		secondary degree pursuits. This accelerated, focused, "just in time" training will be readily accessible and have added value that would allow employers to "grow their own" workforce from existing talent.
<b>Action</b>		<b>Who</b>	<b>When</b>
Negotiate contract with Workforce Development Concepts (WDC)		EGR 11 RWB	Upon grant award
Negotiate subcontracts with partners; project management, ensuring all activities are done according to timeline and outcomes are achieved		WDC	Upon finalizing contract; on-going mgmt.
<b>Develop A career path and educational map for industrial maintenance occupations awareness.</b>		WDC, Southwest Indiana Network for Education (SINE), VU	Summer, 2006
<b>Develop and deliver marketing and promotion of training offerings</b>		SINE, VU, Ivy Tech	Summer, 2006
<b>Develop and deliver an on-line pilot program for industrial maintenance training in Perry County</b>		Amatrol, Tell City HS, Thyssenkrupp	Fall, 2006
<b>Develop and deliver math curriculum for Technicians</b>		VU, SINE, WDC	Fall, 2006
Develop and deliver Industrial Maintenance curriculum		VU, SINE, WDC	Fall, 2006
Submit quarterly reports		WDC to RWB, RWB to DWD	Quarterly
<b>Resource Re-Allocation:</b> Employers will pay wages of trainees while they are in training. TAG grants will be accessed to support sustainability.			
<b>Response from outside agencies:</b> Partners committed to this proposal include SINE, Vincennes University, Amatrol, Tell City High School, and Thyssenkrupp Waupaca Foundry			
<b>Results:</b> 175 workers trained in EGR 11; 90 workers completing training in Tier 2, 45-50 workers completing training in Tier 3, and 40-45 workers completing training in Tier 4; 25-30 students/workers completing online training pilot in Perry County; 45 workers receiving MSSC Certification; 30 workers pursuing post-secondary education; 40 workers working in the industrial maintenance field .			

## Solution G. Industrial Maintenance Career Awareness

Occupation	Root Cause	Solution	Rationale/Feasibility	
<b>Industrial maintenance occupations</b>	<p><b>Career Awareness</b></p> <p>There is inadequate labor market/career education information about manufacturing careers.</p> <p>Employers and postsecondary institutions don't provide enough outreach to K-12 students.</p>	<p><b>The solution includes:</b></p> <ul style="list-style-type: none"> <li>- <b>K-12 math teacher training around real- world problems</b></li> <li>- <b>Industrial maintenance career awareness presentations at high schools and middle schools</b></li> <li>- <b>Industrial careers learning exchange (25 exchange opportunities between teachers/students and businesses)</b></li> <li>- <b>Summer industrial maintenance workshops (one week long summer workshop for students)</b></li> <li>- <b>Workforce Action Committee (educator and business communication vehicle)</b></li> </ul>	<p>This project takes a holistic approach to the shortage through a range of activities that start in elementary school and progress through high school. Since applied math skills can be a barrier for some youth, K-12 teachers will be shown how to use real-world math for learning. Beginning in middle school, career awareness presentations will raise interest in industrial maintenance careers. For those who think they may be interested the occupation, they will get to try it out at the high school level through a career learning exchange and summer workshops.</p> <p>Finally, a business/education action committee will be formed to guide and sustain all the activities. The broad spectrum of activities reaches out to young people at different levels and in different ways to garner and develop their interest.</p>	
Action			Who	When
Negotiate contract with Southwest Indiana Network for Education (SINE)			EGR 11 RWB	Upon grant award
Hire project coordinator			SINE	Upon finalizing contract
Establish Workforce Action Committee			SINE and VU	Summer, 2006
Contract with VU for Project Liaison			SINE	Upon finalizing contract
Develop and deliver applied math workshops for K-12 math teachers			SINE	Develop workshop: summer, 2006. Delivery beginning fall 2006
Develop and deliver career awareness presentation			SINE, VU	Develop presentation summer, 2006. Delivery beginning fall 2006
Develop and deliver career learning exchange			SINE	Spring and fall semesters, 2007 and spring 2008

Develop internships, coop opportunities in industrial maintenance	SINE, Project Coordinator	Recruitment: fall 2006, internships begin spring 2007.
Develop and deliver summer industrial maintenance workshop	VU	Summer 2007 and 2008
Submit quarterly reports	SINE to RWB, RWB to DWD	Quarterly
<b>Resource Re-Allocation:</b> SINE will pay 50% of the project coordinator in year 2, and commits to 100% in year subsequent years. VU will pay 50% of project liaison in year 2. Business in learning exchange will contribute 50% of project costs in year 2 and 100% thereafter. Schools will pay 50% of on-site math consulting in year 2 and 100% thereafter, as well as 100% of math teacher workshop costs.		
<b>Response from outside agencies:</b> Partners committed to this effort with SINE include VU, manufacturing industries, the Regional Workforce Board, regional high schools and the regional vocational school. Partners will participate on the Workforce Action Committee, assist in the development of math learning exchange projects, advise on methods for creating company/teacher partnerships, recommend appropriate degrees and certifications needed for employment, and suggest enhancements for secondary math curricula.		
<b>Results:</b> 160 teachers will be trained in the development of math curriculum focused on industrial maintenance needs; 81 presentations will be delivered to build career awareness in industrial maintenance and manufacturing careers; 40 industrial maintenance career learning exchange opportunities will be delivered involving an total 600 students; 270 internship/cooperative education opportunities will be provided; 80 students will be provided with the opportunity to attend an industrial maintenance workshop in partnership with Vincennes University; enrollment of Industrial Maintenance Technician majors at VU will increase from 25 to 40 by the end of the first year, and 50 by the end of the second year.		

## Regional Coalition and Industry Partner Engagement

There was full engagement from industry representatives in the targeted industries and education partners through: invitation to participate in the Solution Concept Development sessions; involvement of the industry representatives in proposal development to respond to the SSI RFP; and participation on the Lead Team and the Regional Consortium. The Lead Team reviewed the proposals received and acted on recommendations from the Implementation Team. The Consortium members, who represent every county in Region 11, were provided with a draft of the Solutions report on April 7th with the opportunity to review and comment. The newly formed Regional Workforce Board reviewed the recommendations for solutions on March 31st and were provided with a copy of the draft report along with the Consortium. Representatives from both the Shawnee Trace and Southwest Indiana WIBs are also members of the Consortium, the Lead Team, and/or the RWB to ensure that the project is truly regional and not just in the interests of one part of the region. Industry and education partners endorse and support the solutions as described. Letters of support are included in the Appendices.

## Sustainability Measures

The Implementation Team will develop a format by May 31st for the contractors to use to report their quarterly progress. The EGR 11 RWB will take responsibility for ensuring that progress reports are received from the contractors and create a consolidating quarterly report for submission to DWD. Quarterly reports will include: a) status against the timelines outlined for each project above; costs to-date for each project against the project total; progress against the outcomes described for each project above; impact on the shortages; feedback from targeted industries and partners; overall assessment of successes and challenges, and steps that will be taken to address any challenges.

## SSI Solutions Proposal and Implementation Budget Summary

Solutions	Year 1 Funding		Year 2 Funding	
	SSI	Local Match	SSI	Local Match
<b>A</b> Nursing Faculty (1 full time)	\$74,400	\$6,300	\$35,500	\$39,100
<b>B</b> Nursing Faculty (1 full & 2 part-time) & Sim. Equip.	\$224,490	\$34,500	\$100,065	\$101,000
<b>C</b> Nursing Faculty (1 full time), Sim. Equip. & Mobile Center	\$280,293	\$0	\$0	\$63,900
<b>D</b> Nursing Workplace Assessment & Re-entry	\$248,419	\$50,000	\$252,330	\$126,500
<b>E</b> Health Care Career Awareness & Enhanced Academic Preparation	\$153,236	\$0	\$72,020	\$72,020
<b>F</b> Industrial Maintenance & Training	\$455,660	\$0	\$393,140	\$761,076
<b>G</b> Industrial Maintenance Care Awareness	\$251,525	\$2,200	\$134,982	\$128,554
SSI Administration	\$88,832	\$0	\$52,006	\$27,000
<b>Region 11 SSI Total</b>	<b>\$1,776,855</b>	<b>\$93,000</b>	<b>\$1,040,243</b>	<b>\$1,319,150</b>

# Appendices

- Legal Notice of RFP
- Strategic Skills Initiative Request for Proposal
- SSI Solutions Proposal and Implementation Budget Detailed
- Solution A Proposal
- Solution B Proposal
- Solution C Proposal
- Solution D Proposal
- Solution E Proposal
- Solution F Proposal
- Solution G Proposal

## Legal Notice

The Workforce Investment Boards of Shawnee Trace and Southwest Indiana, serving Dubois, Gibson, Knox, Perry, Pike, Posey, Spencer, Vanderburgh and Warrick counties, are seeking qualified bidders to develop proposals for the Strategic Skills Initiative (SSI) addressing identified root causes to critical skill shortages. Any entity interested in pursuing SSI funded solutions are invited to attend information meetings to be held at Oakland City University's Wilder Center (1 mile east of Hwy 57 on IN Hwy 64) in Oakland City, Indiana on March 13th. Meetings will be held at 10:00 am CST for nursing solution proposal development and 1:00 pm CST for industrial maintenance solution proposal development. No reservations required. Additional information can be obtained by contacting Jim Julian, SSI Sector Strategy Coordinator (812) 475-1147.

# Request for Proposals for SSI Solutions

## I. Overview

### A. Strategic Skills Initiative

The Strategic Skills Initiative (SSI) is a \$23 million, two and a half year initiative using a regional approach to addressing workforce skill shortages. The SSI involves workforce, economic and community development along with labor and business to identify root causes and solutions to the shortages. SSI focuses on two primary goals:

1. Identify and alleviate shortages projected to exist in critical occupations and specific skill sets within high-wage Indiana industries; and,
2. Instill a lasting, demand-driven approach to workforce development at the regional and local level.

It is important to understand that SSI is not a state effort, but a regional one, and the effectiveness of SSI is directly related to the input and effort regional representatives put into the initiative.

Each region is spearheaded by a core agent and a team of regional industry representatives. Regions proceed through the initiative as follows:

- 1) Identify targeted occupation and skill shortages
- 2) Determine the root causes of the shortages
- 3) Develop solutions that are directly tied to the root causes

Each of these steps culminates with a report submitted by the regional team that will eventually determine funding allocations. The systematic approach to solving workforce problems that propels SSI will be institutionalized and carried on as Indiana's economy and the Hoosier workforce are continually strengthened.

Economic Growth Region 11 (Southwest Indiana) consists of nine counties: Dubois, Gibson, Knox, Perry, Pike, Posey, Spencer, Vanderburgh, Warrick.

Additional background information on the Strategic Skills Initiative can be found at the Indiana Department of Workforce Development website:

<http://www.in.gov/dwd/employers/ssi.html>.

### B. Description of Need

The Workforce Investment Boards of EGR 11 (WIBs) request solution proposals that address identified root causes to the shortage of skilled workers identified through SSI research. (See Appendix 1 Root Cause Assessment Summary)

Interested parties are encouraged to submit solution proposals that have a clear line-of-sight between the targeted skilled worker shortage and identified root cause enhancing of regional development of identified occupations.

The Indiana Department of Workforce Development will announce grant awards in May of 2006. The grant period runs through May of 2008. For the first year, the proposed solution need not leverage matching local funds. However, in the second year, the Initiative requires at least fifty percent matching funds. Following the grant period, it is expected that the solution will have a sustainable impact in the region supported by local efforts.

### **C. Region 11's Critical Occupation Shortages**

- Industrial Maintenance
- Nursing: Registered Nurses and Licensed Practical Nurses

Research conducted revealed that the dominant employment sectors in the region are Manufacturing and Health Care. Those two sectors are the top two job producing sectors in the region. Within those sectors Industrial Maintenance Workers and Registered Nurses were acknowledged as the occupations in most demand. (See Appendix 2: Occupation shortage summary) For more information regarding SSI research contact:

Dr. Jim Julian, Ph.D.  
Sector Strategy Coordinator  
Phone: (812) 475-1147  
[JimJ@choiceonemail.com](mailto:JimJ@choiceonemail.com)

Or go to the Indiana Department of Workforce Development website:  
[http://www.in.gov/dwd/employers/ssi\\_regional.html](http://www.in.gov/dwd/employers/ssi_regional.html). See reports posted under Region 11

### **D. Occupation Shortage Root Causes Assessment**

An assessment of the root causes underlying the Identified Critical occupation shortages focused upon three main areas: Career Awareness, Training Accessibility and Workforce Retention Strategies. Findings from this research indicated that both of these occupations suffered from similar issues: low pay, training access constraints, inaccurate public perception of occupation and limited career path awareness to name a few identified root causes.

#### **A. Career Awareness**

Findings from Root Cause Assessment research indicate that both occupations suffered from incorrect image stereo-typing and that employers acknowledge that recruitment efforts are not focused on developing a long-term pipeline of competent people interested and capable of being trained for these occupations.

## B. Training Accessibility

The identified occupations require both theoretical foundation education as well as applied, hands-on, practical training. In order for people to develop these skills while pursuing one of these occupations, training opportunities need to be consistent with their work and life style schedules.

## C. Workforce Retention Strategies

Economic data point out that wages in Region 11 are low by state and national standards. It is also true that wages are not the only factor employees consider when choosing an occupation or accepting a position. As wages are driven by market forces and difficult to adjust, it is essential that non-wage strategies be developed to retain and recruit a qualified workforce.

## E. SSI Solution phase timeline

March 8, 2006	Request for Proposal released
March 13, 2006	10:00 AM CST – SSI Solution Creation Session – Health Care
March 13, 2006	1:00 PM CST – SSI Solution Creation Session – Industrial Maintenance
March 20, 2006	<b>Proposals due from applicants by 12:00 pm</b>
March 20-23, 2006	SSI Proposal Evaluation Team meeting to determine supported solutions
March 23, 2006	Selected applicants will be notified of the decision
April 14, 2006	SSI Solutions report due to Indiana Department of Workforce Development
May 1-5, 2006	Indiana Department Workforce Development announces SSI grants

## II. Description of SSI solutions

### A. Solutions Guiding Principles

Proposed solutions will adhere to the following guidelines and must:

- Be regional in outreach and implementation.
- Address identified occupation shortages.
- Demonstrate a clear line-of-sight between the occupation shortage(s), the roots cause(s) and the proposed solutions.

### B. Eligible Applicants

Strategic Skills Initiative grants are available on a competitive basis to all qualified applicants.

### C. Reservation of Rights

The WIBs reserve the right to contact potential bidders to develop proposals should the received proposals not satisfy Initiative requirements.

Proposals which are incomplete or unresponsive to these specifications will not be considered or funded.

The WIBs reserve the right to verify all information in the proposal. If the information cannot be verified, and if the errors are not willful, the WIBs reserve the right to reduce the rating points awarded.

Applicants with proposals approved for funding are required to negotiate a contract with the Region 11 Workforce Board (RWB). The negotiation process shall be bound by the best terms and conditions originally offered by the applicants proposal. The RWB reserves the right to make contract award contingent upon completion of certain special conditions. The contract offer may contain additional terms different from those set forth herein.

As a result of the negotiation process, the RWB reserves the right to fund all or portions of an applicant's proposal and/or require that one applicant collaborate with another for the provision of specific services, either prior to execution of an agreement or at any point during the life of the agreement.

#### **D. Proprietary Interests if the Workforce Investment Boards**

The WIBs reserve the right to retain all submitted proposals, and the proposals shall become the property of the WIBs.

All proposals will be considered public documents, subject to review and inspection at the discretion of the WIBs, in accordance with the Public Records Act. Applicants must identify all copyrighted material that they claim are exempt from disclosure under the Public Records Act

#### **D. Solution Conceptual Development Sessions**

The SSI Implementation Team will facilitate Solution Concept Development Sessions for interested parties to ensure that proposed solutions meet SSI funding guidelines and line-of-sight requirements. A Concept Development Session will be conducted for each occupation.

Sessions will be conducted **Monday, March 13<sup>th</sup>** at Oakland City University's Wilder Center, Oakland City, Indiana. The Wilder Center is located 1 mile East of Hwy 57 on IN Hwy 64.

Interested parties are encouraged to attend Sessions. These sessions are not mandatory; however, the sessions are designed to provide an understanding of allowable expenditures under the Workforce Investment Act (WIA) as well as SSI and WIA reporting and monitoring requirements (Appendix 3 & 4).

#### **E. Questions from Applicants**

Any questions regarding the Request for Proposal for SSI solutions should be directed to Jim Julian, SSI Sector Strategy Coordinator (See page 7).

### **III. Process for Applying**

Interested parties must submit a proposal to compete for SSI grants. Successful applicants will be notified they are eligible to submit their proposal(s) as part of the comprehensive Solutions Report submitted by the WIBs. Notified applicants will collaborate with the SSI Implementation Team to develop proposal to be submitted to Indiana Department of Workforce Development as part of the SSI Solutions Report.

#### **A. Application Submission Process**

- 1) Applicants must submit a Letter of Intent by **12:00 pm CST March 20, 2006** (See Guidelines for Letters of Intent below).
- 2) Applicants will be notified March 23, 2006 regarding the success of their solution concept and eligibility to compete for grant funding.
- 3) Applicant is expected to collaborate with SSI Implementation Team in preparing the SSI Solutions Report due to Indiana Department Workforce Development April 14, 2006.

#### **B. Guidelines for Proposal**

Proposal should include the following:

- Description of plan for implementing an SSI solution.
- Details of the project, including industry(s) and number of employers and workers served, and services offered.
- Collaborators and their roles.
- Description of outcomes for workers and employers
- Description of local matching funds and long-term sustainability. A minimum of fifty percent matching required during year two of implementation. Include description of efforts to achieve long-term sustainability of the solution.
- Description of organization or consortium's qualifications for designing and implementing the solution(s) proposed, including short description(s) of any similar project(s) previously implemented.
- Description of measures used to evaluate the proposed solution.

The Proposal body of text shall not exceed five (5) single-spaced pages with one inch margins and 12-point font.

The budget and budget description are not to exceed two (2) pages. Budget must follow the included format presented on page 8.

You may submit multiple Proposals for different proposed solutions. Each proposed solution will be considered independently.

### **C. Selection Criteria for Proposal**

The SSI Implementation Team and Lead Team will evaluate proposed solutions using the following criteria:

- Plan Description
  - Is solution an innovative approach?
  - Does the plan address the targeted occupation shortages?
- Solution Implementation
  - Does the solution follow sound and logical reasoning?
  - Are outcomes positive and sustainable for workers and employers?
- Industry Endorsement and Support
  - Does solution address industry needs?
  - Evidence of employer endorsement and support for solution?
- Applicant's Capacity and Competence
  - Does the applicant possess capacity and competence to deliver described solution?
- Evaluation Criteria
  - Does proposal contain evaluation criteria for solution outcomes?
  - Does a successful outcome address identified occupation shortage?

### **IV. Proposal Submission Materials**

Proposal submissions must include the documents listed below. Submissions are to be in MS Word format sent via email and received prior to **12:00 pm CST March 20, 2006**

Submissions are made to the attention of:

Dr. Jim Julian, Ph.D.

Sector Strategy Coordinator

Workforce Investment Board of Southwest Indiana

701 N. Weinbach Ave., Suite 810

Evansville, IN 47711

[Jimj@choiceonemail.com](mailto:Jimj@choiceonemail.com)

Phone: (812) 475-1147

Your response must include:

- 1) Cover page (See page 8)
- 2) Project description
- 3) Listing of Project Partners
- 4) Line Item Budget Request (See page9)

**EGR 11 Strategic Skills Initiative  
Solution Proposal  
Cover Page**

**1. Funding Request**

Requested Amount:	
Start Date:	
End Date:	

**2. Designated Grantee**

Organization Name:	
Address:	
City:	
State:	
Zip Code:	
County:	
FEIN:	
Telephone Number:	
Fax Number:	
Email Address:	

**3. Contact Person**

First Name:	
Last Name:	
Title:	
Organization:	
Address:	
City:	
State:	
Zip Code:	
Telephone Number:	
Fax Number:	
Email Address:	

**EGR 11 Strategic Skills Initiative  
Solution Proposal  
Line Item Budget Request**

ITEM	AMOUNT REQUESTED
1. Salaries and Benefits	
2. Contracted Services	
3. Travel Expenses	
4. Materials and Supplies	
5. Overhead	
6. Other Expenses	
TOTAL REQUEST	

**Please include a detailed budget breakdown of the expenses as follows:**

1. **Salaries and Benefits Costs:** Prorated wages and benefit costs for that portion of time staff actively work on the project. Staff time charged to the project must be documented (i.e., time sheets).
2. **Contracted Services:** Costs for consultants assisting with the project or other contracted services. Include both consultant fees and expenses. Please note that contracts for consultant services must meet all applicable state and local procurement requirements.
3. **Travel Expenses:** Transportation (i.e., mileage), lodging, and meals (or Per Diem) costs for staff and other personnel (excluding consultants) participating in the project.
4. **Materials and Supplies:** Include costs such as purchase of instructional supplies and materials, etc.
5. **Overhead:** Costs for administering the grant, including fiscal records and progress reports. Not to exceed 5% of grant amount
6. **Other Expenses:** Other miscellaneous expenses such as audit expense, postage, phone, photocopier, rent, etc.

**NOTE: The RFP included appendices containing excerpts from the skills shortages and root causes reports, the allowable uses of funds, and budget forms which are not necessary to include here.**

## SSI Solutions Proposal and Implementation Budget Detail

Solutions	Year 1 Funding		Year 2 Funding	
	SSI	Local Match	SSI	Local Match
<b>A. Nursing Faculty (1 full time)</b>				
Salaries and Benefits	\$68,400	\$0	\$34,200	\$34,200
Travel Expenses	\$0	\$1,500	\$0	\$1,500
Materials Supplies	\$5,000	\$0	\$1,000	\$1,000
Overhead	\$0	\$3,800	\$0	\$1,900
Other Expenses	\$1,000	\$1,000	\$500	\$500
	<b>\$74,400</b>	<b>\$6,300</b>	<b>\$35,700</b>	<b>\$39,100</b>
<b>B. Nursing Faculty (1 full &amp; 2 part-time) &amp; Sim. Equip.</b>				
Salaries and Benefits	\$155,300	\$27,000	\$95,300	\$87,000
Travel Expenses	\$1,500	\$0	\$0	\$1,500
Materials Supplies	\$52,000	\$7,500	\$0	\$7,500
Overhead	\$10,690	\$0	\$4,765	\$0
Other Expenses	\$5,000	\$0	\$0	\$5,000
	<b>\$224,490</b>	<b>\$34,500</b>	<b>\$100,065</b>	<b>\$101,000</b>
<b>C. Nursing Faculty (1 full time), Sim. Equip. &amp; Mobile Center</b>				
Salaries and Benefits	\$63,900	\$0	\$0	\$63,900
Travel Expenses	\$758	\$0	\$0	\$0
Materials Supplies	0	\$0	\$0	\$0
Overhead	\$3,233	\$0	\$0	\$0
Other Expenses	\$212,402	\$0	\$0	\$0
	<b>\$280,293</b>	<b>\$0</b>	<b>\$0</b>	<b>\$63,900</b>
<b>D. Nursing Workplace Assessment &amp; Re-entry</b>				
Salaries and Benefits	\$136,589	\$0	\$142,314	\$0
Contracted Services	\$50,000	\$0	\$50,000	\$0
Travel Expenses	\$16,500	\$0	\$16,500	\$0
Materials Supplies	\$6,500	\$0	\$6,500	\$0
Overhead	\$11,830	\$0	\$12,016	\$0
Other Expenses	\$27,000	\$50,000	\$25,000	\$126,500
	<b>\$248,419</b>	<b>\$50,000</b>	<b>\$252,330</b>	<b>\$126,500</b>
<b>E. Health Care Career Awareness and Enhanced Academic Preparation</b>				
Salaries and Benefits	\$117,800	\$0	\$60,232	\$60,232
Contracted Services	\$6,100	\$0	\$3,050	\$3,050
Travel Expenses	\$3,144	\$0	\$2,880	\$2,880
Materials Supplies	\$8,800	\$0	\$0	\$0
Overhead	\$6,792	\$0	\$3,308	\$3,308
Other Expenses	\$10,600	\$0	\$2,550	\$2,550
	<b>\$153,236</b>	<b>\$0</b>	<b>\$72,020</b>	<b>\$72,020</b>

## Solutions Proposals and Implementation Budget Detail (cont.)

Solutions	Year 1 Funding		Year 2 Funding	
	SSI	Local Match	SSI	Local Match
<b>F. Industrial Maintenance Training</b>				
Salaries and Benefits	\$0	\$0	\$0	\$0
Contracted Services	\$315,667	\$0	\$332,833	\$761,076
Travel Expenses	\$0	\$0	\$0	\$0
Materials Supplies	\$22,493	\$0	\$42,807	\$0
Overhead	\$10,000	\$0	\$10,000	\$0
Other Expenses	\$107,500	\$0	\$7,500	\$0
	<b>\$455,660</b>	<b>\$0</b>	<b>\$393,140</b>	<b>\$761,076</b>
<b>G. Industrial Maintenance Care Awareness</b>				
Salaries and Benefits	\$138,880	\$0	\$71,388	\$71,388
Contracted Services	\$63,336	\$0	\$31,668	\$31,668
Travel Expenses	\$6,612	\$0	\$3,308	\$3,308
Materials Supplies	\$17,300	\$1,200	\$15,400	\$15,400
Overhead	\$11,977	\$0	\$6,428	\$0
Other Expenses	\$13,420	\$1,000	\$6,790	\$6,790
	<b>\$251,525</b>	<b>\$2,200</b>	<b>\$134,982</b>	<b>\$128,554</b>
<b>SSI Administration</b>				
Salaries and Benefits	\$58,632	\$0	\$37,006	\$24,000
Contracted Services	\$13,000	\$0	\$7,000	\$0
Travel Expenses	\$2,500	\$0	\$1,500	\$0
Materials Supplies	\$2,700	\$0	\$1,500	\$0
Overhead	\$6,000	\$0	\$3,000	\$3,000
Other Expenses	\$6,000	\$0	\$2,000	\$0
	<b>\$88,832</b>	<b>\$0</b>	<b>\$52,006</b>	<b>\$27,000</b>
<b>Region 11 SSI Total</b>				
Salaries and Benefits	\$739,501	\$27,000	\$440,440	\$340,720
Contracted Services	\$448,103	\$0	\$424,551	\$795,794
Travel Expenses	\$31,014	\$1,500	\$24,188	\$9,188
Materials Supplies	\$114,793	\$8,700	\$67,207	\$23,900
Overhead	\$60,522	\$3,800	\$39,517	\$8,208
Other Expenses	\$382,922	\$52,000	\$44,340	\$141,340
	<b>\$1,776,855</b>	<b>\$93,000</b>	<b>\$1,040,243</b>	<b>\$1,319,150</b>

## **Solution A: Nursing Faculty**

### **Designated Grantee:**

Ivy Tech Community College, Evansville

### **Contact Person**

James Naas, Academic Dean

### **Overview**

The purpose of the grant is to increase numbers of students seeking to enter the two nursing programs offered at Ivy Tech Evansville. The practical nursing (PN) and associate of science in nursing (ASN) programs are well established in that they have been serving the community need since their inception in 1987 and 1988 respectively. With the University of Southern Indiana ceasing their ASN degree option beginning this fall 2006, Ivy Tech will need to admit, readmit, and transfer in a larger number of qualified applicants than they are currently capable of serving. If commitment for funding is received by May 2006, the ability to provide more access could begin in the fall semester beginning August 2006.

### **Background Data and Plan for Implementation**

Ivy Tech Evansville currently delivers the practical nursing and associate of science in nursing programs. The current practice has been to admit between 50 and 60 students into the practical nursing program annually in August and to produce graduates the following July. The associate of science in nursing program initially began by admitting 30 students per fall semester and graduating students after a two academic year length of program delivery. The ASN program later admitted 40 students annually, plus readmissions, transfers, and students entering the program in the second year via the LPN-ASN Mobility option.

### **Details of the Project**

In addition to the data retrieved by the SSI project researchers, informal data were collected by nursing program chairs from community agencies to decide the numbers of PN versus ASN student to admit each semester (see attached). The reason for this was two-fold in that the number of PN students being admitted was greater than the number of ASN in the fall and with the expansion of the ASN program with twice per year admission, the short supply of adjunct faculty was becoming a challenge. Also being considered was the college serving the immediate needs of the community. Therefore, the data were utilized to determine the greater need and thus admit the number of students accordingly into each program. Also attached is data relating projected numbers of ASN students for fall 2006. As noted in this document, if all potential ASN students are to be served, there is a need for additional nursing faculty. Currently available are six full time and two part time faculty.

## Employer Support

Now noted in this mix is the increasing number of acute hospital beds, outpatient, and physician offices delivery of patient care in the Region 11 area. Letters of support from agencies in the community relating their general and specific needs are provided.

## College Support

Beginning in January of 2005, the associate of science in nursing program, through the assistance of monies allocated from the legislature for a full time faculty position, began its first initiative of admitting students twice per year. This was due largely in part to an already identified need for nurses in the community as well as the request of the health care agencies to have hiring opportunities twice per year, exaggerated by the number of qualified applicants that were in the pipeline. Keeping within the guidelines of the Indiana State Board of Nursing (ISBN), the chancellor in the region matched the full time faculty position acquired from the legislature and agreed to approving another full time nursing faculty position to meet the standards of the 1:10 faculty-to-student ratio and initiate the practice of admitting twice per year into the ASN program.

Due to the ASN program growth along with the identified shortage of qualified nursing faculty, we explored how to attract and retain faculty and continue to serve the number of qualified students in the pipeline. The most successful way of retaining the number of qualified faculty is to offer options that are more attractive. **The ability to offer a masters-prepared nurse a full time position with benefits, as opposed to a part time position with limited options, appears to be the trend to meet the need for faculty retention and more opportunity to increase the number of students admitted into the programs while maintaining standards.** Therefore the Chancellor is supporting this initiative by agreeing to provide the fifty percent funds required in the second year the as well as the long-term sustainability of the 100% funding in the third year (attached letter of support).

## Projected Numbers for ASN, Fall 2006

### NUR 150

30 newly admitted students  
6 readmits

---

36 Total

### NUR 152

22 moving on from 150  
6 readmits  
1 transfer

---

29 Total

### NUR 151

30 newly admitted students  
7 readmits

---

37 Total (4 instructors)

### NUR 153

22 moving on from 150/151  
6 readmits  
1 transfer

---

29 Total (3 instructors)

**NUR 250**

25 moving on from 152  
12 mobility  
2 readmits

---

39 Total

**NUR 252**

16 moving on from 250

**NUR 251**

25 moving on from 152/153  
12 mobility  
3 readmits

---

40 Total

**NUR 253**

16 moving on from 250/251  
(2 instructors)

13 clinical instructors needed, six full-time available, two adjunct available, one full-time position vacant and hopefully to be filled.

There are also current ASN students that are not passing at present time, which will put them as possible readmits for Spring 2007.

## PROJECT PLAN IVY TECH COMMUNITY COLLEGE

<b>Objective 1: Increase the number of nursing faculty.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Recruit and select new faculty to expand and assist nursing programs as plan to increase nurses in the workforce while transitioning to new curriculum fall 2007	August 2006	One full time nursing faculty hired to maintain ISBN standard of 1:10 student to faculty ratio with majority of faculty being full time (not including the director/chair)	Nursing Program Chairs HS Division Chair
2006	Recruit and hire student work study to work with faculty assistant(s) to assist new and current faculty – Also to assist with development of materials as transition from old to new curriculum 2007	August 2006	Student work study hired	HS Division Chair
<b>Objective 2: Increase the number of clinical practice sites for nursing students.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Develop a clinical learning sites plan for additional students.	May 2006	Clinical learning sites plan developed.	Nursing Program Chairs
2006	Consult with advisory board to gain insight on clinical learning sites expansion plan	July 2006	Clinical learning sites secured and new agreements developed as needed	Nursing Program Chairs HS Division Chair
<b>Objective 3: Increase the number of students admitted to the Ivy Tech nursing programs (PN/ASN).</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Notify students of their acceptance, readmission and/or transfer into the nursing programs.	May-July 2006	Letters of admission, readmission and/or transfer sent to (at minimum) 10 more students	Nursing Program Chairs
2006	Students enroll in fall nursing courses	May–August	10 additional students are enrolled in fall nursing courses	Nursing Program Chairs
2006-2008+	Recruit students for subsequent nursing courses	Ongoing	10 additional students are recruited each year into the nursing programs.	Nursing Program Chairs Nursing Faculty Student Recruitment Counselors

**Objective 4: Increase the number of licensed nurses (PN and ASN) available to work in Region 11.**

<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006-2008	Teach nursing courses.	August –May	Students are enrolled in nursing courses.	Nursing Program Chairs Faculty
2006-2008	Graduate and prepare students for NCLEX exam	July 2007 May 2008 + ongoing	8+ students graduate from PN and ASN nursing programs and pass NCLEX exam	Nursing Program Chairs HS Division Chair

# Deaconess Health System, Inc.

March 15, 2006

Indiana Department Workforce  
Development Indiana Government Center south  
10 North Senate Avenue  
Indianapolis, Indiana 46204

Dear Director of Workforce Development:

This is a letter of support for Ivy Tech Community College's Nursing Workforce Development Program funding application. As a health care system with five acute care hospitals, Deaconess Health System witnesses every day the vital role nursing has in the delivery of patient care. With the health care industry predicted to experience shortages in the number of professional nurses, it is imperative that we address the issues now to prevent a crisis.

We have just opened a new 116-bed hospital in anticipation of the future health care needs of the people in our community. We have positions open for professional nurses. Our predictions are that the impact of technology, the aging of the baby boomers and the population growth in our community will necessitate all 116 beds to be open in the near future. We must have professional nurses available to staff additional hospital beds.

We are supportive of the initiative that provides the College the ability to increase the capacity of its student nurse population. We strongly endorse the initiative that educates greater numbers of student nurses who are program ready but are not able to be admitted or readmitted due to the shortage of qualified faculty to meet the regulatory standards of faculty to student ratio.

Please feel free to contact me for any clarifying details.

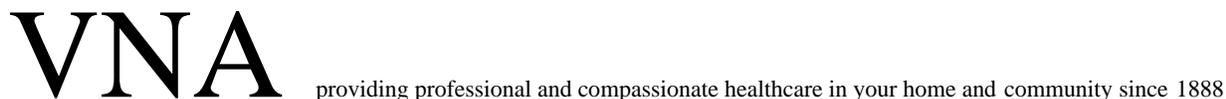
Sincerely,

Linda E. White, F ACHE President and CEO

LEW /w

600 Mary Street Evansville, Indiana 47747 812/450-5000

[www.deaconess.com](http://www.deaconess.com)



March 15, 2006

Indiana Department Workforce Development Indiana Government Center South  
10 North Senate Avenue  
Indianapolis, IN 46204

Dear Director Workforce Development:

It is my pleasure to write this letter in support of Ivy Tech Community College's Nursing Workforce Development Program funding application. The healthcare industry is predicted to continue to experience shortages in professional nurses of 29 percent by 2020. Expansion of health care access in the community both in the acute care and outpatient setting is currently experiencing this shortage, which is predicted to escalate with our aging population. Therefore, we are encouraged that this initiative provides the College increased capacity to educate greater numbers of these professionals who are program ready but not able to be granted (re) admission due to the shortage of faculty needed to meet the regulatory body's standards of faculty to student ratio.

Sincerely,

John Welcher, RN  
Corporate Services Supervisor

Visiting Nurse Association  
P.O. Box 3487, 610 El Walnut Street, Evansville, Indiana, 47734-3487

# ST. MARY'S

March 15, 2006

Indiana Department Workforce Development  
Indiana Government Center South  
10 North Senate Avenue  
Indianapolis, IN 46204

Dear Director Workforce Development:

It is my pleasure to write this letter in support of Ivy Tech Community College's Nursing Workforce Development Program funding application. The healthcare industry is predicted to continue to experience shortages in professional nurses of 29 percent by 2020. Expansion of healthcare access in the community both in the acute care and outpatient setting is currently experiencing this shortage which is predicted to escalate with our aging population. Therefore, we are encouraged that this initiative provides the College increased capacity to educate greater numbers of these professionals who are program ready but not able to be granted (re)admission due to the shortage of faculty needed to meet the regulatory body's standards of faculty to student ratio.

Sincerely,

Darcy A. Ellison RN, MSN  
Senior Vice President/Chief Nursing Officer



March 16, 2006

Indiana Department of Workforce Development  
Indiana Government Center South  
10 North Senate Avenue  
Indianapolis, IN 46204

Dear Director of Workforce Development:

It is my pleasure to write this letter in support of Ivy Tech Community College's Nursing Workforce Development Program funding application. As indicated in the Strategic Skills Initiative report, the healthcare industry is predicted to continue to experience shortages in professional nurses of 29 percent by 2020. Expansion of healthcare access in the community both in the acute care and out-patient setting is currently experiencing this shortage which is predicted to escalate with our aging population.

This report speaks directly to Ivy Tech Evansville as we currently offer both practical nursing and associate degree nursing here at the College. Therefore, we are encouraged that this initiative provides the College increased capacity to educate greater numbers of these professionals who are program ready but not able to be granted (re )admission due to the shortage of faculty needed to meet the regulatory body's standards of faculty to student ratio.

Therefore I wish to express in writing my full support of this opportunity to expand our full time nursing faculty base with the expectancy of increasing the number of qualified applicants, readmissions and transfers that are in the pipeline and not yet able to be admitted. The desired outcome then would be not only to meet the immediate needs, but those predicted for the future as well.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan Schenk", written in a cursive style.

D  
Dan Schenk, PhD  
Chancellor

3501 FIRST AVENUE  
EVANSVILLE, INDIANA 47710-3398  
812-426- 2865 FAX 812-429-1483

## **Solution B: Nursing Faculty and Simulation Equipment**

### **Designated Grantee:**

University of Southern Indiana, Evansville

### **Contact Person**

Nadine Coudret, Dean, College of Nursing and Health Professions

### **Implementation Plan**

The USI RN WORKFORCE SOLUTION INITIATIVE (RNWSI) addresses the shortage of registered nurses by focusing on the training/education accessibility root cause. This proposal outlines a plan to secure additional faculty and clinical sites to increase the admission of 22 students each year in the University of Southern Indiana (USI) Baccalaureate Nursing Program. Preference for admission to the program for these additional 22 students will be given to residents of the nine counties which constitute Region 11. Recruitment efforts will also target second degree students who have a baccalaureate degree in another field and are choosing to pursue a degree in nursing. The second degree students may enroll in the nursing courses immediately with the completion of all of the non-nursing courses. There is currently a list of 37 USI academically qualified students who have completed the pre-nursing courses and are ready to enroll in nursing courses.

### **Project Objectives**

The objectives of this project are:

1. The number of USI nursing faculty will be increased by one full time faculty and two part time clinical faculty.
2. The number of clinical practice sites will be increased and a SimMan will be provided for nursing students' clinical practice and evaluation.
3. The number of students admitted annually to the USI baccalaureate nursing program will be increased by 22 students.
4. The annual number of USI baccalaureate nursing graduates/RNs available for work in Region 11 will be increased by 20.

### **Project Details**

The annual addition of 22 students would constitute an increased admission of approximately 33 percent. The projected annual increase of baccalaureate nurse graduates each year would be 20 students assuming a 10% attrition rate. This proposal would address the shortage and also respond to the increasing evidence and preference by both hospitals and community agencies for baccalaureate prepared registered nurses

(Veteran Administration hospitals and clinics do not employ new nurses with less than a baccalaureate).

The proposed program would be initiated in May of 2006 and would result in an additional 22 students enrolled in nursing courses in the summer of 2006 and an increase of 20 baccalaureate nurse graduates by May of 2008 and each year thereafter. The nursing faculty and Student Recruitment Coordinator would use the nursing program recruitment plan to identify and to recruit potential students for subsequent years. By 2012, the additional 20 students each year to the USI baccalaureate nursing program will result in a total increase of 100 baccalaureate prepared registered nurses added to the workforce in Region 11 over the 6 year period.

The simulation model equipment (Sims-Man) requested in this proposal would provide faculty and students a simulated clinical model and site to practice and evaluate selected learning experiences. This equipment will provide faculty and students an effective alternative to hospital clinical assignments resulting in a more effective use of available clinical learning sites.

Additional clinical sites for the increased number of students would be identified in collaboration with Deaconess Hospital and St. Mary's Medical Center. The additional clinical sites will include an increase in the actual number of nursing units or departments used as clinical rotations for USI nursing students. Reconfiguration of clinical rotations to use current clinical sites in the evening hours is also anticipated.

### **Collaborators and Roles**

Primary partners in this project include the University of Southern Indiana, Deaconess Hospital and St. Mary's Medical Center. Secondary Partners include the Public Health Department, the Visiting Nurse Association, Echo Clinic, Vincennes Good Samaritan Hospital, St. Joseph's Hospital in Huntingburg, and Jasper Memorial Hospital. Grant funding for the project would provide for one full time faculty, two part time clinical faculty, support staff (Student Recruitment Coordinator and administrative assistant), student workers, and the purchase of the SimMan.

The primary partners would provide clinical learning sites and assist in recruiting and supporting a part time clinical faculty to instruct the clinical learning experiences for a maximum of ten students in their respective hospitals. The secondary partners would provide clinical sites and preceptors to supervise individual students assigned to their facility.

## **Project Outcomes**

The outcomes of this grant project include the following.

1. One full time and two part time clinical faculty will be available to teach the increased enrollment of nursing students.
2. The number of clinical practice sites will be increased and the use of the SimMan model will provide an alternate clinical learning site and enhanced clinical learning.
3. The number of students admitted annually to the USI nursing program from Region 11 will increase by 22 (a 33% increase in enrollment).
4. The number of USI baccalaureate nursing graduates/RN's available for work in Region 11 will increase by 20 each year (a 33% increase in workforce).

## **Funding**

The project will be implemented through grant funding and financial support from the three primary partners, University of Southern Indiana, Deaconess Hospital and St. Mary's Medical Center. Project expenses are outlined in the budget pages that follow. Matching funds have been identified for both years with over fifty percent of the requested funding matched in year two. The long term sustainability of the project will be secured through the state enrollment funds resulting from the increased enrollment of 20 students annually.

## **Evaluation of Project**

The evaluation plan for the project will focus on measuring the success of the following objectives.

1. The number of USI nursing faculty will be increased by one full time faculty and two part time clinical faculty.
2. The number of clinical practice sites will be increased and a SimMan will be provided for nursing students' clinical practice and evaluation.
3. The number of students admitted annually to the USI baccalaureate nursing program will be increased by 22 students.
4. The annual number of USI baccalaureate nursing graduates/RN available for work in Region 11 will be increased by 20.

The evaluation plan for this project will become an integral part of the USI School of Nursing comprehensive evaluation plan and will be directed by the Evaluation Committee. Data will be reported and discussed with faculty and opportunities for improving the implementation and further development of the project will be identified. The results of the evaluation will be included in the annual School of Nursing evaluation report and shared with the Grantor.

The project plan which follows includes the evaluation indicators and the individuals responsible for the evaluation.

## PROJECT PLAN

<b>Objective 1: Increase the number of nursing faculty.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Appoint an RNWSI Project Director.	May 2006	Telephone calls and invitation letters sent. Members' acceptances of appointment received.	Dean and Assistant Dean
2006	Appoint an RNWSI Advisory Committee.	May 2006	Telephone calls and invitation letters sent. Members' acceptance of appointment received.	Project Director
2006	Recruit and select faculty, Student Recruitment Coordinator, and administrative assistant.	August 2006	One full time nursing faculty, two part time clinical faculty, student recruiter and an administrative assistant have been appointed.	Project Director
2006	Recruit and hire student workers to support nursing faculty.	August 2006	Student workers hired	Project Director and Nursing Faculty
<b>Objective 2: Increase the number of clinical practice sites for nursing students.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Develop a clinical learning sites plan for additional students.	July 2006	Clinical learning sites plan developed.	Project Director
2006	Purchase and teach faculty to use SimMan as an alternate to clinical sites	July-Sept. 2006	SimMan is being used as an alternate clinical site and for enhanced clinical learning	Project Director
2006	Consult with primary and secondary partners to gain agreement on clinical learning sites expansion plan	September, 2006	Clinical learning sites plan agreement secured	Project Director
<b>Objective 3: Increase the number of students admitted to the USI nursing program.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Notify students of their acceptance into the nursing program. Recruit students if number on waiting list is not sufficient.	May-July 2006	Letters of intent to enroll are on file in nursing office for 22 students	Project Director
2006	Students enroll in summer nursing courses	July –August	22 new nursing students are enrolled in summer courses	Project Director

2006-2008	Recruit students for subsequent nursing courses	Ongoing	22 additional students are recruited each year into the nursing program.	Project Director, Nursing Faculty and Student Recruitment Coordinator
<b>Objective 4: Increase the number of baccalaureate nursing graduates/RN's available to work in Region 11.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006-2008	Teach nursing courses.	August –May	Students are enrolled in nursing courses.	Faculty and Project Director
2006	Graduate and prepare students for NCLEX exam	May, 2008	20 students graduate from USI baccalaureate nursing program and pass NCLEX exam	Dean, Assistant Dean, Project Director



March 16, 2006

Nadine Coudret, RN, Ed.D.  
Dean, College of Nursing and Health Professions  
University of Southern Indiana  
8600 University Blvd.  
Evansville, IN 47712

Dear Dr. Coudret;

St. Mary's Medical Center is pleased to indicate our support for the RN Workforce Solution Initiative proposal and to participate as a primary partner in this project. St. Mary's Medical Center will provide clinical sites and in-kind support for a clinical faculty.

The mission of St. Mary's Medical Center is to provide quality health care to the people of this geographic area. Sufficient number of registered nurses to provide care in a hospital environment is critical for us to meet our mission. By expanding the number of baccalaureate prepared nurses, we will better meet the health care needs of this area. The effective working relationship we currently have with the College of Nursing and Health Professions will enhance the success of this project.

Sincerely,

Darcy A. Ellison RN, MSN  
Senior Vice President/Chief Nursing Officer

3700 Washington Avenue, Evansville, Indiana 47750, 812-485-4000, stmarys.org



March 16, 2006

Nadine Coudret, RN, Ed.D.  
Dean, College of Nursing and Health Professions  
University of Southern Indiana  
8600 University Blvd.  
Evansville, IN 47712

Dear Dr. Coudret;

I am pleased to write this letter of support for the University of Southern Indiana RN Workforce Solution Initiative grant proposal and to partner with you in securing faculty and to provide clinical learning sites to increase the number of baccalaureate graduates in Region 11.

Deaconess Hospital is committed to providing quality health care to the people of this geographic area. The need for an increased number of baccalaureate prepared nurses to provide care in the hospital environment is critical. The increase in the number of baccalaureate nurse graduates that will result from funding of this project will assist us in having the needed nurses to meet our workforce needs. The positive working relationship we currently have with the College of Nursing and Health Professions will enhance the success of this project.

Sincerely,

A handwritten signature in cursive script that reads 'Lee Ann Blue'.

Lee Ann Blue  
Vice President for Patient Services

600 Mary Street Evansville, Indiana 47747 812/450-5000 [www.deaconess.com](http://www.deaconess.com)



## Solution C: Nursing Faculty, Simulation Center, and Mobile Facility

### Designated Grantee:

Vincennes University, Vincennes

### Contact Person

Steve Langdon, Dean of Health Sciences and Human Performance

### 1. A Comprehensive Plan of Action for Implementing an SSI Solution

The Vincennes University (VU) Associate Degree and Practical Nursing Programs have maximized the use of clinical agency facilities in the surrounding area, holding 51 current clinical contracts with hospitals, surgery centers, day-care facilities, schools, and physicians' offices. A new and innovative approach is necessary to provide the education needed for today's nurses and meet the increasing demands for nurses in the region and State. The VU Nursing Department proposes the development of a state-of-the-art Clinical Simulation Center that will place students in realistic clinical situations for nursing education and provide advanced simulation training for area licensed professionals.

Through this program, VU will:

- 1) develop a Clinical Simulation Center (CSC) to increase the capacity of the current Associate Degree Nursing Program (10 beginning students for August, 2006, and 10 LPN to RN students in Spring Semester, 2007) and
- 2) create a mobile continuing education unit, Mobile MEDIC, to increase the availability of specialized continuing education for nurses in Region 11.

The new Clinical Simulation Center (CSC) will house a SimMan®, SimBaby®, and pediatric simulation models that will simulate patients in cardiac distress, respiratory distress, or other emergency situations. An advanced birthing simulator, Noelle®, will be used to simulate childbirth for the obstetrical experience. Students will be able to monitor fetal heart tones and the progression of labor and delivery within a controlled, simulation facility. Educational videos demonstrating clinical simulation activities using SimMan® can be viewed by clicking on the link for video examples at [www.laerdal.com/simman/simman.htm](http://www.laerdal.com/simman/simman.htm). The clinical simulation concept has been successfully used at other nursing education programs. The following link contains an article outlining the use of SimMan® and Noelle® at the University of Maryland School of Nursing (<http://nursing.umaryland.edu/docs/csl/Pulse-article-2004.pdf>). The use of the Clinical Simulation Center would be a quality addition to the VU Nursing Department, *increasing not only the number of nursing graduates, but also enhancing the clinical experience for those graduates.*

In addition to emergency simulation, the advanced clinical equipment is able to simulate routine patient care activities, such as suctioning, catheterization, and intravenous line insertion, in a realistic manner. These skills are currently completed in the clinical setting when the opportunity arises. With the availability of the CSC, faculty can simulate these activities on a regular basis, optimizing the learning experience for students within the class timeframe. *Current lower-cost simulation equipment is not able to create the realistic experience needed to substitute a portion of each student's clinical hours in the simulated setting.*

To facilitate the use of the advanced simulation equipment by regional health care facilities, the VU Nursing Department proposes the purchase of a trailer that would be renovated to provide a mobile classroom and clinical simulation unit. This VU Mobile Medical Environment Development and Instruction Center (Mobile MEDIC) will be created to provide a hospital room simulation area and a classroom for reviewing the decisions made by the health care professionals during the clinical simulation. This will provide more advanced emergency simulation for certification courses and other continuing education programs for licensed nurses in the region's health care facilities.

The transportation of the trailer to each facility will be facilitated by the Vincennes University Truck Driving School. Students and faculty will transport the trailer to health care agencies for their use, and the VU Nursing Department will provide nursing faculty trained in the use of the equipment and clinical simulation activities. Area health care facilities will provide staff to work with nursing faculty to provide the level of simulation and certification desired.

## **2. Details of the Project**

In order to facilitate this project, several area agencies will be involved in the development and utilization of the Clinical Simulation Center and Mobile MEDIC. This advanced, one-of-a-kind initiative will provide the most *up-to-date education for both nursing students and licensed health care professionals.*

### **1) Facility renovation to accommodate the clinical simulation center**

The nursing laboratory will be renovated to accommodate a new Clinical Simulation Center (CSC), complete with hospital simulation units for obstetrics, pediatrics, newborn, and adult medical-surgical situations. An additional training area will house simulation equipment for vital sign training, IV (intravenous) insertion, breath sound interpretation, and other individual training devices.

The newly renovated room will require utility boards for each hospital bed. These utility boards will hold outlets for vacuum, oxygen, and room air as well as blood pressure equipment. Additional facility renovation would include specialized lighting, wiring for monitoring equipment, internet access, and wireless networking system.

**2) Purchase and install adult, pediatric, obstetric, and newborn clinical simulation manikins**

To provide a realistic alternative to the health care setting, high-tech equipment will be needed. The Laerdal SimMan®, SimBaby®, Noelle®, and other advanced training manikins and equipment provide clinical simulation scenarios where students can make independent decisions and immediately see their results (an experience obviously not possible in the clinical settings). By providing the CSC, students will *rotate between actual clinical experiences in the health care setting and simulated clinical experiences on the VU Campus*. This will provide the “best of both worlds” for nursing education and increase the capacity of the VU Associate Degree Nursing Program, *increasing the number of nursing graduates to Region 11 by 12 to 15 by May, 2008* and sustaining that increase indefinitely. The maintenance of this equipment and the salary and benefits for the additional nursing faculty member will be funded through the increased enrollment in the Associate Degree Nursing Program.

**3) Purchase of video equipment**

A video camera will be required to document all simulations, allowing students and faculty to review the clinical scenarios together. Faculty will hold evaluation sessions, reviewing the decisions made during the simulations and discussing the results with students.

**4) Provide instruction on the use and care of clinical simulation equipment**

Laerdal will provide all instruction costs for two faculty or staff members to learn the operation and maintenance of the equipment as part of the purchase agreement. Additional faculty can also receive the instruction at no cost. However, travel expenses to the training facility in Gatesville, Texas will be needed.

**5) Hire one full time, masters prepared nursing faculty**

To accommodate 20 additional students, one full time nursing faculty will be hired who holds a Master’s Degree in Nursing. A portion of the grant will be used to provide the first year’s salary and benefits.

**6) Receive assistance from the directors of the Indiana Strategic Skill Initiative and other State Representatives in delivering the clinical simulation proposal to the Indiana State Board of Nursing**

Approval from the Indiana State Board of Nursing (ISBN) will be required to use a clinical simulation tool in place of a portion of the clinical hours in the ADN Program, and Vincennes University will complete the necessary paperwork for the approval. To strengthen that proposal, VU would request support from the State, including information regarding the Strategic Skills Initiative Needs Analysis for Region 11, a letter of support, and/or attendance at an ISBN meeting.

### 7) Purchase a used trailer and create a mobile educational facility

A used semi-trailer will be purchased and equipped with a mock hospital room and classroom. The trailer will be designed to transport the simulation manikins to Region 11 health care facilities. *No additional manikins will be purchased*, but the trailer will be renovated to provide the necessary electrical, vacuum, and oxygen equipment for simulation use. The VU Truck Driving Training Program will provide the transportation of the trailer to the regional health care facilities. Therefore, *there will be no need for the purchase and maintenance of a semi-tractor for the Mobile MEDIC.*

### 3. List of Collaborators and their Roles

VU remains one of Indiana's largest accredited nursing programs specializing in associate degrees and practical nursing certifications for graduates serving the region as obstetrical, pediatric, medical, surgical, geriatric, and community health nurses. The Vincennes University Nursing Department has provided the highest quality nursing graduates for the region for approximately 50 years, *supplying as many as 120 qualified, well-educated nurses annually* for the health care agencies in Region 11.

Through this initiative, VU will serve as 1) the continuing education partner with Region 11 health care facilities, 2) the primary site for clinical simulation activities, 3) a provider of additional nursing graduates (approximately 12-15 additional RN graduates each year), and 4) the fiscal agent of the grant (guaranteeing that all program objectives will be met in a timely and accurate manner).

Initial partners for this project will include Memorial Hospital and Health Care Center in Jasper, Good Samaritan Hospital in Vincennes, Gibson General Hospital in Princeton, Daviess Community Hospital in Washington, and additional health care facilities encompassing all of Region 11. Additional partners will be added as the project is implemented. The project partners will:

- participate in the design of the new Clinical Simulation Center (CSC) and Mobile MEDIC;
- provide supplemental funding for sustaining the grant initiative through a use-related fee for the Mobile MEDIC;
- provide input for the design of realistic patient-care scenarios used in the CSC and Mobile MEDIC;
- provide advanced certification educators for the continuing education activities directed at current health care professionals.

#### **4. Description of Outcomes for Nursing Students and Health Care Employers**

##### **Outcomes for Nursing Students:**

- *Vincennes University nursing students will receive the most advanced clinical education available.*
- Critical thinking and emergency management skills will be enhanced through exposure to more complex clinical situations.
- Graduates will be more confident in their ability to handle emergency situations as a result of the use of the Clinical Simulation Center and the ability to be more intricately involved in emergency situations as a student.

##### **Outcomes for Health Care Employers:**

- 12-15 additional graduates per year with Associate Degrees in Nursing will be available for employment.
- Advanced educational opportunities for nurses and other health care professionals will be available on-site through the Mobile MEDIC.
  - New graduate nurses who have had the most advanced clinical education possible will be available for hire.
  - Health Care employers will have more nursing positions filled (which strengthens Indiana's economic and workforce development during a statewide fiscal crisis).

#### **5. Description of Long-Term Sustainability.**

Vincennes University will match 50% of second year implementation costs. To sustain the project beyond the two year program cycle, VU will rely on an enrollment increase in the Associate Degree Nursing Program (which will ultimately lead to a greater pool of qualified nurses). This enrollment increase will result from the addition of 20 Associate Degree Nursing students (10 in the traditional ADN Program and 10 in the ADN-RN Completion Option for LPNs/Licensed Practical Nurses). At VU, one hundred FTEs generate approximately one million dollars through tuition and state appropriations. Therefore, this initiative will seek to increase enrollment by as many as 20 students by the end of the second year to sustain/expand the initiative. Additional funding from area health care agencies will assist in sustaining this grant initiative and expanding the project.

**6. Description of organization’s qualifications for implementing the solution(s) proposed, including short description(s) of any similar project(s) previously implemented.**

Vincennes University offers the resources and accredited nursing programs to ensure project success, and collaborating partners have indicated their enthusiasm through letters of support. The Vincennes University Nursing Department has provided the highest quality nursing graduates for the region for approximately 50 years, and graduates from the VU nursing programs are known for their high quality education. The VU nursing programs have a proven record of providing quality education for today’s health care professionals.

**7. Description of measures used to evaluate the proposed project.**

There are a number of ways in which VU will measure all outcomes of this initiative. Graduation rates, graduate satisfaction surveys, and employer satisfaction surveys will be used to determine the effectiveness of this innovative educational approach. Additional information will be gathered from area employers regarding the use of the Mobile MEDIC in continuing education activities. Data will be used to convey full and accurate information on the performance of this initiative to all policy-makers, stakeholders, and federal agencies. To evaluate the short and long term objectives, VU will measure:

- Degree attainment (with corresponding administrative records);
- Employer satisfaction survey results related to clinical preparation;
- Graduate satisfaction survey results related to clinical preparation;
- Employer feedback related to the use of Mobile MEDIC; and
- Vacancy rates from Region 11 health care facilities.

**PROJECT PLAN: Clinical Simulation Center (CSC) and Mobile MEDIC**

<b>Objective 1: Facility renovation to accommodate the Clinical Simulation Center (CSC).</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Prepare blueprints for new CSC	May 2006	Completed blueprints	Director of Architectural Services with input from nursing faculty
2006	Renovation of current college laboratory	June – August 2006	Completed laboratory renovation	Director of Architectural Services and Director of Physical Plant

<b>Objective 2: Obtain approval from Indiana State Board of Nursing for clinical simulation activities.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Prepare paperwork for curriculum proposal to ISBN and submit to ISBN	May 2006	Paperwork is completed and VU is on the ISBN agenda for June 2006	Department Chair
2006	Secure assistance from equipment vendor for demonstration at the ISBN meeting	May 2006	Equipment vendor provides an adequate demonstration of the equipment capabilities	Department Chair
2006	Proposal is presented to the ISBN	June 2006	Approval is obtained for clinical simulation activities	Dean and Department Chair
<b>Objective 3: Purchase and install clinical simulation manikins and video equipment.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Obtain price quotes from vendors for equipment and presentation at the ISBN meeting	May 2006	Quotes are within projected cost range	Dean and Department Chair
2006	Select vendor and order equipment	By May 31, 2006	Equipment order is secured	Dean and Department Chair
2006	Install equipment in new CSC	August 2006	CSC is ready for use	Department Chair and faculty
<b>Objective 4: Hire one full time, MSN-prepared faculty</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Advertise for faculty position	June 2006	Advertisement appears in local papers and VU web site	Human Resources, Dean, and Department Chair
2006	Interview potential candidates	June –July 2006	Interviews are concurrent with advertising	Department Chair and faculty
2006	New faculty member is hired	July 2006	Search committee selects MSN-Prepared candidates and a new faculty is chosen	Dean, Department Chair, and faculty
<b>Objective 4: Create a mobile educational facility</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Obtain quotes for used semi-trailer and purchase	June 2006	Semi-trailer is purchased	Director of Purchasing, Dean and Department Chair
2006	Prepare plans for building of mobile lab in the semi-trailer	August 2006	Plans are prepared for building mobile lab	Director of Architectural Services and Director of Physical Plant with input from nursing faculty
2006	Obtain quotes for equipment, supplies, and labor to build Mobile MEDIC	September 2006	Total costs for Mobile MEDIC construction secured	Director of Purchasing, Dean and Department Chair
2006	Modifications made to semi-trailer for use as Mobile MEDIC	October – December 2006	Mobile MEDIC is complete	Director of Physical Plant, Director of Architectural Services, Dean and Department Chair

<b>Objective 4: Arrangements for Use of Mobile MEDIC</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2007	Contact Region 11 Health Care Facilities regarding the capabilities and availability of Mobile MEDIC	February 2007 to May 2007	Letters containing details of the Mobile MEDIC are mailed to Region 11 health care facilities	Department Chair, Faculty Coordinator
2007	Mobile MEDIC schedule is continuously updated and travel schedule is coordinated with the VU Truck Driving School	February 2007 and ongoing	A schedule is prepared and maintained for Mobile MEDIC use	Mobile MEDIC Coordinator
2007	Mobile MEDIC is used at health care facilities	May 2007 and ongoing	First use of Mobile MEDIC is completed and schedules reflect use by Region 11 Health Care Facilities	Mobile MEDIC Coordinator

# MEMORIAL HOSPITAL

And Health Care Center

*Sponsored by the Sisters of the Little Company of Mary, Inc.*

March 17, 2006

Vincennes University  
Jana Vicck, RN, MSN  
Chairperson, Department of Nursing  
1002 North First Street  
Vincennes, IN 47591

Dear Ms. Vieck;

On behalf of Memorial Hospital and Health Care Center, I support the efforts of Vincennes University to provide a mobile training lab. As an integral part of the community and a long time partner, Memorial Hospital and Health Care Center will benefit from this lab through more thoroughly trained nurses as well as opportunity to use such a lab in training hospital employees.

Memorial Hospital and Health Care Center understands that we will need to pay a fee to utilize the lab and manikins.

If you have any questions, please contact me at 812-482-0500.

Sincerely,



Shelly DeVore, RN, MSN, HFA, CHE  
Vice President Patient Services

SD:clr

BIG CITY TECHNOLOGY WITH THAT SPECIAL SMALL TOWN TOUCH  
800 West 9th Street ▲ Jasper, Indiana 47546 ▲ 1-800-852-7279

DATE: 3/20/2006  
TO: JANA VIECK, RN, MSN, CHAIRPERSON DEPARTMENT OF  
NURSING, VINCENNES UNIVERSITY  
FROM: GAIL WERNE *Gail Werne*  
RE: MOBILE LAB

---

As Coordinator of Education for St. Joseph's Hospital, we could utilize the mobile lab, which Vincennes University Nursing Program is offering. The mobile lab would be an asset to our ACLS and PASL courses. I understand there is a fee attached for use of this service.

3/20/2006

## Solution D: Workplace Assessment and Re-entry

### Designated Grantee:

Purdue University, West Lafayette

### Contact Person

David McKinnis, Director, Healthcare Technical Assistance Program

### Project description

This proposal is designed to reduce or eliminate registered nursing shortages in Region 11 healthcare providers by improving working conditions, improving recruitment and retention, and establishing nursing re-entry programs. The work performed in this proposal will also benefit shortages of licensed practical nurses.

### Project metrics and expected results

This project will develop and implement custom solutions for each hospital in the region. There are two metrics:

1. Primary outcome: Reduction in RN shortages (vacancy rate)
2. Supporting outcome: Maintain current low RN turnover

Measurement of progress will be based on quarterly data collected by the Indiana Hospital & Health Association, a partner with Purdue on this proposal.

1. Expected project outcome for RN shortages: Improve to at least 1% below the state average. This is the primary project objective.

The Indiana Hospital & Health Association (IHHA) collects quarterly data on RN vacancy and turnover. For the fourth quarter of 2005, 128 of the state's 148 acute care hospitals provided data. The fourth quarter data does not include the five Deaconess hospitals in Evansville and Newburg.

Based on the available data, the RN vacancy rate in the Southwest Indiana region was 5.77%. The statewide average is 5.43%. Vacancy rates for RN's have varied from a low of 5% to a high of over 9% in the past five years in Indiana. The total number of RN open positions in the fourth quarter (for the 128 hospitals reporting) was 1,741. The expected outcomes at the end of year two are:

- Reduction of the vacancy rate to at least 1% below the state average. If the statewide vacancy rate remains at the current level of 5.43%, the goal becomes 4.43%. A reduction of the vacancy rate in Southwest Indiana from the current

- rate of 5.77% to the goal of 4.43% will provide a significant increase in the capacity of the region's hospitals to serve patients.
- Reduction of the total vacancies by 100.
- Note: The well-documented increase in demand for healthcare (caused by the aging population and other factors) will add demand for RN's. Therefore the program outcome goal is based on the benchmark statewide vacancy rate averages. The statewide averages could increase in the next few years.
- The methodologies for reducing shortages are provided in the proposal section "**Project methodology.**" For example, many hospitals will choose to establish a nursing re-entry program that can bring as many as 16 nurses back into the workplace per hospital in a six month time period.

2. Expected outcome for RN turnover: Maintain current low levels. This objective supports the primary objective.

Fourth quarter 2005 data collected by the Indiana Hospital & Health Association for Southwest Indiana (11 counties) indicate an RN turnover rate of 2.93%. The statewide average is 3.3%. This indicates that Region 11 hospitals are performing better than state average. The high vacancy rate indicates difficulty in recruiting (due to many factors including working conditions, as detailed in the SSI studies). The program objective is to maintain a turnover level of 0.4% below the state average.

#### **Target healthcare providers for this project**

- Good Samaritan Hospital, Vincennes
- Gibson General Hospital, Princeton
- Five Deaconess hospitals in Evansville and Newburg
- Select Specialty Hospital, Evansville
- Four St. Mary's hospitals in Evansville and Boonville
- Perry County Memorial Hospital, Tell City
- Memorial Hospital and Health Care Center, Jasper
- Southern Hills Counseling Center, Jasper
- Hospital clinics and medical units that utilize registered nurses
- Other healthcare providers that utilize registered nurses

#### **Partners for this proposal**

- Purdue University Healthcare Technical Assistance Program (includes participation from the Purdue School of Nursing, School of Industrial Engineering, School of Pharmacy, School of Organizational Leadership & Supervision, and others)
- Vincennes University Department of Nursing: Steve Langdon, Dean of the School of Health Sciences and Human Performance
- Indiana Hospital & Health Association: Bob Morr, Vice President
- Selected hospitals in region 11

**Partner expertise and experience in the improvement of nursing working conditions, the improvement of recruiting and retention, and the development of nurse re-entry programs**

*Purdue University*

Purdue University established the Healthcare Technical Assistance Program (Healthcare TAP) to improve the healthcare delivery system. Healthcare TAP is a partnership between the Indiana Hospital & Health Association, the Purdue Technical Assistance Program (TAP), and the Purdue Regenstrief Center for Healthcare Engineering. The program was established in May 2005 to address nursing shortage and other issues related to healthcare delivery. The Healthcare TAP team includes experts in nursing working condition issues, recruitment and retention issues, and nursing re-entry programs from Purdue's Schools of Nursing and Organizational Leadership and Supervision.

*"Indiana's hospitals are very excited about our partnership (with Healthcare TAP)...we believe it will result in safer and more cost-effective patient care, and Indiana will become a national leader in process improvement. We look forward to working with Purdue's experts to take a fresh look at how we go about improving the way we deliver health care."*

**Charles H. Mason Jr.**  
**President and CEO of Parkview Health, Fort Wayne**  
**2005 Chairman of the IHHA**

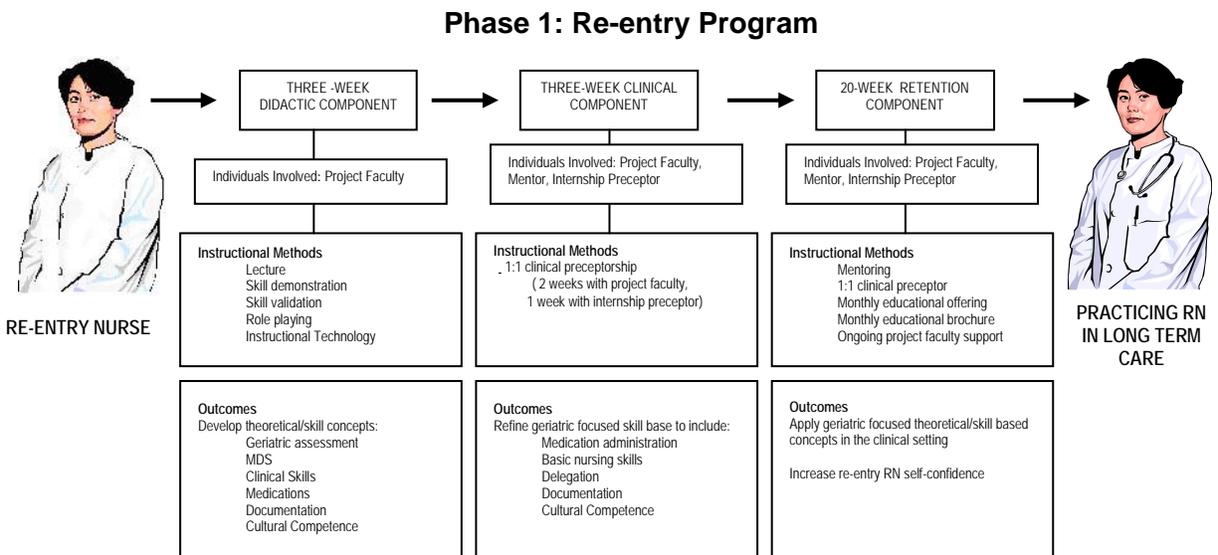
Although the Healthcare TAP program was established a relatively short time ago, it is an extension of the TAP program which has been in existence since 1986 and serves Indiana manufacturing, life sciences, and information technology companies. Healthcare TAP has adapted that knowledge for healthcare providers and provides short-term technical assistance projects that result in immediate benefits. Since its inception in 2005 Healthcare TAP has worked with 15 hospitals on 25 projects including two projects with Good Samaritan Hospital in Vincennes. Examples of projects involving nursing working conditions include:

1. **Henry County Hospital, Noblesville, IN:** Healthcare TAP coached an improvement team in redesigning carts used to deliver supplies to med surg units. Before the redesign nurses wasted valuable time searching for items needed for their patients. The project is saving time, reducing a cause of nursing frustration, and improving patient care.
2. **Sisters of St. Francis, Beech Grove, IN:** Healthcare TAP has provided recommended upgrades in the design of med surg units. If implemented the new

design will reduce nurse walking distances by 30%, improve charting, reduce time to access supplies and equipment, improve safety, and improve overall working conditions for nurses. The hospital is in the planning process a major capital investment to upgrade eight outdated med surg units.

- King’s Daughter’s Hospital, Madison, IN:** Healthcare TAP has provided valuable analysis for the location and design of a new OB wing. The Purdue input is being used to ensure patient privacy, safety and security, compliance with the latest regulations for access to C-section procedures, and other factors that affect the quality of the workplace for the nursing staff as well as the quality of patient care.

In addition to these efforts, the participating Healthcare TAP faculty from the Purdue School of Nursing have extensive experience in recruitment and retention, and have developed a nursing re-entry program. Thousands of nurses who have left the profession are receptive to returning part-time (or even full-time) if working conditions are attractive. These programs provide substantial support to full-time RNs by reducing overtime and stressful work shift schedules. The following chart summarizes a nursing re-entry program developed by Pat Coyle-Rogers and her colleagues in the Purdue School of Nursing.



### *Vincennes University*

Vincennes University is a partner with Purdue University in serving the manufacturing sector and the two institutions are considering other partnerships. These positive relationships will be extended to a partnership in this proposal.

The Vincennes University Department of Nursing has fourteen faculty and offers an associate degree in nursing that prepares students to earn licensure as registered nurses. Faculty expertise includes improvement of working conditions, and expertise in recruitment, retention, and re-entry issues. The faculty will provide local expertise to Region 11 and work with the program leader and others on the assessment of issues regarding shortages and the development and implementation of lasting solutions.

Vincennes University will also house the office of the full-time Healthcare TAP nursing retention specialist (described later) that will be part of the program team.

### ***Indiana Hospital & Health Association (IHHA)***

The IHHA is a very effective member organization that partners with universities and others to support members with the challenges of providing quality patient care. The IHHA's partnership in this proposal will include promotion of this initiative to Region 11 hospitals, hosting sessions on this initiative in the meetings of the Southwest District of the IHHA, providing advice on effectively working with senior hospital executives, and input on regulatory issues affecting nursing shortages.

### ***Individual Hospitals***

Individual hospitals will partner in several important ways:

- Funding specific Healthcare TAP projects on working conditions similar to the examples given above. To date, 15 Indiana hospitals have funded 25 projects with at a total cost of \$194,450. A conservative estimate of direct hospital funding from Region 11 over the two year period is \$65,000 in year one of the project and \$70,000 in year two
- Providing best practices: Some hospitals have nursing shortage initiatives and will share their programs with others in the region
- Providing retention and shortage data needed for the project

### **Project Staffing**

- Healthcare TAP Director, Dr. David McKinnis: Project oversight and reporting to the SSI
- Pat Coyle-Rogers, Ph.D., assistant professor of nursing, Purdue University: Project Management
- Healthcare TAP nursing shortage specialist: Project coordination with hospitals, assessments of root causes, quarterly meetings, development of recommendations, implementation of recommendations, etc.
- Faculty at Purdue University and Vincennes University: Working conditions analysis projects

## **Project methodology**

- The Healthcare TAP nursing shortage specialist will identify and work with a key contact with each hospital throughout the project period. Quarterly meetings will be held.
- The specialist will perform assessments of root causes of shortages, the workplace climate, the effectiveness of any currently used retention programs, and other factors.
- The specialist, with support from faculty, will develop recommendations for new initiatives. These recommendations may include Magnet Hospital status, the implementation of the American Association for Critical Care Nurses *Healthy Workplace* initiative, the implementation of American Nursing Association best practices, the implementation of the Purdue nursing re-entry program, and/or the use of many other effective practices and programs.
- The specialist will establish specific workplace conditions improvement projects with faculty from Vincennes and Purdue University. The budget will provide an average of two projects for each hospital during the project period. Half of the project costs will be funded by the hospitals.
- The specialist will collect and present findings, successes, difficulties, and metrics in a report to EGR 11 at the end of year one and year two, and will provide other reports required by the SSI.
- The specialist will ensure program sustainability by working with hospitals to internally fund ongoing effective programs, and to continue the use of Healthcare TAP and others to address new workplace condition issues.

## **Sustainability**

Program sustainability will be achieved by supporting the development of ongoing working conditions improvement programs, retention and recruitment programs, and nursing re-entry programs in individual hospitals.

## PROJECT PLAN

Timing	Activity	Responsible
June 2006	Appoint Nursing Shortage Specialist.	Healthcare TAP Director & Project Manager
July 2006	Identify a senior executive from each hospital for project participation over two years.	Nursing Shortage Specialist and others.
July 2006	<b>Hold quarterly meeting</b> with senior hospital executives. Establish program metrics and data requirements.	Nursing Shortage Specialist and Project Manager
July-Sept 2006	Visit each hospital, perform RN shortage assessment, identify tentative plan to address issues. Collect base line data on RN vacancies and turnover.	Nursing Shortage Specialist, with input from Project Manager and University Partners
Oct. 2006	Submit quarterly report for July-Sept. 2006	Nursing Shortage Specialist and Project Manager
Oct. 2006	<b>Hold quarterly meeting</b> with senior hospital executives. Provide and review program metrics.	Nursing Shortage Specialist and Project Manager
Oct-Dec 2006	Secure additional university partners for implementation of recruitment, retention, & re-entry programs.	Nursing Shortage Specialist and Project Manager
Oct-Dec 2006	Develop first year plans for each hospital; combination of working conditions, recruitment, retention, & re-entry. Begin implementation of first year plans.	Nursing Shortage Specialist and hospital executives, with input from Project Manager and University Partners
Jan. 2007	Submit quarterly report for Oct.-Dec. 2006	Nursing Shortage Specialist and Project Manager
July 2006 to May 2007	Identify working conditions issues and establish five Healthcare TAP projects for these issues.	Nursing Shortage Specialist, Healthcare TAP Director, others.
Jan. 2007	<b>Hold quarterly meeting with senior hospital executives.</b> Provide and review program metrics.	Nursing Shortage Specialist and Project Manager
Jan. to May 2007	Continue implementation of first year plans.	Nursing Shortage Specialist and hospital executives, with input from Project Manager and University Partners
April 2007	Submit quarterly report for Jan.-March. 2007	Nursing Shortage Specialist and Project Manager
April 2007	<b>Hold quarterly meeting with senior hospital executives.</b> Provide and review program metrics.	Nursing Shortage Specialist and Project Manager
May-June 2007	Develop second year plans for each hospital.	Nursing Shortage Specialist, Project Manager, hospital executives
July 2007	Submit quarterly report for April-June 2007	Nursing Shortage Specialist and Project Manager
July 2007	<b>Hold quarterly meeting with senior hospital executives.</b> Provide and review program metrics.	Nursing Shortage Specialist and Project Manager

June 2007 to May 2008	Identify working conditions issues and establish ten Healthcare TAP projects for these issues.	Nursing Shortage Specialist, Healthcare TAP Director, others.
July 2007 to May 2008	Implement second year plans for each hospital.	Nursing Shortage Specialist and hospital executives, with input from Project Manager and University Partners
Oct. 2007	Submit quarterly report for July-Sept. 2007	Nursing Shortage Specialist and Project Manager
Oct. 2007	<b>Hold quarterly meeting with senior hospital executives.</b> Provide and review program metrics.	Nursing Shortage Specialist and Project Manager
Oct. to Dec. 2007	Develop program continuation plans with each hospital.	Nursing Shortage Specialist, hospital executives, Project Manager
Jan. 2008	Submit quarterly report for Oct.-Dec 2007	Nursing Shortage Specialist and Project Manager
Jan. 2008	<b>Hold quarterly meeting with senior hospital executives.</b> Provide and review program metrics.	Nursing Shortage Specialist and Project Manager
April 2008	Submit quarterly report for Jan.-March 2008	Nursing Shortage Specialist and Project Manager
April 2008	<b>Hold final quarterly meeting with senior hospital executives.</b> Provide and review program metrics.	Nursing Shortage Specialist and Project Manager
May 2008	Develop and provide two year summary of implementations and metrics, and report on project continuation plans via internal hospital programs. Provide to EGR Region 11, DWD, hospitals, and others.	Nursing Shortage Specialist and Project Manager, Healthcare TAP Director



March 17, 2006

Dr. Jim Julian, Ph.D.  
SSI Sector Strategy Coordinator  
Economic Growth Region 11  
Evansville, IN

Dear Dr. Julian:

I am writing to provide my enthusiastic support for the proposal entitled "Addressing the Registered Nursing Shortage through the improvement of working conditions, recruiting, retention, and re-entry."

Both Vincennes University and Purdue University have successful experience in addressing nursing shortage issues, and our universities have a history of partnerships.

This proposal addresses a serious issue for our region, and we look forward to resolving nursing shortages through this initiative.

Sincerely yours,

A handwritten signature in black ink that reads "Steve Langdon". The signature is written in a cursive style with a long, sweeping underline.

Steve Langdon, Dean of Health Science and Human Performance

Letter of support from Matt Bailey, CEO of Good Samaritan Hospital, Vincennes, IN

For the Purdue Proposal titled: "Addressing the Registered Nursing Shortage through the improvement of working conditions, recruiting, retention, and re-entry"

**Note: Due to time constraints Matt Bailey has provided his support letter via the following e-mail message that was received by David McKinnis on Saturday March 18, 2006**

From: Matthew Bailey [mbailey@gshvin.org]  
Sent: Sat 3/18/2006 11:11 AM  
To: McKinnis, David R.  
Subject: RE: Possible support of a Purdue nursing shortage proposal

**David,**

**I would be happy to submit my letter of support for what I feel is the number one health care issue that we face as an industry. Of course I am extremely happy to see Vincennes University as a partner also.**

**Letter of support:**

**Dear Indiana Department of Workforce Development:**

**I am most supportive of the Healthcare Technical Assistance Program proposal that addresses the growing issue of Registered Nurses shortage across the nation. Good Samaritan Hospital is a 232 bed Community Hospital that serves a 9 county area in Indiana and Illinois. We are blessed to have Vincennes University as a partner in educating registered nurses. The shortage issue can be paraphrased as the "Perfect storm", the average age of a RN at Good Samaritan Hospital is 47 years old, the educational pipelines for nursing programs are not full and the baby boomer demographics will place new demand on the health care system. These key characteristics translate that without sufficient numbers and quality of caregivers, Indiana Hospitals will not be able to meet the growing health care needs of our communities.**

**Good Samaritan Hospital can, should and will actively support this workforce issue. We believe that working with Purdue's Regenstrief TAP will accelerate our ability to enhance healthcare's workforce design and environment. This important initiative will ultimately enhance Indiana Hospitals ability toward recruitment and retention of our valued healthcare professionals. Thank you for the opportunity to support this important issue.**

**Respectively Submitted,  
Matthew Bailey President /CEO Good Samaritan Hospital**

*Note: this letter was sent from off site to David McKinnis via e-mail in order to meet the proposal deadline. Linda White's electronic signature was not available.*



March 19, 2006

David McKinnis, Ph.D.  
Director, Healthcare Technical Assistance Program  
Purdue University  
1415 Win Hentschel Blvd.  
West Lafayette, Indiana 47906

Dear Dr. McKinnis:

This is a letter of support for the proposal from the Purdue University Healthcare Technical Assistance Program (TAP) that addresses the registered nursing shortage through the improvement of working conditions, recruiting, retention and re-entry in Indiana's Region 11.

As a healthcare system with five acute care hospitals and numerous outpatient settings requiring the expertise of nurses (surgery centers, cardiac catheterization laboratory, urgent care centers, geriatric centers, etc.), we witness the impact of the nursing shortage on a frequent basis.

We have devoted resources to decrease our registered nurse turnover rate and evaluate the work environment that is conducive to the retention of our professional nurses. Our Chief Nursing Officer is actively involved at the state and national level in networks that provide us learning opportunities and benchmark information.

Concentrating on nursing shortages in Indiana's Region 11 will challenge our healthcare providers to work together for the benefit of the 900,000 people who depend on us to provide the healthcare they deserve.

We applaud the Indiana Department of Workforce Development for their recognition of the issues surrounding the shortages of registered nurses. We would eagerly participate in Purdue University's proposed project.

Sincerely,

(electronic signature not available)

Linda E. White  
President and CEO

## **Solution E: Health Care Career Awareness and Enhanced Academic Preparation**

### **Designated Grantee:**

Vincennes University, Vincennes

### **Contact Person**

Steve Langdon, Dean of Health Sciences and Human Performance

### **1. A Comprehensive Plan of Action for Implementing an SSI Solution**

This proposal, *Initiative for Enhanced Academic Preparation for Secondary School Students in Health Occupation Careers*, with a focus on nursing, is an industry- and state-driven plan that combines the resources of leaders within secondary and vocational schools with Vincennes University, Career Choices, Ivy Tech, and USI, to enhance high school student's awareness and success in health occupation career education. The end result of the initiative is to address the "Career Academic Sequence" in secondary schools as mandated by the State and the immediate demand of health care education preparation from the secondary school systems into college so that: 1) students and counselors are *aware* of the academic requirement and skills needed for matriculation in the academic process, 2) an effective system is in place to *assist* interested and qualified students directly into *post-secondary health occupation curricula*, and 3) to *improve the image* of nursing and find ways of encouraging learners to engage in health care occupations through the implementation of *Nursing Exploration Camps*. This will increase the success of students in health care education programs (currently a 40% - 50% dropout/failure rate for nursing programs), and ultimately pipeline qualified applicants into the health care industry that drive the economy and health care delivery in Region 11. To implement this plan, we will organize a *Health Care Education Advisory Committee*. The responsibility of the committee is to:

- collaboratively become aware of the academic requirements needed for health care education throughout the region;
- develop and recommend a sequence of academic courses (including Core 40 requirements and dual-credit college level courses) that will better prepare high school students for health care education at the college level;
- make high school counselors aware of the academic requirements and course work available to better guide students into health occupation programs;
- bridge gaps between secondary and post-secondary schools in student academic preparation for successful completion of health education programs;
- give presentations directly to high school students, counselors, administrators,

and college representatives about the health occupation academic track, its implementation, requirements, and availability;

- raise awareness of academic requirements for students and high school counselors for entrance and successful completion of post-secondary nursing programs; and
- develop the structure for the Summer Camp and the implementation procedures through the study of similar successful models.

## **2. Details of the Project, Including Services Offered to Secondary Schools and Employers**

There will be a high level of collaboration in the beginning stages of this project. The development of the advisory committee and the collaborative efforts of its members will set the stage for the successful implementation of the Career Track, raising awareness of its availability and benefits in order to increase successful completion of nursing education at the postsecondary level.

### *Solution 1: Health Care Education Committee*

Workforce and skills shortages will be addressed throughout Region 11 by the Health Care Education Advisory Committee. The board will be made up of leaders from within the main entities that affect nursing education and the implementation of State mandated curriculum: 1) high school administrators, health occupation teachers, and high school counselors - Joyce Memering (Twin Rivers Vocational Area) and Jenny Doyle (Lincoln High School in Knox County), 2) college health occupations program administrators - Steve Langdon, (Dean of Health Science at VU), Jana Vieck (Chair of Nursing at VU), Nadine Coudret (Dean of Nursing and Health Professions at USI), Judi McCutchan (Chair, Health Sciences at Ivy Tech in Evansville), Franka Siscel (Executive Director, Career Choices); faculty (Missy Halter, RN in VU's nursing program), and program implementation directors (Karen Sutton, Director of Project EXCEL at VU), and 3) the adult population seeking change in their career path (Career Choices, WorkOne, and DWD). The Health Care Education Advisory Committee has several principle functions that will increase the efficiency of preparing students for entry into an RN program and increase students success in completing college level nursing education. The committee will:

- develop a high school curriculum (Health Occupations Career Track) that will ensure students are able to fulfill the requirements for successful matriculation into the postsecondary arena. This program will also make available dual-credit courses through Project EXCEL and Project LINK that will meet college level general education and prerequisite nursing requirements;
- the Health Occupations Career Track courses will be put in a recommended sequence to ensure organized, sequential growth of knowledge and skill;
- members of the Health Care Education Advisory Committee will meet with district representatives throughout Region 11 to promote and plan implementation procedures

- of the Health Occupations Career Track;
- the Health Care Education Advisory Committee will develop and dispense promotional material that will support awareness of the Health Occupations Career Track and its benefits to faculty, advisors, and students; and
- develop a health care summer camp for students in grades 8-12 to actively involve them in real-world nursing skills and applications.

#### *Solution 2: Enhanced Nursing Education through the Health Occupations Career Track*

The Health Occupations Career Track is designed to provide an efficient avenue to completion for those students who express an interest in health care occupations. It is also designed to enlighten those students that are not yet clear of their academic direction; those who are thinking of college, but do not have a clear understanding of health occupations and the vast opportunities. The outlined courses would focus on developing a student's academic potential, build in the direction of college level material, gain an early start at fulfilling their college degrees guided towards health occupations education. Such a curriculum would maintain a focus on education through the last two years of high school, continue to develop student's academic skill and potential, and enhance the possibility for successful completion in nursing education, thus increasing college graduation rates for nursing students.

#### *Solution 3: Building Awareness of the Need for Health Occupation Education and Careers*

The Advisory Committee will develop plans to support awareness for the demand of health occupations. The committee will plan for the creation and dissemination of literature that:

- *educates* students, parents, and communities regarding the benefits of professionals throughout the health care system;
- *describes* the skill-sets necessary to be a nurse, physician, or lab technician;
- *promotes* continuing education from high school through college and the focus necessary for success in the nursing field; and
- *describes* the Health Occupations Career Track, its availability, and benefits.

#### *Solution 4: Engaging Middle and High School Students in Nursing Exploration Camps*

Twenty students recruited from nine counties will attend a one-week camp hosted by an educational institution. The camp will run from 8:30 a.m. to 4:30 p.m. with evening activities built in to assist the students in learning about college life. Local universities serve as a host site, providing dormitories to make the camp can be an all-inclusive on-site experience. Orientation sessions will be conducted with students and parents. Application processes include references from school systems and include a one-page essay expressing their goals in attending the program.

All camp participants will receive a set of scrubs, a stethoscope, a watch with a second hand, as well as other books, materials, and supplies upon entering the program. Daily

activities will include: 1) learning about basic patient care concepts, 2) touring local hospitals, operating rooms, 3) participating in simulation activities (such as patient vital signs, first aid and CPR, case study scenarios, and mock codes), 4) completing a course in wound care and infection control, and 5) participating in campus tours. Each student will also keep a journal of their daily experiences.

### **3. List of Collaborators and their Roles**

The following organizations have agreed to work with VU in the initiative: Career Choices, IVY Tech Health Sciences Division, USI College of Nursing and Health Professions, the Gibson, Knox, and Vanderburgh County Schools, and St. Mary's Life Flight. As the program is developed, we anticipate bringing other organizations and businesses into the program. Those organizations may include: St. Mary's Hospital, Deaconess Hospital, Good Samaritan Hospital, Perry County and Memorial Hospital. The partners in the project will assist in writing curriculum, developing marketing materials, speaking at workshops, acting as an advisory council to the project, provide expertise in the nursing field, planning the camp activities, and celebrating its success. Through this initiative, VU will serve as the fiscal agent of the proposal. The cooperative will: 1) be the sites for board meetings; 2) host workshops for high school administrators, faculty, and councilors; and 3) provide assistance with support through our admissions representatives, advising councilors, and financial aid advisors.

The high school representatives will ensure: 1) that the Health Occupations Career Track includes all requirements for students to meet high school graduation requirements; 2) that the high school courses are set in appropriate sequence for skill development and meets state requirements for prerequisites; 3) develop appropriate marketing materials for advisors, parents, and students; and 4) develop appropriate strategies for high school implementation.

VU, USI, and Ivy Tech representatives are responsible for: 1) providing recommended college level general education curriculum for pre-nursing programs; 2) providing dual credit courses through Project EXCEL and Project LINK; 3) providing instruction for VU and high school faculty training sessions; 4) work collaboratively with high schools to develop unique and proprietary training and marketing materials; 5) hosting high school counselors who need exposure to the health care education and health occupation careers; and 6) ensuring that the Health Occupations Career Track transfers into college institutions and qualifies students to apply for the RN and other health care academic programs.

### **4. Description of Short- and Long-Term Outcomes for Workers and Employers** **Specific and Short-Term Outcomes:**

- Creation of a responsive and results-oriented *Health Care Education Advisory Committee* to collaborate in designing and recommending a given sequence of courses that would

include classes as outlined in the Core 40 curriculum and college courses (dual credit) via Project EXCEL and Project LINK. The sequence of courses would include college level English, math, science, biology, chemistry, sociology, psychology, medical terminology, introduction to health occupations, and others.

- Students taking the Health Occupations Career track would be *better prepared for entrance into an RN program at any post secondary school in Southwest Indiana*. Taking courses through Project EXCEL while in high school would allow students a better perspective on requirements for the profession, rigor of the academic material, and to enroll in less credit hours per semester at their post-secondary institution thus increasing their likelihood of success.
- Having this program would allow greater awareness of academic and professional preparation for students seeking entry into any health occupation program, including the ADN and BSN degree levels.
- Career Choices will introduce counselors and teachers to labor market and career information on health occupation careers and vocations.
- 20 students will have the opportunity to participate in a week long summer camp (which will increase awareness of traditional and expanded nursing career opportunities). The program plans to offer two camps per summer with increasing enrollment.

#### **Broad and Long-Term Impacts:**

- Strengthening and reinforcing the cooperative relationships between area schools and their post-secondary partners for *smoother, more efficient transition of students into health occupation programs*.
- *An increase in graduation rates* for students in Indiana nursing programs (with an emphasis on increasing the matriculation rate of *males* entering health care fields).
- *More nursing jobs being filled* strengthens Indiana's economic development and increases health care availability for Indiana Hoosiers.

#### **5. Description of Local Matching Funds and Long-Term Sustainability.**

Each institution will be responsible for matching 50% of the implementation and delivery costs. To sustain the project through and beyond the two year program cycle, they will rely on an enrollment increase in nursing (particularly second year returning students) and Project EXCEL courses. This will help cover the expense of the program director, board meetings, training sessions, and publications. Nursing programs have an approximate 40% attrition rate. This program emphasizes *recruitment and retention* of students that have a broader understanding of health occupations and are better prepared for the academic rigors of health education. Therefore, this initiative will seek to maintain enrollments by as many as 20 students (20% of RN nursing classes) by the end of the first year to sustain the initiative and show program success. In addition, the Committee will determine all summer camp fees that will all the institution to both sustain and expand this unique offering.

**6. Description of organization's qualifications for implementing the solution(s) proposed, including short description(s) of any similar project(s) previously implemented.**

Vincennes University and University of Southern Indiana are the only Region 11 institutions that offer the resources and accredited degree programs to ensure program success: Project Link, Project EXCEL, full general education programming, a department overseeing high school collaborative efforts, and two RN academic programs (ADN and BSN). VU, USI, and Ivy Tech have the resources and accredited degree programs to ensure project success. In addition, VU and USI have criteria already in place that outlines qualifications for instruction through Project EXCEL and Project LINK. Though Project EXCEL and high school recruiting currently exist, the gap still exists between secondary and postsecondary institutions that link an *efficient and effective* career track that engages students in the healthcare industry. Collaborating partners have indicated their enthusiasm through letters of support.

Career Choices has operated programs since 1999 that assist youth with increasing basic education skills, identify and correct barriers to employment, and build stronger connections between secondary and postsecondary occupational training. It is one partner in the WorkOne Evansville consortium, which includes the DWD and Vocational Rehabilitation. The One-Stop system offers all services at one location: no charge for core services; experienced, professional staff; and a statewide computer network for job seekers.

**7. Description of measures used to evaluate the proposed project.**

There are a number of ways in which this consortium will measure all outcomes of this initiative. The Liaison will collect data from employers and state agencies related to program activities, participants, and outcomes of program management and success. This data will be used to convey full and accurate information on the performance of this initiative to all policy-makers, stakeholders, and federal agencies. The following short and long term objectives will be measured:

- 1) the *increase* in students matriculating from high school into an RN program that meet all the required prerequisites;
- 2) the *increase* in graduation rates from regional RN programs;
- 3) the *increase* in secondary students, faculty, and counselors attending workshops;
- 4) the number of high schools active in the cooperative;
- 5) student *participation* in health care education tracks and Summer Camps;
- 6) the frequency at which counselors discuss health care careers with students; and
- 7) results from Grossman Perception of Nursing Assessments administered before, during, and after each Summer Camp.

## PROJECT PLAN

<b>Objective 1: Health Care Education Committee (HCEC)</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Hire Program Coordinator	Aug. 15, 2006	Hiring committee selection.	Steve Langdon, P.I.
2006	Identify regional partners	Sep. 1, 2006	Letters of support indicate partner's commitment.	Program Coordinator
2006	Creation of a Health Care Education Committee	Oct. 1, 2006	First meeting, delineation of responsibilities.	Program Coordinator
<b>Objective 2: Enhanced Nursing Education through Health Care Occupations Career Track</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2007	Identify HS curriculum according to Core 40 state guidelines.	Jan. 1, 2007	List of courses as indicated from legislative mandated Core 40 curriculum.	High School collaborators (committee members)
2007	Identify academic requirements for health careers at college level.	Jan. 1, 2007	List of courses and/or job skills as indicated by area colleges and workforce.	College and Community Professionals (Committee Members)
2007	Recommended consolidated course sequence (high school to college).	Feb. 1, 2007	Produce recommended sequence of health care courses from secondary to postsecondary tracks.	HCEC
<b>Objective 3: Building Awareness of the Need for Health Occupation Education and Careers.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2007	Produce Marketing Materials	Mar. 1, 2007	Brochures, websites, news releases, mailing lists	Program Coordinator and Subcommittee of HCEC
2007	Representatives visit sites.	Ongoing	Produce list of regional high schools and career centers, and begin visits.	Subcommittee of HCEC, Program Coordinator
2007	Coordinate student tours to post-secondary institutions	Mar. 15, 2007 Ongoing	Post-visit survey to school representatives.	Subcommittee of HCEC, Program Coordinator
2007	Meet with Regional educators and counselors.	Mar. 15, 2007 Ongoing	25 sites within this year, adding 25 within next.	Subcommittee of HCEC, Program Coordinator.
<b>Objective 4: Engaging Middle and High School Students in Nursing Exploration Camps.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Rough outline of activities, supervisors, and materials	Oct. 1, 2006	Tentative schedule produced outlining summer camp activities, personnel, and supplies needed.	Committee as a whole.
2006	Site Selection and Dates.	Nov. 1, 2006	Site visits may occur by committee personnel, all sites agree to allow students.	Committee as a whole.
2006	Budget/Price for Camps.	Dec. 1, 2006	Prices determined by sites selected.	Committee as a whole.
2007	Population Targeting.	Jan. 1, 2007	Committee questioned as to age group, students, etc.	Committee as a whole.
2007	Marketing production, mailings, application process.	Feb. 1, 2007	All marketing materials created. Applications mailed.	Program Coordinator with subcommittee.

2007	Contracts with Providers.	Mar. 1, 2006	Letters and formal contracts will be acquired.	Committee as a whole.
2007	Procedure for application start to finish.	Mar. 15, 2006	Accounts set up, applications, room assignments, food, etc.	Subcommittee.
2007	Detailed activities schedule.	May 1, 2007	All details of summer camps are organized. Formal timeline created.	Subcommittee.
2007	Ordering materials for students	April 1, 2007	All supplies are ordered.	Program Coordinator
2007	Organizational meeting for camp workers/ administrators.	June 1, 2007	Meetings will occur to inform camp workers of procedures, expectations, emergency procedures, etc.	Committee as a whole.
2007	Orientation Sessions with students and parents.	First Day of Camps	Students and parents are engages in pre-camp orientations.	Subcommittee
2007	End of year camp evaluation (participants, parents, admins.).	Post Camp	Conducted by administrators, presented to Program Coordinator.	Committee as a whole.

# TWIN RIVERS VOCATIONAL AREA

301 E. South St.  
Washington, IN 47501

812-254-1189

Fax 812-254-9401

Joyce A. Memering  
Vocational Director  
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Mary K. Williams  
Treasurer  
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March 20, 2006

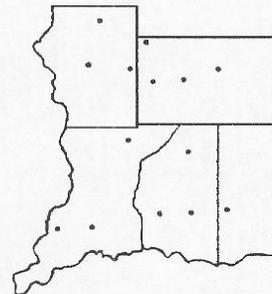
Steve Langdon  
Dean, Health Occupations  
Vincennes University  
Vincennes, IN 47591

RE: Initiative for Enhanced Academic Preparation for Secondary  
School Students in Health Occupations

This letter is to serve notification that Twin Rivers Vocational Area is in support of Vincennes University and their efforts to work with the area secondary programs in assisting students to coordinate their Core 40 requirements with Project XL and Project Link in pursuing Health Occupations Curriculum.

Twin Rivers in conjunction with fourteen (14) area high schools provide a Health Careers program for area students. Several students continue in the Health curriculum through Vincennes University. This support and coordination with Vincennes University would assist our students to successfully pursue Health Occupations post-secondary training.

Sincerely,  
  
Joyce A. Memering  
Vocational Director



B. Dale McCulston  
Principal  
James G. Bush  
Assistant Principal  
Brian Wilson  
Assistant Principal  
Janet S. Nonte  
Secretary

# Lincoln High School

1545 South Hart Street Road ♦ Vincennes, Indiana 47591 ♦ Telephone: 812 882-8480 ♦ Fax: 812 885-1431

March 20, 2006

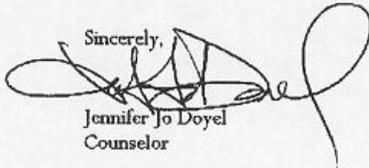
To Whom It May Concern:

As a counselor at Lincoln High School I am very excited about the possibility of offering a Health Career Track for our students. Health Occupations is one of the top Career Clusters chosen by our students when taking interest inventories.

With new graduation requirements beginning with the class of 2010, Lincoln High School hopes to add additional dual credit opportunities for our students. With the Initiative for Enhanced Academic Preparedness for Secondary School Students in Health Occupations Careers Grant, we look forward to a making this opportunity a reality. We are aware that college completion is increased when students are exposed to the rigor of college courses in high school, therefore we would welcome assistance in offering more dual credit courses for our students.

Lincoln High School is fortunate to share a wonderful collaboration with Vincennes University on many levels. This grant opportunity will enable our students be better prepared for post secondary endeavors they will face. I highly support this grant effort.

Sincerely,



Jennifer Jo Doyel  
Counselor



## **Solution F: Industrial Maintenance Worker Training**

### **Designated Grantee:**

Workforce Development Concepts, Inc., Odon, Indiana

### **Contact Person**

Rick Streepy, Owner/Principal Consultant

### **Solution Plan Described**

Workforce Development Concepts, Inc. (WDC) will lead a consortium of partners to provide a systemic, holistic, and integrative approach to solutions in the Industrial Maintenance area, a critical occupational shortage identified in Economic Growth Region 11 (EGR 11). WDC proposes to implement a strategy in collaboration with other partners to alleviate occupational and skill shortages and instill a sustainable, demand-driven approach to training existing workers at the regional level.

WDC has already collaborated with Southwest Indiana Network for Education (SINE) to develop career awareness strategies in the industrial maintenance area. WDC will spearhead implementing strategies related to Training Accessibility and Workforce Retention in collaboration with Vincennes University (VU), Amatrol, and the Manufacturing Skills Standards Council (MSSC) Certification initiative.

The EGR 11 Critical Occupation and Skill Shortage Report indicated that 54% of the employer respondents identified maintenance and technician positions as difficult to fill. A continued lack of locally qualified applicants in industrial maintenance technician positions will result in limited future development of the Transportation Equipment Maintenance cluster. The Root Causes Report identified underlying root causes for the lack of locally qualified industrial maintenance applicants. The issues were training options inconsistent with worker schedules, insufficient math preparation, and inadequate outreach by employers and post-secondary institutions.

Effective, well-trained, industrial maintenance personnel are necessary for regional productivity to improve and growth to occur in EGR 11. It is necessary to design training opportunity for incumbent workers that are fast and sustainable and focused on applied learning and immediate application. It is important to limit the time commitment necessary to pursue further job-related education over the more traditional post-secondary degree pursuits. This accelerated, focused, “just in time” training needs

to be readily accessible and have added value that would allow employers to "grow their own" workforce from existing talent.

Further, a key component will be an increased focus on increasing math and critical thinking skills. In a survey conducted as part of the SSI, 68% of the respondents reported that entry-level production applicants lacked basic math and problem solving skills. In order to grow talent, increased math skills will be critical for workers to move to craft level industrial maintenance positions. Training design and delivery must involve significant immediate, hands-on application.

## **Project Details**

WDC will serve as Project Manager with a Project Coordinator to assist on the project. The Project Manager and Project Coordinator will coordinate marketing and promotion with SINE, assist in career path and educational map development, and work with county consortiums to develop the industrial maintenance training. In addition, the Project Coordinator will coordinate training programs, collaborate with Amatrol on the pilot project, and work directly with companies to promote and recruit students for training.

In general, public perception of industrial maintenance careers is not reality – many people have a limited understanding of the manufacturing environment and the work performed by industrial technicians today. Poor public image is an industry-wide problem and adequately preparing workers to enter this field will contribute significantly toward improving that image. It is equally important to make current workers aware of opportunities necessary to advance within the manufacturing field.

From the company standpoint, skilled industrial maintenance technicians mean more productivity and a better bottom line. A skilled cadre of individuals to meet the challenges of emerging technology (a future root cause) will equip them to continue to grow and prosper in the region.

Both companies and workers value education and desire sustainability and success. The secret will be to provide education in an innovative way and make it clear to all what steps must be taken to promote lifelong learning in the region. The next two sections will discuss strategies designed to meet these challenges.

## **SECTION 1. TRAINING ACCESSIBILITY**

### ***Strategy 1. Career Path & Educational Map for Industrial Maintenance Occupations***

In order to access training opportunity, workers and companies must first be aware of the promotional and educational requirements to make the next step in their careers.

WDC, in partnership with SINE, VU, and other stakeholders, will develop a career path and educational map for industrial maintenance occupations in EGR 11. This tool will be used to promote industrial maintenance careers by SINE, VU, and Ivy Tech to the emerging workforce as well as recruit workers in regional business and industry. In addition, the career path and educational map will be used to help existing workers and companies take the next step toward advancement within their respective organization.

### ***Strategy 2. Marketing & Promotion of Training Offerings***

In order to access training opportunity, workers and companies must be aware of what training is available in the region to assist them in making career decisions. Promotional materials will be developed that all stakeholders in the region can use to promote and access training opportunities.

### ***Strategy 3. On-line Industrial Maintenance Training Pilot in Perry County***

In order to access training, it is often necessary to look at alternative delivery mechanisms to meet the needs and accommodate the difficult schedules of workers in the industrial maintenance field. WDC proposes to pilot an online program in partnership with Amatrol, Inc., a respected industrial maintenance supplier to education and industry. WDC proposes to work with Tell City High School and with a major Perry County employer, Thyssenkrupp Waupaca Foundry, to pilot an on-line industrial maintenance training program for 25-30 students and workers. This may prove to address the critical issue of accelerated, focused, 'just in time' training. If successful, WDC plans to make the program available to all workers in EGR 11 by the end of the grant period.

## **SECTION 2. WORKFORCE RETENTION STRATEGIES**

### **Strategy 4. Math Curriculum Development for Technicians in EGR 11**

WDC proposes to work with VU to design and implement math curriculum that will provide under-employed and existing workers in the manufacturing sector with the necessary skills to be successful in industrial maintenance. In order to diagnose and correct problems with industrial machinery, math skills are crucial. A review of basic math principles and the development of practical problem-solving experiences related to industrial technology delivered in an interactive, interesting format with immediate job application will make students that weren't successful in traditional education flourish.

WDC plans to work closely with SINE's math initiative and develop this program targeted to adults. Curriculum will be shared with adult education programs and the post-secondary system, and WDC may investigate offering modules in WorkOne locations throughout EGR 11 to recruit under-employed workers.

## **Strategy 5. Industrial Maintenance Development Program for EGR 11**

Significant work related to manufacturing skill attainment has already been done by workforce and education partners in EGR 11. Employer-driven basic skills programs with a manufacturing focus are being developed in each EGR 11 county in collaboration with SINE. To date, employer-driven programs have been developed and training is being offered to workers in Perry, Knox, Pike, Gibson, and Spencer counties.

WDC proposes the Industrial Maintenance Development Program below for EGR 11.

### ***Industrial Maintenance Development Program for EGR 11***

The program consists of four tiers: Career Awareness Opportunities, Manufacturing Employability Skills, Manufacturing Workplace Skills, and Industrial Maintenance Skills. Career Awareness (Tier 1) activities will be implemented by SINE.

#### **Tier 2 Manufacturing Employability Skills - 96 contact hours**

Industrial Communications	24 hours	Workplace Responsibilities	24 hours
Integrated Math	24 hours	Manufacturing Concepts	24 hours

#### **Tier 3 - Manufacturing Workplace Skills - 270 contact hours**

Math II	30 hours
Computer II	30 hours
Health, Safety & Environmental Assurance	45 hours
Quality Assurance	45 hours
Manufacturing Process and Production	45 hours
Maintenance Awareness	45 hours
Manufacturing Communications	30 hours

Tier 3 graduates will receive Manufacturing Skill Standards Council (MSSC) Certification and 18 college credits from VU.

#### **Tier 4 - Industrial Maintenance Skills Menu**

Math for Technicians	45 hours	Motor and Motor Control I	30 hours
PLC I	30 hours	Industrial Print Reading	30 hours
Basic Electricity I	30 hours	Mechanical Drives I	30 hours
Basic Electricity II	30 hours	Hydraulics and Pneumatics I	36 hours
		Maintenance Troubleshooting I	15 hours

Tier 4 programs will be customized to each community based on the industry industrial maintenance needs of area companies. VU will award college credit for classes.

## **Outcomes**

WDC plans to train 175-200 workers in EGR 11 by providing six additional Tier 2 programs (preparing workers for manufacturing careers) in EGR 11. These programs would serve as a feeder system to the industrial maintenance training. In addition, WDC will provide four Tier 3 and four Tier 4 programs in Knox, Dubois, Gibson, and Spencer counties. This proposal will allow EGR 11 to meet short-term and prepare for long-term demand for industrial maintenance technicians in the region.

## **Local Matching Funds/Sustainability**

Local matching funds will be achieved by having companies pay wages to trainees. WDC will investigate the possibility of other matching fund availability from regional partners and stakeholders. Hopefully, the regional workforce board would share the outcomes and successful results of this project regionally and at the state level, opening EGR 11 up to additional resources through other workforce-related organizations.

## **Consortium Qualifications**

Workforce Development Concepts, Inc., (WDC) was founded in 2001 by Rick Streepy as a private consulting firm dedicated to providing quality training services to individuals, businesses and organizations. WDC has worked with more than 50 communities to help businesses, governments, and community-based organizations meet their goals.

WDC has significant experience in delivering employer-driven programs. WDC has worked with SINE to address skill gaps in the EGR 11 area to develop a customized curriculum specific to each county's basic skill needs with a focus on manufacturing. Perry County has held 3 classes to date with 65 graduates and Knox County has 71 residents interested and the initial class began in January 2006. Daviess County is also delivering a customized community wide training program by leveraging grant funds and local resources and has trained 82 people to date and 76 more workers begin training in April. Delivery of these community programs is a coordinated effort drawing upon resources available from the Indiana Department of Education, WorkOne, local economic development organizations, and SINE resources. These regional partners as well as other project partners mentioned in this proposal are experienced providers of services within their respective field of expertise.

## **Evaluation/Measures**

Evaluation of developed programs will be performed at the student/worker, company, and partner levels. Specific measures identified for this project are:

- 175 workers trained in EGR 11

- 90 workers completing training in Tier 2, 45-50 workers completing training in Tier 3, and 40-45 workers completing training in Tier 4
- 25-30 students/workers completing online training pilot in Perry County
- 45 workers receiving MSSC Certification
- 30 workers pursuing post-secondary education
- 40 workers working in the industrial maintenance field.

## WDC PROJECT PLAN

### Strategy 1: Develop a Career Path and Educational Map for Industrial Maintenance Occupations.

Year	Activities	Time Table	Evaluation Indicators	Persons Responsible
2006	Develop draft of career path and education map and schedule first Advisory Committee meeting.	Spring 2006	Telephone calls and invitation letters sent.	WDC
2006	Advisory Committee reviews and provides feedback on career path and educational map.	Summer 2006	Members' attendance and feedback received.	WDC
2006	Career path and educational map finalized.	August 2006	Career path and educational map produced and distributed.	WDC/SINE

### Strategy 2: Develop and Deliver Marketing & Promotion of Training Offerings.

Year	Activities	Time Table	Evaluation Indicators	Persons Responsible
2006	Develop and deliver marketing materials and begin promotion of training offerings.	Summer 2006	Planned versus actual class enrollments.	WDC/SINE/Advisory Committee

### Strategy 3: On-line Industrial Maintenance Training Pilot in Perry County.

2006-2007	Work with partners to develop online industrial maintenance training pilot.	Fall 2006	25-30 workers complete the online pilot program.	WDC/Tell City High School/Thyssenkrupp Waupaca Foundry/Amatrol
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### Strategy 4: Math Curriculum Development for Technicians in EGR 11.

Year	Activities	Time Table	Evaluation Indicators	Persons Responsible
2006	Develop math curriculum specifically designed for adults interested in industrial maintenance careers.	Summer 2006	Progress reports to RWB.	WDC
2006	Review with VU, SINE, and Advisory Committee.	Fall 2006	Members' attendance and feedback received.	WDC/VU/SINE
2006	Launch math curriculum.	Late Fall 2006	Student evaluations.	WDC
2007	Make any necessary revisions based on feedback from students and instructors.	Spring 2007 and Ongoing	Student evaluations.	WDC

**Strategy 5: Industrial Maintenance Development Program for EGR 11.**

<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Recruit students for training programs. Utilize waiting list if necessary to ensure sufficient number of students.	Ongoing	A minimum of 90 workers are enrolled in the Tier 2 program, 45-50 workers are enrolled in the Tier 3 program and 40-45 workers are enrolled in the Tier 4 program.	WDC/SINE
2006-2007	Students enroll in Tier 2 program.	Ongoing	A minimum of 90 students are enrolled in the six programs.	WDC
2006-2008	Recruit and enroll workers for subsequent industrial maintenance programs.	Ongoing	45-50 workers are enrolled in the four Tier 3 programs and 40-45 workers are enrolled in the four Tier 4 programs in Knox, Dubois, Gibson, and Spencer counties.	WDC
2006-2008	Teach Industrial Maintenance programs.	Ongoing	90 workers complete Tier 2, 45-50 workers complete Tier 3, and 40-45 workers complete Tier 4. 45 workers receive MSSC certification.	WDC
2007-2008	Perform follow-up with Industrial Maintenance program graduates.	Ongoing	30 workers pursue post-secondary education. 40 workers employed in industrial maintenance field.	WDC/SINE/WorkOne

## **Solution G: Industrial Maintenance Career Awareness**

### **Designated Grantee:**

Southwest Indiana Network for Education (SINE)

### **Contact Person**

Mary K. Cardinal, President/CEO

### **Solution Plan Described**

The Southwest Indiana Network for Education (SINE) proposes to spearhead a strategy to address career awareness solutions in Economic Growth Region 11 (EGR 11). SINE and Vincennes University (VU) will work in collaboration and in concert with Workforce Development Concepts, Inc. (WDC) and other regional stakeholders to alleviate occupational and skill shortages in the region as well as instill a sustainable, demand-driven approach to training new and emerging workers at the regional level. This career awareness solution proposal, taken in consideration with WDC's solution proposal, will provide a system wide approach to address solutions in the Industrial Maintenance area identified in EGR 11's Critical Occupation Shortage report.

The EGR 11 SSI Root Causes Report identifies three main issues related to career awareness and preparation in maintenance occupations: inadequate labor market and career education information, inadequate outreach by employers and post-secondary institutions to K-12 students, and insufficient math preparation. The strategies for addressing career awareness are: 1) K-12 Math Teacher Training; 2) Industrial Maintenance Career Awareness Presentations at EGR 11 schools; 3) Industrial Careers Learning Exchange; 4) Internships/Cooperative Opportunities in Industrial Maintenance; 5) Summer Industrial Maintenance Workshops; and, 6) a Workforce Action Committee.

In a survey conducted as part of the SSI, 68% of the respondents reported that in entry level positions, a significant portion of the applicants lacked basic math and problem solving skills. By targeting math professional development for teachers and providing career awareness opportunities for students in industrial maintenance, local firms will have a fully prepared applicant pool to draw upon for entry-level positions. Further, the plans for career awareness opportunities will allow the emerging workforce to make informed decisions about industrial maintenance careers and develop the skills sets for post-secondary education or direct entry into emerging occupations in manufacturing.

Plans for a Workforce Action Committee will facilitate the improvement of communication between educators and businesses and ensure a demand-driven system for improving the workforce in the region. This committee will consist of leaders from:

SINE, VU, manufacturing industries, the Regional Workforce Board, regional high schools and the regional vocational school. The primary responsibilities of the action committee will be to assist in the development of math learning exchange projects, advise on methods for creating company/teacher partnerships, recommend appropriate degrees and certifications needed for employment, and suggest enhancements for secondary math curricula.

### **Project Details**

SINE proposes to retain a Project Coordinator and a Project Liaison responsible for implementing the strategies identified above. SINE will contract with VU for the Project Liaison whose main responsibilities will be convening/facilitating the Advisory Committee, arranging and presenting career awareness programs at EGR11 schools and coordinating the Summer Workshops. The Project Coordinator will be employed by SINE and will be responsible for program oversight, coordinating the teacher training, learning exchange initiative, and internships, and arranging and presenting career awareness programs at EGR11 schools. In addition, the Project Coordinator and Project Liaison will collaborate with WDC and the Regional Workforce Board (RWB).

#### Strategy 1. K-12 Math Teacher Training

From a student perspective, one of the major problems with learning math is the inability to see where what they learn will be applied later in life. By developing curriculum around real world business problems, students will begin to see very early why this knowledge is essential to their future success.

Over the course of two years, there will be a minimum of 6 one-day workshops (4 for middle and high schools and 2 for elementary schools) to instruct teachers on the use of practical applications of math in the classroom. Additionally, the instructors will provide two days of on-site consulting per school. The goal is to train a minimum of 160 math teachers (40 middle and high school and 120 elementary school) with follow-up on-site consulting. On-site consultants will focus on developing capacity within the school to train teachers unable to participate in the workshops as part of this activity.

#### Strategy 2. Industrial Maintenance Career Awareness Presentations in EGR 11 Schools

SINE and VU plan to develop a 30-45 minute presentation in partnership with area industries. The presentation will focus on information about the variety of occupational and technical opportunities, job and salary expectations, and educational requirements including certification and associate degree programs. This will also incorporate career awareness tools, such as websites, CDs, etc. and promote careers in industrial maintenance and manufacturing. Targeted classes will be math, science, and manufacturing-related classes in each of the 32 high schools, 48 middle schools and 1 vocational school. Presentations will also be made to administrators, teachers and counselors so they may better guide current and future generations of students and

graduates into maintenance occupations.

Students, and many secondary educators, often have the misconception that manufacturing jobs are low pay, low advancement, and limited opportunity with less than ideal working conditions. Nothing could be further from the truth. Manufacturing environments today are neat, spotless, laboratory-like environments with workers as part of teams constantly innovating on the development of new products and improving processes on current products. This presentation will provide students and educators with a look at manufacturing today and the opportunities that are available. The presentation, DVD and brochures will be produced by VU in collaboration with the Workforce Action Committee.

We anticipate visiting 30 locations in the first year and 51 locations in the second year. An industry partner will accompany the Project Coordinator or Liaison on each visit. There will be a minimum of 80 industry partners participating in this project.

### Strategy 3. Industrial Careers Learning Exchange

SINE plans to develop 25 Industrial Careers Learning Exchange opportunities by partnering teachers and students interested in industrial careers with an area business to learn about the business and their related issues, including solving business problems. Teachers will develop curriculum based on their experiences in the working environment and students will be responsible for developing a project in collaboration with the business.

Math, science and vocational teachers in the EGR 11 middle and high schools will be identified, recruited and teamed up with a participating industry. The teacher and industry partner will develop a project for the students that will teach them about an aspect of the business. There will be 10 teachers and 10 businesses participating in the 2007 Spring semester and 15 teachers and 15 businesses in both the 2007 Fall and 2008 Spring semesters.

### Strategy 4. Internships/ Cooperative Opportunities in Industrial Maintenance

SINE proposes to develop internship and cooperative educational opportunities in Industrial Maintenance in collaboration with guidance staff at EGR 11 schools. The Project Coordinator will recruit businesses and students for participation. We propose to involve 270 students and 45 companies in this endeavor (10 students and 5 local industries per semester per county) in a series of one-week internships. Recruitment will begin in the 2006 Fall semester and internships will begin in the Spring 2007.

Additionally, the industry members of the Workforce Action Committee will provide internship opportunities to students enrolled in the maintenance program at VU.

### Strategy 5. Summer Industrial Maintenance Workshops for Interested Students

Students that have expressed an interest in manufacturing or maintenance occupations will have the opportunity to attend a week-long industrial maintenance workshop offered in collaboration with Vincennes University (VU) via scholarship or sponsorship from area businesses. Students would be selected from WIA eligible youth, WIA youth summer programs, and guidance/teaching staff at EGR 11 high school and vocational schools.

There will be a minimum of 8 workshops held (4 in Year 2 - Summer 2007 and 4 in Year 3 - Summer 2008). Each workshop will have 10 students (80 total) students. SINE will contract with VU instructors to develop and conduct the workshops.

### Strategy 6. Regional Advisory Committee

SINE and VU plan to convene a Workforce Action Committee to focus on project and curriculum development. This committee will consist of leaders from SINE, VU, manufacturing industries, the Regional Workforce Board, regional high schools and the regional vocational school. Some of the employers will be recruited from SINE's Business Education Partnerships and others expressing an interest in improving the quality of work-related education in the region's schools. These individuals will provide valuable insight on the development of the math workshops and the content for career awareness materials. Further, the committee will be able to provide feedback on the strategies outlined in this proposal and will be a resource used to implement the strategies.

The primary purpose of the committee is threefold:

- 1) Partnering regional industries, secondary and vocational schools, VU, and the Regional Workforce Board to increase awareness of industrial maintenance job opportunities, wages, knowledge and skill requirements needed for entry into and success in the industrial maintenance profession,
- 2) Strengthen the educational relationship between secondary and post-secondary schools to give secondary students a better curricular path that will prepare them to enroll and succeed in a post-secondary industrial maintenance certification or degree program, and
- 3) Develop a recurring review of industry required knowledge and skills taught by secondary and post-secondary programs to pipeline qualified applicants into the manufacturing industries that drive the economy of Region 11.

### **Outcomes**

1. Train 160 teachers in the development of math curriculum focused on industrial maintenance needs.
2. Deliver 81 presentations to build career awareness in industrial maintenance and manufacturing careers.

3. Provide 40 industrial maintenance career learning exchange opportunities involving an total 600 students.
4. Provide 270 internship/cooperative education opportunities.
5. Provide 80 students with the opportunity to attend an industrial maintenance workshop in partnership with Vincennes University.
6. Increased enrollment of Industrial Maintenance Technician majors at VU from 25 to 40 by the end of the first year, and 50 by the end of the second year.

### **Local Matching Funds/Sustainability**

In year two (Y2) of this proposal, SINE will pay 50% of the Project Coordinator salary, benefits and expenses and commit to 100% in subsequent years. VU will pay 50% of the Project Liaison salary, benefits and expenses. Businesses participating in the Learning Exchange will be expected to contribute 50% of the project costs in Y2 and 100% in subsequent years. Summer Workshops will be 100% funded with scholarships in summer 2008. Schools will pay 50% of on-site math consulting in Y2 and 100% in subsequent years as well as 100% of math teacher workshop costs.

### **Applicant Qualifications**

By partnering with schools, businesses, and communities, SINE has already made much progress in facilitating positive long-term growth in the attitude toward learning and education for the people of southwest Indiana.

SINE has already formed adult literacy advisory committees in each county to coordinate regional training and professional development. SINE and its partners have already had a significant impact on adult literacy through professional development within their learning networks. SINE has spearheaded an increased focus on GED attainment in the region – increasing the number of GEDs awarded from 263 in 2002 to 754 in 2004 and 1104 in 2005--a 420% increase since 2002.

Business/Education Partnerships (BEP) are in place in 6 counties using an established, employer-driven strategic planning process that encourages grass-roots development of learning based on business and industry needs. Through this process, each county develops a community-wide vision of lifelong learning, educational priorities and plans for addressing educational needs. This allows southwest Indiana, through its' network of committees, to coordinate regional efforts toward addressing common literacy and educational issues. This will be SINE's first attempt to develop and implement a strategy to address educational issues specifically for industrial maintenance occupations. Five of the six BEPs have manufacturing certification curriculum in place targeted to unemployed and under-employed adults. Two BEPs have already held classes and three more BEPs will begin classes in 2006. One county is using the curriculum at the high school level.

SINE's major emphasis has been and continues to be facilitating the collaboration of

business and education at the county level throughout southwestern Indiana.

**Evaluation/Measures**

SINE plans to evaluate the success of the program based on the achievement of the outcomes outlined above. SINE plans to work closely throughout the grant project with the SSI Implementation team to ensure that the measures identified in the outcome section will be achieved as planned. Further, SINE plans to perform follow up with the internship and summer workshop participants to measure the contribution to the industrial maintenance technician workforce in EGR 11 as a direct result of this project.

**PROJECT PLAN**

<b>Objective 1. Create Workforce Action Committee (WAC)</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Hire Project Coordinator	June 2006	Candidate selected and hired.	SINE President
2006	Hire Project Liaison	June 2006	Candidate selected and hired	Vincennes University Human Relations
2006	Recruit and select faculty members for the committee	July 2006	At least one industry representative and one math teacher per county accept membership on the committee	Project Liaison – Primary Project Coordinator - Secondary
2006-2007	Conduct monthly committee meetings.	August 2006 to June 2007	Meetings conducted	Project Liaison
2006	Partner with consultants to enhance math workshop curriculum	Sept 2006	Enhanced curriculum developed	Project Coordinator
2006-2007	Recruit industry representatives to accompany Project Coordinator and Project Liaison for presentations to schools	Nov 2006 to April 2008	One industry representative partnered for each presentation – total of 80 industries	Project Liaison
<b>Objective 2: K-12 Math Teacher Training.</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006-2007	Conduct three practical applications of math workshops for math teachers	Oct 2006 to April 2007	Workshop attendance of at least 60 elementary, 10 middle school and 10 high school teachers	Project Coordinator
2007	Conduct three practical applications of math workshops for math teachers	June-July 2007	Workshop attendance of at least 60 elementary, 10 middle school and 10 high school teachers	Project Coordinator
2006-	Provide on-site consulting	Nov 2006 to	High School contract for 64	Project Coordinator

2008	in practical applications of math to high school teachers	April 2008	days of on-site classroom modeling for math teachers	
<b>Objective 3: Industrial Careers Learning Exchange</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006-2007	Recruit and support ten teachers and ten businesses for participation	Nov 2006 to April 2007	Ten completed Learning Exchange Partnerships	Project Coordinator – Primary Project Liaison - Secondary
2007	Recruit and support fifteen teachers and ten businesses for participation	Aug 2007 to Dec 2007	Fifteen completed Learning Exchange Partnerships	Project Coordinator – Primary Project Liaison - Secondary
2007-2008	Recruit and support fifteen teachers and ten businesses for participation	Nov 2007 to April 2008	Fifteen completed Learning Exchange Partnerships	Project Coordinator – Primary Project Liaison - Secondary
<b>Objective 4: Industrial Maintenance Career Awareness Presentations</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	WAC develops outline for brochure and DVD	July - August	Outline completed	Project Liaison – Primary Project Coordinator - Secondary
2006	Produce brochure and DVD	Sept - Oct	Brochure and DVD produced and printed by Vincennes University	Project Liaison – Primary Project Coordinator – Secondary
2006-2008	Give presentations to 32 high schools, 48 middle schools and 1 vocational school	Jan 2007 to May 2008	All high school, middle school and vocational school math, science and manufacturing students and teachers, counselors and administrators have viewed the presentation	Project Coordinator Project Liaison
<b>Objective 5. Internships/Cooperative Opportunities in Industrial Maintenance</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Contact guidance staff at 32 EGR 11 high schools for Spring 2007 program	Sept to Dec	Nine high schools join program and identify ten students for participation	Project Coordinator Project Liaison
2006	Recruit industry participants	Sept to Dec	Five industries per high school are recruited	Project Coordinator Project Liaison
2007	Conduct internships	Jan to April	90 students and 45 businesses participate	Project Coordinator Project Liaison
2007	Contact guidance staff at participating high schools for Fall 2007 and Spring 2008 programs	April to Aug	All high schools continue participation	Project Coordinator Project Liaison
2007	Contact 45 participating industries for Fall 2007 and Spring 2008 programs	April to Aug	All industries continue participation	Project Coordinator Project Liaison
2007-2008	Conduct internships	Sept 2006	180 students and 45 businesses participate	Project Coordinator Project Liaison

<b>Objective 6: Summer Industrial Maintenance Workshops</b>				
<b>Year</b>	<b>Activities</b>	<b>Time Table</b>	<b>Evaluation Indicators</b>	<b>Persons Responsible</b>
2006	Contract with Vincennes University to plan workshops	Aug to Sept	University contracted	Project Liaison
2007	Contact EGR 11 high schools to recruit participants for 2007 workshop	Jan to April	40 students recruited	Project Liaison Project Coordinator
2007	Conduct workshops	June to Aug	Four workshops conducted with 10 participants each	Project Liaison
2008	Contact EGR 11 high schools to recruit participants for 2008 workshops	Jan to April	40 students recruited	Project Liaison Project Coordinator
2007-2008	Contact industries for scholarships for 2008 workshops	Aug 2007 to April 2008	40 scholarships received	Project Liaison Project Coordinator