



Economic Growth Region # 6: Eastern Indiana Economic Growth Region

1. Funding Request			
Requested: \$4,356,674.00	Start Date: 6/1/06	End Date: 5/31/08	
2. Designated Grantee TBD – RWB/Fiscal Agent			
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Eastern Indiana Economic Growth Region Strategic Skills Initiative

Solutions Report
March 3, 2006

Eastern Indiana Region 6 Strategic Skills Initiative

Table of Contents

Executive Summary4
Introduction and Overview6
 From Root Causes to Solutions.....6
Methodology10
Description of Solutions11
 Emerging Industries Activities12
 Research and Identification12
 Agri-Business and Small Business Support Activities13
 Entrepreneurship Support.....14
 High School Business Plan Competition14
 Entrepreneurship Student – Business Mentor Connection15
 Career Awareness Activities.....15
 Student and Worker Immersion Learning Activities16
 Teacher Immersion Learning Activities.....16
 Business – Education Liaison Activities16
 Employer Resource Center17
 Summary18
Action Plan.....19
 Responsibility for Actions19
 Expected Results19
Regional Coalitions and Industry Partner Engagement21
Funding Request22
Response from Outside Agencies32
Timeline33
Appendix34

Eastern Indiana Region 6 Strategic Skills Initiative

1. Executive Summary

This report is the third of a series on the structure and performance of the 180,000 worker-strong labor force of Blackford, Delaware, Fayette, Henry, Jay, Randolph, Rush, Union, and Wayne counties in eastern Indiana. After examining the skill and occupational shortages, and the causes of those shortages, in the first two reports, respectively, this report puts forth concrete action steps to address the region's workforce challenges, and requests funding to support their execution.

Our fundamental conclusions are that (i) the low educational levels and the lack of preparation of the eastern Indiana workforce for the kinds of careers we expect to become available in coming years are, together, the most pressing problems requiring attention for the workforce today, and that (ii) it is impossible to address these issues without simultaneously addressing the urgent need to redefine, rejuvenate, and diversify the region's economic base away from the low specialization, high volume, production-oriented activities emphasized in the past.

The second conclusion is based on an unfortunate fact that has lurked behind every statistic, every conversation, and virtually every finding and conclusion in this entire project. That is simply this – in the last ten years, the 9-county region of eastern Indiana has lost 8,631 covered payroll jobs, a 7.4% decline, while the rest of Indiana went in the other direction, adding 215,456 jobs, a 8.5% increase. This decline in relative economic opportunity has profoundly affected the region's labor force, and no effort to upgrade work force skills and preparation can be expected to succeed without also increasing the demand for skilled labor.

The Eastern Indiana *Growth Start* initiative we propose is a broad-based effort to re-energize economic growth in the 9-county region through three interconnected core activities:

- An emerging industries initiative, which lays the foundation for future job growth by developing, implementing and assessing a long-term strategy to establish a new regional economic base with high pay and growth potential;
- A career awareness initiative, aimed at informing future workers about the kinds of new jobs and careers that the economy they will enter is creating, and motivating them to pursue the education and training necessary to pursue them;
- An employer resource center, devoted to the task of better coordinating and matching the training needs of employers for their existing workforce with the services and facilities offered by colleges, career centers, and other providers.

The fundamental premise of *Growth Start*, borne out by the results of the first two phases of this project, is that increases in the quality and quantity of Eastern Indiana workers can only come about if there are matching opportunities in the economy in the region. While recognizing that there are some specific industries and occupations whose growth is affected, and possibly constrained, by the availability of qualified workers, the dominant theme in the region's economy concerns the shortage of attractive employment opportunities, not employees.

Eastern Indiana Region 6 Strategic Skills Initiative

We seek funding in the amount of \$2,423,088 in the first year of this initiative, and \$1,933,586 in the second year. This will be combined with dollar and in-kind matching funds of \$850,600 and \$1,119,154 in the two years, respectively. This represents a nearly 58 percent match in the second year, and a 45 percent match of total SSI funds for both years combined.

This project will be administered by the Regional Operator/Fiscal Agent scheduled to be named by the new Regional Workforce Board on March 24.

Eastern Indiana Region 6 Strategic Skills Initiative

2. Introduction and Overview

The nine counties that comprise Eastern Indiana, or Economic Growth Region 6, have a proud history. The gas boom, the invention of motorized aircraft, and the first development of the automatic transmission all have roots in this part of the state. Yet the most recent decades have produced much less happy results for the region's economy. In 2005, there were actually fewer jobs and fewer people here than was the case in 1990, while the rest of the state experienced double-digit growth over this same period. These circumstances argue strongly for increased attention and focus on the labor force needs in eastern Indiana, as set forth in this report.

This report is the third of a series on the structure and performance of the 180,000 worker-strong labor force of Blackford, Delaware, Fayette, Henry, Jay, Randolph, Rush, Union, and Wayne counties in eastern Indiana. In accordance with the design of the statewide Strategic Skills Initiative (SSI), our first report identified key industries and occupations in the regional economy, and projected occupational and skills shortages for the coming years. The second report identified the specific conditions in the legal, educational, economic, and social environment in the region that have produced these occupation and skill deficiencies.

This report builds on those findings. Specifically, we present a comprehensive, sustainable plan of action to address and reverse the trends and forces that have produced shortcomings in the regional labor force, which we call the *Growth Start* initiative.

This initiative represents the culmination of a process that included (i) more than 110 individual interviews and focus groups with area executives and leaders, (ii) formal and informal input from the regional consortia associated with this project, and (iii) the results of a day-long, facilitated, region-wide retreat held in January. These findings and outcomes were synthesized and prioritized by the Executive Team for the Region, until ultimately crafted into the proposal presented in this document.

From Root Causes to Solutions

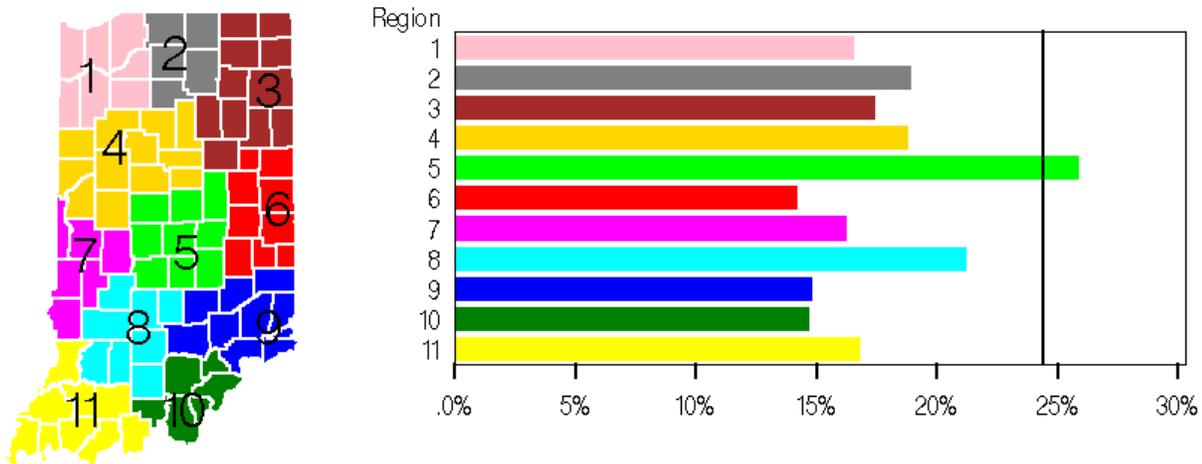
The report on Root Causes for the Occupational and Skill Shortages in Eastern Indiana identified a (i) lack of education, and a (ii) lack of career awareness in the workforce, as highest priorities for intervention. As shown in the 2000 Census data depicted in Figure 1, we have a lower percentage of adults who are college-educated than any other region in the state, ten full percentage points lower than the national average. And in one-on-one interviews, focus groups, and community forums, employers, counselors and others consistently identified a lack of knowledge concerning (i) specific career opportunities, and (ii) the educational credentials and skills needed to pursue those careers, as prevalent in eastern Indiana.

The problems affecting the eastern Indiana labor force, and ultimately the entire economy of the region, are similar in nature, but different in scope, to what has occurred throughout the industrial Midwest. We have lost a substantial number of high-paying manufacturing jobs in this region, much as many other regions and states can also say. But the failure of the economy outside manufacturing – or of manufacturing itself -- to adjust to the situation and ultimately

Eastern Indiana Region 6 Strategic Skills Initiative

replace those jobs has led to an overall decline in opportunity and well-being in this region that is virtually without peer.

Figure 1
Percent of Adult Population with a College Degree, 2000
Indiana Economic Growth Regions



In the last ten years, the 9-county region of eastern Indiana has lost 8,631 covered payroll jobs, a 7.4% decline, while the rest of Indiana went in the other direction, adding 215,456 jobs, a 8.5% increase. This decline in relative economic opportunity has profoundly affected the region's labor force, and no effort to upgrade work force skills and preparation can be expected to succeed without also increasing the demand for skilled labor.

It is fair to say that this dismal economic performance lurks behind every statistic, every conversation, and virtually every conclusion concerning the eastern Indiana work force. The fact that the region's economy has produced so few opportunities, particularly for higher income jobs, relative to rest of the state, has set up a disturbing dynamic where:

- better opportunities outside the region pull better educated and more highly trained workers (and their families) away from eastern Indiana;
- those workers who remain are less skilled, and less motivated to acquire skills;
- employers can be reluctant to invest in workforce training, out of fear that those trained workers will migrate;

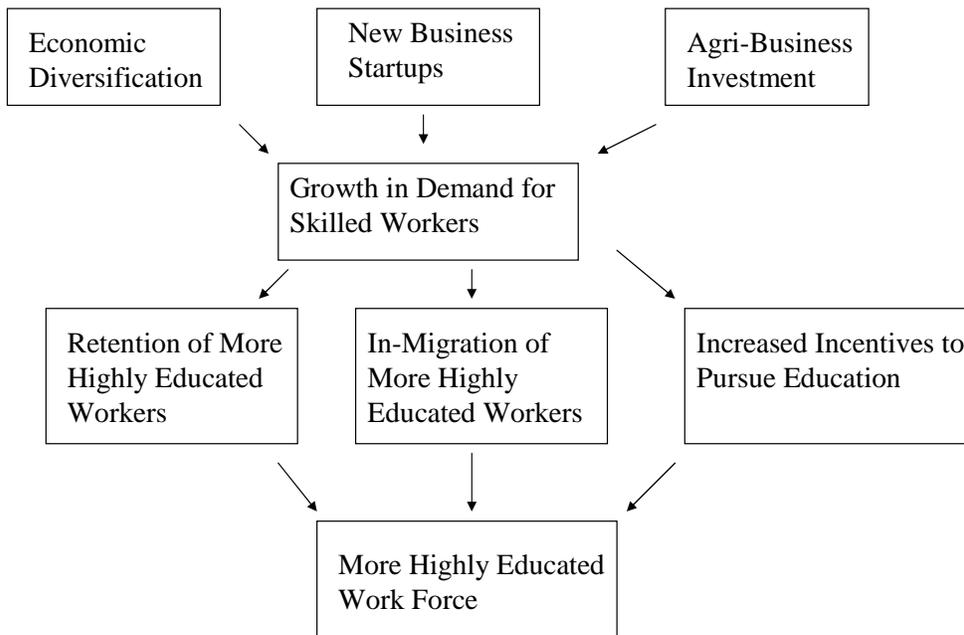
We conclude that any effort to improve the educational attainment and career awareness of the area workforce must simultaneously address the failure of the region's economy to create jobs that demand higher skills. More job opportunities created in the region will improve educational attainment of the workforce by (i) helping to retain those better educated workers who would

Eastern Indiana Region 6 Strategic Skills Initiative

otherwise leave the region for opportunities elsewhere, and (ii) motivate less trained and educated workers to increase their human capital to compete for those new opportunities.

The *emerging industries* activities contained in the *Growth Start* initiative seek to stimulate demand for all jobs, including higher skilled jobs, by simultaneously:

- engaging economic development officials and leaders throughout the region in an intensive planning process to formulate and implement a regional strategy to diversify the region's economic base;
- supporting the development of young entrepreneurs, and leveraging the strengths of Ball State University's nationally recognized Entrepreneurship program to stimulate new business formation;
- marketing and supporting the tremendous potential of agri-business to bring high value-added production to the region;



The connection of these activities, and the root cause of low educational attainment of the workforce, is illustrated schematically above. While the precise timing and strength of these relationships is difficult to fully specify, given recent economic history, we believe that a key ingredient to upgrading the educational status of the workforce must be a stimulus on the demand side.

A second major thrust of this initiative addresses the lack of awareness of career opportunities in the regional economy, and the consequent lack of preparation, in education and training, to

Eastern Indiana Region 6 Strategic Skills Initiative

compete for positions with career growth potential. While this situation is closely related to the low educational attainment in the workforce, it has different causes and different implications.

While little or no post-secondary education may have once not have been an obstacle in securing reasonably well paying employment in factories and other production and material handling work settings, such opportunities are rarely, if ever, presented in the labor market today. Such trends have been evident nationally for decades, yet the break point between generations, when the lessons learned by the parent do not apply to the son or daughter, has left the new generation unprepared for this new reality.

Schools have also come in for some criticism in not adapting to the changes occurring in the labor market. Focus groups and individual executives repeatedly cited instances where area high schools appeared out of touch with the training and skill needs of the work place. As our earlier report stated,

“Secondary education personnel lack awareness of career opportunities that exist in industries in the region, and generally do not perceive their job to prepare students with the workforce skills. Without an understanding of existing businesses, their career opportunities and skill requirements, educators cannot prepare or counsel students on career options and education/training requirements other than four year degrees.”

The *career awareness* activities we propose directly address these situations by presenting students, incumbent workers, and high school teachers into structured immersion learning experiences, as described below.

Finally, the employer resource center activity represents an attempt to increase the quantity of information, and the ease of access to that information, concerning training opportunities for the workforce. The connection for this activity is the low education and training level of the current workforce.

Summary

The *Growth Start* initiative was borne out of a process that extensively analyzed the occupational and skill shortages in eastern Indiana, identified the forces that gave rise to the current situation, and carefully sought out and crafted actions to implement desirable changes. The situation in this part of the state is significantly different from what exists elsewhere – if not in the nature of the challenge then certainly in its severity. The steps proposed here to stimulate the demand for skilled jobs, in particular, no doubt stand out in contrast to the notion of excess, unmet demand for specific skills and occupations that was the genesis for this entire statewide initiative. Yet we are addressing exactly that kind of shortage in our region – except that it is a shortage of occupations and skills that we hope to create in the future.

The remainder of this document spells out the process, the plan, the timeline, and the funding request we make to put this vision into action.

3. Methodology

The solutions described in this report were arrived at through a process of: research and fact-finding, discussion, prioritization, and synthesis. The objective of this process was to craft a series of actions that are (i) region-wide, (ii) have the largest impact on the causes of occupational and skill shortages in eastern Indiana, and (iii) are feasible and appropriate given the objectives and funding restrictions of the overall initiative. This frequently involved combining separate solutions, as well as crafting new solutions not previously suggested. While some formal ranking of ideas was carried out in the final stages, the overall process was conducted judgmentally, and represents the consensus of the Executive Team guiding this project.

We began with the input of the 110 executives and leaders who were individually interviewed or participated in focus groups. We also received extensive formal and informal input from members of the consortia for this project, as well as Workforce Associates, the Ball State University Bureau of Business Research, and other consultants and participants in this project. Finally, we received substantial input from the community at our retreat, attended by about 60 employers, administrators, leaders, workers, and other concerned citizens, as reported in the Appendix. The retreat was also attended by several members of the new Regional Workforce Board, all of whom were invited.

These ideas were distilled down to a shorter list of approximately 20 separate solutions, each of which was assigned a very rough cost, a set of deliverables, and the list of root causes that was addressed. These solutions were roughly prioritized, and further distilled into the set of specific solutions proposed below, by the Executive Team for this project. This assessment and ultimate selection drew heavily on the extensive professional background of the individuals on the Executive Team, and represents a consensus judgment of the most appropriate, cost-effective actions that can be taken to address the workforce needs of the region.

Eastern Indiana Region 6 Strategic Skills Initiative

4. Description of Solutions

The Eastern Indiana *Growth Start* initiative is a broad-based effort to re-energize economic growth in the 9-county region through three interconnected core activities:

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The fundamental premise of *Growth Start*, borne out by the results of the first two phases of this project, is that increases in the quality and quantity of Eastern Indiana workers can only come about if there are matching opportunities in the economy in the region. While recognizing that there are some specific industries and occupations whose growth is affected, and possibly constrained, by the availability of qualified workers, the dominant theme in the region's economy concerns the shortage of attractive employment opportunities, not employees.

Thus is it vital that Eastern Indiana, perhaps more than anywhere else in the state, initiates and sustains a process of economic transformation that will diversify the economy from its traditional high volume, low specialization, manufacturing base. New investment is desperately needed to forge a new economic base that can adequately provide for the livelihood of those who live here, and those who could live here in the future.

Simultaneously, we must act now to prepare the current and future workforce for the new skills that will be needed in our diversified economic future. The notion that an individual employer, or even an occupation, can provide the stable income and job security once enjoyed by earlier generations lives on in Eastern Indiana, even as the events of recent years prove otherwise. We need to impart on all workers, young and old, the message that the labor market rewards skill, and that they must as individuals take a management role in the process of their own skill acquisition.

Finally, we seek to support and assist existing employers whose competitiveness and survival depend on a high quality work force. Our goal is to break down the barriers that prevent or discourage companies from continuously investing in their worker's training, and to promote an environment where such training is routinely conducted and supported.

These three core activities of the Growth Start initiative are to be rolled out concurrently, across the 9-county region.

Eastern Indiana Region 6 Strategic Skills Initiative

1. Emerging Industries Activities

There can be no higher priority for the eastern Indiana economy than the need to redefine and rejuvenate its economic base. Without higher demand for workers of all skill levels, the strategy of boosting economic growth by identifying and addressing occupational and skill shortages in the workforce can achieve only limited success. On the other hand, renewed growth in the region's economy, particularly in industries outside the traditional manufacturing base, will create occupational and skill shortages that must be simultaneously addressed.

The activities proposed to stimulate the identification, support, and growth of export-based industries that have high growth potential, pay acceptably high wages, and can profitably operate in eastern Indiana fall into three basic categories.

- Research and Identification activities are intended to begin what for many portions of eastern Indiana will be a new and unfamiliar process – formulating and implementing a region-wide strategy for economic transformation.
- Agri-Business support activities reflect the fact that these industries have already been identified as holding great promise for the regional economy, and thus we proceed much more directly to action steps to help attract investment and stake out a competitive niche.
- Entrepreneurship support activities are directed at increasing the vibrancy and diversification of the regional economy through new business startups, as well as increasing the motivation and innovation of the existing workforce.

We expect these activities to show immediate results, as indicated below. However, the ultimate goal of these efforts -- diversification and rejuvenation of the regional economy – is something that will take a longer period of time to achieve.

Research and Identification

We performed a preliminary study of regional competitiveness, using pre-established industry clusters and employment location quotients, as part of the occupational shortages phase of this project. This process must be taken several steps further if we are to craft an effective, region-wide, transformation strategy.

What is needed is a more comprehensive examination of growth potential of existing, and emerging, industry clusters in eastern Indiana, towards the goal of focusing public and private resources for their support. We must have buy-in from those charged with economic development in the region's individual counties, not only to reach agreement on strategy and objectives, but also to ratify the concept of a region-wide strategy itself. Finally, while the historical benchmark data can inform the decision, the ultimate outcome of this process will represent a blend of analysis and judgment.

Eastern Indiana Region 6 Strategic Skills Initiative

We will retain a consultant to guide and support a 8-9 month long regional planning process that includes the following steps:

- Identification and solicitation of support from individual county leaders and LEDO's
- A comprehensive (initial) cluster study of the regional economy
- Presentation/feedback from LEDO's and other leaders
- Brainstorming on emerging industries
- Site visits to peer communities
- Revised cluster study
- Identification of resources/actions needed for growth
- Implementation and plans for evaluation

We anticipate the participation of area leadership at a high-level, including elected officials, development officials, and leaders from the private sector. This process will produce the following deliverables:

- a short, focused list of emerging industries targeted for region-wide development and cultivation;
- a list of prioritized action steps to be carried out in order to promote growth and remove impediments to new investment;
- a marketing and communications plan to raise awareness and promote acceptance of these activities both inside and outside the region;
- a mechanism to measure and evaluate the effectiveness of these efforts;

Agri-Business and Small Business Support Activities

Agriculture in the 21st Century is a technology based business operation. Research has always been an integral part of agriculture starting with simple "natural selection" of higher producing or more flavorful plants or breeds, to hybridizing and genetic enhancement. The introduction of new fertilizers and chemicals as well as farming techniques to increase productivity has resulted in a five-fold increase in grain production over the past 30 years. Even today, much of the research and development in agriculture is occurring on the working farm.

In eastern Indiana, the family farm is often a family owned corporation owning and managing thousands of acres. Siblings and family members are often university graduates with degrees in business, management, science and engineering and these people are heading a vital part of the corporate operation. These operations employ laborers with a variety of skill sets from truck drivers to chemical applicators to electronics technicians and software developers. This is in addition to veterinarians, and a variety of animal specialists.

Equally or perhaps more important as these developments in farming technology are those which have spawned, or promise to spawn, new, agricultural-based businesses in production of biologically derived materials and products. These include highly specialized food production, biodegradable packaging materials, bio-based fuels, and new pharmaceutical products. The

Eastern Indiana Region 6 Strategic Skills Initiative

connection of new variations of agricultural products linked with the production and distribution of these kinds of specialized products holds great promise for eastern Indiana's economic base.

The state of Indiana has recognized the potential for development in high-value added agri-business activities to stimulate employment and income growth both within and beyond agriculture. We seek to increase awareness and development activity in this key industry through three interrelated activities:

- hosting an annual conference in the region that will bring together experts in agricultural science, entrepreneurs, investors, and practitioners to present and discuss the state-of-the-art developments in agri-business with high potential for eastern Indiana;
- the establishment of an Agri-Venture support program, that offers market research, feasibility analysis, financial planning advice and other support for new regional ag-based business ventures and other small businesses. This program would act as a broker to contract with consultants, both inside and outside the region, to encourage and support well designed business plans that can attract, when appropriate, outside investment. The program will also provide financial support for up to 50 percent of the costs of these services.

Entrepreneurship Support

Support for entrepreneurship growth in eastern Indiana is a vital component of this proposal. Not only is the promotion and support for entrepreneurship in broad agreement with the state's own economic development strategy, it also is a very natural fit to the broad objective of economic redefinition and renewal of this Growth Start initiative. Small business formation is correlated with economic growth. Many of the specialized, knowledge-based services industries that are creating wealth in the national economy are compatible with smaller sized companies. And even for those who never start a business, the mindset of an entrepreneur, particularly regard one's own training and skill acquisition, is a desirable personality trait for both young and old workers alike.

Eastern Indiana is also blessed with the presence of a nationally ranked Entrepreneurship Program at Ball State University within its midst. The activities proposed here capitalize on these assets.

High School Business Plan Competition

Introducing students at the high school level to the diverse skills and knowledge base required to be a successful entrepreneur will allow them to make a better informed choice of their career path and future educational requirements.

We propose to offer a program in partnership with Junior Achievement, or other economic program, to students at the 11th grade level in high school. We would turn to our many centers for entrepreneurship and economics departments at the post-secondary institutions in the region

Eastern Indiana Region 6 Strategic Skills Initiative

to develop the curriculum. The multi-lesson program would end with a business plan competition which would be judged by a panel of entrepreneurs, business leaders, Small Business Development Center staff, and post-secondary instructors. The plan must be for a viable project and would be competing for a \$2500 grant to allow the student to take the project to the next level. One grant would be made available for each county in the SSI region. The plan could be a cooperative effort of family members, friends, or supported by existing business willing to invest in the venture, but must be developed and prepared by the student.

Entrepreneurship Student – Business Mentor Connection

Ideas and knowledge know no regional boundaries. Awareness of business opportunities, and the experience to exploit them, however, are not as evenly distributed. Working with the Entrepreneurship Program at Ball State University, we seek to simultaneously grow the population of those pre-disposed to uncover opportunities in the region, as well as increase the number of business startups through a business/education collaboration known as the Ground Floor program.

Eastern Indiana economic development organizations and community agencies such as The Community Foundation of Muncie and Delaware County, Inc.; the George and Frances Ball Foundation; The Ball Brothers Foundation; the Central Indiana Community Foundation; the Hamilton County Alliance and others will nominate outstanding Indiana residents who, contingent upon acceptance by the Miller College of Business, will be enrolled in the MBA program at Ball State University. These students will be partnered with a cadre of seasoned entrepreneurs to serve as mentors, and potential business or funding partners. The cost of each 2-yr fellowship is approximately \$20,000 which will cover tuition, and some program costs (direct and indirect) but not fees. It is suggested that students pay these fees in order to feel vested in the program.

With support from this initiative, aspiring entrepreneurs will commit to this a formal program lasting approximately 2 years. Specifically, they will agree to remain in their current employment situation, complete Ball State's MBA program (with a concentration in entrepreneurship) via distance learning, and attend periodic half-day workshops (approximately one per month) in Muncie or selected location. The goal is for each student to complete a plan for a high-potential business venture that is personally interesting, demonstrably viable and potentially fundable – a plan so compelling to the student that they are highly likely to launch after graduation. At the very least, each student will receive an MBA while remaining employed. In the best case, they will develop an exciting venture that will alter the course of their lives and contribute to economic development of their communities.

2. Career Awareness Activities

In order to take advantage of new employment opportunities being developed, we must simultaneously address the preparation of the workforce. This, in turn, requires a greater awareness by both students as well as incumbent workers of the career opportunities being created and the skills and educational credentials those new careers demand.

Eastern Indiana Region 6 Strategic Skills Initiative

Our focus is on addressing awareness regarding two fundamental issues: (i) the value of education and training, in general, and (ii) the career opportunities we project in emerging and existing industries in the region, and their educational and skill requirements. Our approach involves an emphasis on immersion learning, to give both current and future workers intensive training and hands-on experience in workplace settings where well paying careers exist.

Student and Worker Immersion Learning Activities

An intensive program offering on-site training in basic job skills and business expectations, coupled with subsidized internships in regional businesses with high-growth potential, targeted to those near graduation from high school and college, as well as incumbent workers choosing a new career path, will simultaneously serve several purposes. These include:

- raising awareness among students and incumbent workers of career opportunities that exist in our region;
- providing an intensive training, reinforced with the experience in the workplace setting, of the important basic skills all jobs require;
- affording area employers a “dress rehearsal” of potential employees they may wish to retain in the future;

This program will operate year-round, with training on-site in each county, in close cooperation with area high schools, colleges and universities, and area businesses.

Teacher Immersion Learning Activities

Given the tremendous influence of teachers in the motivation, intellectual formation and career orientation of their students, a cost-effective approach to raising career awareness among students is to increase the awareness of their teachers. Thus we propose a summer program where selected teachers are paid a stipend to receive training and work as interns in area businesses. Upon completion, we then ask those participants to draw up lesson plans that reflect on their experiences, to be used by other teachers to give their new knowledge a wider exposure to students.

Business – Education Liaison Activities

We recognize that these internship and training activities will require considerable staff and other resources to work with the schools and employers, and to coordinate and facilitate the selection, training, and placement of candidates. We propose to leverage those single-purpose working relationships into a more generalized business-education liaison that fosters better communication and, when appropriate, trading of resources between the business and education communities.

Eastern Indiana Region 6 Strategic Skills Initiative

We envision a staff with specific geographic responsibility, each of whom serves as a point of contact to work with businesses and educators towards the common goal of workforce preparation. Such a role might enable them to:

- work within the educational system's parameters to help design curricula that deliver vocational training while simultaneously meeting mandated standards;
- deliver, when appropriate, business resources to complement, supplement, or enhance specific lesson plans;
- serve as an information resource about business opportunities and opportunities to both educators and students;

3. Employer Resource Center

The third core activity of this initiative addresses the immediate needs of existing employers for workforce training. Those training needs frequently go unmet due to the burdensome search costs employers incur in finding suitable training providers to fit their specialized needs.

The Employer Resource Center (ERC) is the result of the development, maintenance and promotion of a web-accessible clearinghouse to exchange information on the needs of employers, and the availability of, and access to the broad range of education and training opportunities offered by schools, career centers, colleges and universities, state and local agencies, consultants, and other providers. It is a virtual one-stop center for both employers and employees so that their needs for knowledge and expertise can be addressed in a more efficient and less costly manner.

The ERC is both an information resource and a training services clearinghouse, where both employers and employees alike can:

- get up-to-date information on occupations, including data on starting and average wages, actual and projected job creation, and educational and/or experience prerequisites;
- post their demands and specifications for specialized training;
- search for training providers, by type;
- check availability and register for classes, workshops, and other types of training;
- combine their training needs with those of other small employers to reduce their unit costs;
- raise their awareness in general of resources that exist in the community;

The high visibility of the Employer Resource Center can serve as a catalyst to not only raise awareness of the value and importance of employee training among employers, but also to stimulate increases in the quantity, quality and diversity of training products offered by providers.

Eastern Indiana Region 6 Strategic Skills Initiative

Summary

The challenges facing the eastern Indiana workforce are daunting. The region faces the painful prospect of more losses to its traditional economic base, and more disruptions for thousands of households whose skills and training are out of step with what new or potential new jobs created require. Thus our approach to solving these problems has to be ambitious. We cannot reinvent the eastern Indiana economy in the two-year life of this project, but we can, and we must, begin the process. We cannot change the education and ability of our 180,000 workers in a short span of time, but we can, and we must, energize and inspire them to take control of their careers and invest in their own knowledge and skills.

Eastern Indiana Region 6 Strategic Skills Initiative

5. Action Plan

Work on this project can commence immediately upon appointment of a Regional Operator/Fiscal Agent by the Regional Workforce Board that will administer the funds. That is scheduled to occur on or before March 24. We anticipate a formal start to the project on June 1.

We also anticipate that the current Executive Team will continue as a committee that reports to the new Regional Workforce Board, to provide executive oversight and leadership to the initiative. However, this decision is up to the new Board.

Hiring of staff and preparations for procurement of bids from vendors can commence immediately upon project start. However, in one instance – the teacher immersion learning activities – short span between project start and the window of time available in the summer months dictates a more accelerated approach. In advance of the formal program start, we will contact and hire a liaison to begin to make the necessary arrangements with areas schools and businesses to allow for the on-site internship phase of these activities to take place during the summer recess in teachers' schedules.

Responsibility for Actions

As detailed in the budget and the budget narrative, the operational responsibility for the overall initiative belongs to the project Director, who reports to the Regional Workforce Board (possibly through the existing Executive Team, as described above). The remaining staff of the program are ultimately responsible for the planning, execution and operating of the various activities, often with the help of consultants and other third parties.

The most significant contributions of external consultants and partners in this initiative include:

- a comprehensive study of existing and emerging industry clusters;
- design and maintenance of the web-accessible Employer Resource Center interface;
- MBA-level instruction and other instructional support in the Entrepreneurship Student – Business Mentor activities;

We also anticipate external support for development of training modules, facilitation of forums and retreats, and some marketing support activities.

Expected Results

The *Growth Start* initiative, as its name suggests, represents a beginning. We expect its activities, separately and collectively, to yield tangible, measurable results in terms of intermediate goals. But the ultimate goals of the initiative, increasing the demand for high skill jobs in eastern Indiana, and preparing the current and future workforce of the region to fill them, will only be incrementally addressed during the two year life of this initiative. Of course, we expect to attract other public and private funding beyond that horizon to continue to support what we feel are vitally important programs.

Eastern Indiana Region 6 Strategic Skills Initiative

Thus we emphasize in this section the intermediate results of the actions we take, towards the ultimate goal of a healthier, more prosperous economy.

From the emerging industries activities, we expect to produce:

- a short, focused list of emerging industries targeted for region-wide development and cultivation;
- a list of prioritized action steps to be carried out in order to promote growth and remove impediments to new investment;
- a marketing and communications plan to raise awareness and promote acceptance of these activities both inside and outside the region;
- a mechanism to measure and evaluate the effectiveness of these efforts;
- increased awareness and visibility of the viability of entrepreneurship as a career path among high school students in the region;
- increased activity in business startup and other innovative activity resulting from the support of entrepreneur student – business mentor relationships;
- an increase in ag-business activity, as measured by investment, employment, and payroll;

From the career awareness activities, we expect to see:

- increased interest in careers in health, advanced manufacturing, logistics, and ag-business, as measured by information requests to guidance counselors and other information sources;
- improvement in motivation;
- increases in the job pool of qualified applicants for higher skill positions;
- increased focus on relevant job skills in formal lesson plans and other secondary school instruction;
- increased contact between education and business professionals;

And as a result of the operations of the employer resource center we expect to see:

- an increase in the number of class-hours of training and other formal instruction;
- an increase in the variety and flexibility of training opportunities;
- an increase in the number of training vendors in the region;
- an increase in the number of small employers utilizing training for their employees;

Eastern Indiana Region 6 Strategic Skills Initiative

6. Regional Coalitions and Industry Partner Engagement

As described above under Methodology, the solutions phase of this project has benefited tremendously from the participation of employers, local economic development officials, educators, elected officials, workers, and interested citizens of all kinds. Moreover, the composition of the Executive Team for this project has given a prominent voice to both K-12 and post-secondary education, organized labor, regional economic development officials, and private employers.

From the onset of this project, we have made a special effort to ensure that every voice in the entire region could be heard. In the Occupational and Strategic Skills Shortage Assessment phase, we held separate community forums in every county in the region, co-hosted with local development organizations as well as the key elected officials in each county, to inform them about the overall project and obtain their input. We have also posted reports and findings on a publicly available web site.

The root causes addressed by the Growth Start initiative are skill shortages that cut across all occupations and industries. As such, no specific endorsement from individual companies or industry groups was sought. We feel that the endorsement of the Executive Team for this project, and the open and participative nature of the entire solution process, is indicative of the support these proposals will enjoy in the community.

Eastern Indiana Region 6 Strategic Skills Initiative

7. Funding Request

**INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT
STRATEGIC SKILLS INITIATIVE - SOLUTIONS IMPLEMENTATION**

Region 6

Core Agent Barbara Street
GRO TBD by Region VI Regional Workforce Board
EIN TBD by Region VI Regional Workforce Board
Submitted 3/3/2006

Line Item Budget Request

	Amount Requested Year 1	Amount Requested Year 2	Total Amount Requested
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Staffing Costs	\$ 735,384	609,968	1,345,352
Consultant Assistance	\$ 760,000	270,000	1,030,000
Travel	\$ 65,853	23,390	89,243
Other	\$ 861,851	1,030,229	1,892,080
Total	\$ 2,423,088	\$ 1,933,586	\$ 4,356,674

Eastern Indiana Region 6 Strategic Skills Initiative

FUNDING REQUEST
Strategic Skills Initiative Report # 3 Solutions
Line Item Justification

BUDGET LINE ITEM	YEAR 1 DIRECT EXPENSES	YEAR 1 MATCH EXPENSES	YEAR 2 DIRECT EXPENSES	YEAR 2 MATCH EXPENSES
STAFF COSTS	\$ 735,384.19	0	\$ 609,967.82	\$ 177,814.31
Salaries & Wages	1			
SSI Director	\$72,800.00	\$0.00	\$75,712.00	\$0.00
SSI Associate Director	\$52,000.00	\$0.00	\$54,080.00	\$0.00
SSI Support Staff	\$31,200.00	\$0.00	\$32,448.00	\$0.00
Business Consultant - Delaware Co.	\$36,400.00	\$0.00	\$18,928.00	\$19,685.00
Business Consultant - Delaware Co.	\$36,400.00	\$0.00	\$18,928.00	\$19,685.00
Business Consultant - Blkfd/Jay/Rand	\$36,400.00	\$0.00	\$18,928.00	\$19,685.00
Business Consultant - Henry/Fay/Rush	\$36,400.00	\$0.00	\$18,928.00	\$19,685.00
Business Consultant - Wayne/Union	\$36,400.00	\$0.00	\$18,928.00	\$19,685.00
RO/Fiscal Agent Support	\$ 44,120.00	\$0.00	\$ 53,903.91	\$0.00
Allocated Costs	\$ 155,263.87	\$0.00	\$ 125,234.53	\$0.00
Fringe Benefits	2			
FICA @ 7.65%	\$ 29,232.22	\$0.00	\$ 23,774.97	\$ 7,529.56
W.C. @ .32 %	\$ 1,222.79	\$0.00	\$ 994.51	\$ 314.96
U.I. @ 3.1% on first \$7000 wages/person	\$ 3,821.21	\$0.00	\$ 3,107.84	\$ 984.26
Cafeteria @ 13.5%	\$ 51,075.52	\$0.00	\$ 40,342.14	\$ 12,776.40
Health Ins. @ \$340.04/month	\$ 48,966.19	\$0.00	\$ 53,862.34	\$ 53,862.34
Life Ins. @ \$4.80/month	\$ 691.20	\$0.00	\$ 691.20	\$ 691.20
Disability Ins. @ \$6.00/month	\$ 864.00	\$0.00	\$ 864.00	\$ 864.00
Retirement @ 2.5%/month	\$ 9,458.43	\$0.00	\$ 7,470.77	\$ 2,366.00
Other	\$ 850.00	\$0.00	\$ 850.00	\$0.00
Allocated Costs	\$ 51,818.21	\$0.00	\$ 41,991.62	\$0.00
CONSULTANT ASSISTANCE	3	\$760,000	\$225,000	\$270,000
Emerging Industries Activities				
Cluster Study	\$200,000	\$100,000	\$0	\$0
Facilitated Brainstorming	\$20,000	\$0	\$0	\$0
Emerging Industry Representative Interviews	\$20,000	\$0	\$0	\$0
Agri-Business Conference	\$25,000	\$25,000	\$0	\$0
Agri-Venture Support-Bus. Plans/Feas. Study	\$100,000	\$100,000	\$100,000	\$100,000
Career Awareness				
Immersion Learning Curriculum Design - Adlt/Yth	\$60,000	\$0	\$20,000	\$0
Immersion Learning Curriculum Design - Teachers	\$60,000	\$0	\$0	\$0
Employer Resource Center				
Design and Information Gathering	\$275,000	\$0	\$150,000	\$0
TRAVEL EXPENSES	4	\$65,853	\$0	\$23,390
Mileage	\$32,880	\$0	\$12,880	\$10,000
Per Diem/Lodging	\$25,638	\$0	\$6,458	\$740
Employee Reimbursement	\$2,000	\$0	\$0	\$0
Allocated Costs	\$5,335	\$0	\$4,052	\$0

Eastern Indiana Region 6 Strategic Skills Initiative

BUDGET LINE ITEM		YEAR 1 DIRECT EXPENSES	YEAR 1 MATCH EXPENSES	YEAR 2 DIRECT EXPENSES	YEAR 2 MATCH EXPENSES
OTHER EXPENSES	5	\$861,851	\$625,600	\$1,030,229	\$830,600
Registration Fees		\$5,307	\$0	\$233	\$0
Facility Costs		\$19,502	\$0	\$15,335	\$0
Communications Costs		\$6,237	\$0	\$5,245	\$0
Copying/Printing Costs		\$2,351	\$0	\$3,026	\$0
Recruitment Costs		\$2,114	\$0	\$966	\$0
Website Design/Maintenance		\$307	\$0	\$233	\$0
Supplies Costs		\$2,421	\$0	\$1,449	\$0
Publication Costs		\$3,228	\$0	\$2,933	\$0
Equipment Costs		\$33,164	\$0	\$5,594	\$0
Software/ADP Costs		\$2,098	\$0	\$906	\$0
Professional Dues/Memberships Costs		\$8,530	\$0	\$7,681	\$0
Audit Costs		\$1,418	\$0	\$9,879	\$0
Insurance & Bonding		\$1,535	\$0	\$1,166	\$0
E-Team Meeting Costs		\$8,130	\$0	\$6,536	\$0
Misc. Costs		\$1,210	\$0	\$1,100	\$0
Project Specific Other Expenses	6				
Marketing Costs		\$150,000	\$0	\$150,000	\$0
Business Plan Competitions		\$129,100	\$27,000	\$89,100	\$27,000
Small Business Technical Support		\$0	\$275,000	\$0	\$0
Entre. Student - Beusiness Mentor Connection		\$90,000	\$50,000	\$90,000	\$50,000
Immersion Learning Stipends - Youth/Adults		\$395,200	\$273,600	\$398,848	\$273,600
Immersion Learning Stipends - Teachers		\$0	\$0	\$240,000	\$480,000
TOTAL	7	\$2,423,088	\$850,600.00	\$1,933,586	\$1,119,154
MATCH PERCENTAGE - Year 2					58%

Eastern Indiana Region 6 Strategic Skills Initiative

¹ This project has three full-time staff persons at the regional level for project planning, management and implementation. These staff will be responsible for all aspects of the project and will spend the majority of time in the Emerging Industries and Career Awareness projects. In addition there planned support for the, yet to be identified Regional Operator/Fiscal Agent for Region VI. That support is as follows: President/CEO @ 15%, Director of Operations @ 20%, Controller at 10% and Director of Marketing/Business Services Division @ 20%. These positions will spend in total less than 75% of a full time equivalent in providing overall management services, i.e. accounting, payroll, human resource services, procurement, marketing, audit, reporting, property, monitoring, and system communications to the project. The time charged by the latter four staff will vary based upon the time spent on the project during a particular reporting period.

The project also has five Business Consultants who will be the field operations arm of the project to implement both the Emerging Industries activities and the Career Awareness Activities. These positions will be key to bridging the gap between the business and education sectors. These positions will be housed in the WorkOne or other offices throughout the Region. These positions will be funded 100% in Year 1 and matched at a 50% level in Year 2.

² Each full time staff is eligible for fringe benefits and the proportionate share of that cost is included. The assumptions made with regard to the fringe benefit costs, based upon the plan in place with the ECIWIB, Inc., are detailed. The make-up of the cost of fringe benefits may vary based upon the employing entity.

FICA @ 7.65%
WC @ .32%
UI @ 3.9% of first \$7000 wages/person
Cafeteria Benefit @ 13.5%
Health Insurance @ \$309.13/month
Life @ \$4.80/month
Disability @ \$6.00/month
Retirement @ 2.5%/month

Year 2 match represents the proportionate share of the fringe benefits associated with the Business Consultant positions.

³ It is anticipated that at least a portion of the work associated with the implementation of the activities associated with the Emerging Industry, Career Awareness and Employer Resource Center will be provided through a contractual relationship. As dictated by the procurement policies of the State of Indiana or the TBD Region VI Regional Operator/Fiscal Agent, whichever is most restrictive, appropriate procurement standards will be followed.

Emerging Industries - Cluster Study – Region VI will conduct an industry cluster study which will be matched with Economic Development Administration (EDA) funding in Year 1. This study will be the basis of the most of the remaining activities in this section and will influence the Career Awareness materials and Immersion Learning activities.

Eastern Indiana Region 6 Strategic Skills Initiative

Emerging Industries – Facilitated Brainstorming and Representative Interviews –

As a result of the Cluster Study additional group and one-on-one follow-up will be conducted with businesses in the region, local elected officials, economic development professionals, educators, and other workforce and economic development professionals. \$40,000 is set aside for this initiative.

Emerging Industries - Agri-Business Conference: The Region will pursue the identified emerging Agri-Business industry by first investing in a high profile event to raise the awareness. This event will be conducted in partnership with the Dept. of Agriculture. 50% of the cost of the event will be secured from the Dept. of Agriculture.

Emerging Industries - Agri-Venture Support – Business Plans and Feasibility Studies: The Region will invest in Agri-Business initiatives by supporting the development of Business Plans and conducting Feasibility Studies aimed at the development of this emerging industry. The 50% match will be generated from the applying business in order to generate ownership and risk sharing. This initiative is funded at

Career Awareness – Immersion Learning Curriculum Design:

Adult, Youth & Dislocated Worker: The project will provide immersion learning activities for adults and youth, including dislocated workers and incumbent workers. All participants in the immersion learning activities will first participate in classroom activities. The specific curriculum and materials for the 304 annual participants will be developed under contract at a cost of \$60,000 the first year and updated in Year 2 (\$20,000) with the results of the Emerging Industries activities.

Teachers: In order to synchronize the educational system with the understanding being created for the adults, youth & dislocated workers, teachers will also participate in an immersion learning activity. Due to the implementation timeline the teach immersion learning activities cannot be implemented until Year 2 – Summer of 2007. The specific curriculum and materials for the 100 participants will be developed under contract at a cost of \$60,000 the first year.

Employer Resource Center: This activity will be carried out through contract and in conjunction with project staff. The cost of the design and maintenance of this activity is \$275,000 in Year 1 and \$150,000 in Year 2.

Travel Expenses: The mileage reimbursement under this contract is at 40 cents per mile. Year 1 of this line item has a heavy amount of travel within the US to locations of interest as a result of the cluster analysis. The budget includes lodging, per diem and meals for host community leaders when team trips are made to research the identified communities. The allocated costs are those costs allocated to this line item per the approved cost allocation plan.

⁵Other Expenses: Other project costs are delineated under this general category. Only the major expenses are described below.

Facility Costs: This represents an allocated portion of the facility of the Regional Operator/Fiscal Agent per the approved cost allocation plan. The lease is a full-service lease.

Communication Costs: This line item covers the voice and postage.

Professional dues/memberships: Represents the cost of chamber of commerce and other business purpose organization memberships.

Eastern Indiana Region 6 Strategic Skills Initiative

Audit Costs: This represents the allocated Audit Costs from PY05. PY07 will increase substantially based upon the PY06 projected expenses.

E- Team Costs: The Executive Team is expected to function under the auspice of the Regional Workforce Board. This line item represents costs of the E-Team meetings.

⁶Project Specific Expenses:

Marketing: \$150,000 is provided for in Year 1 and Year 2 in order to make an awareness of the project initiatives.

Business Plan Competitions: \$129,100 in Year 1 and \$89,100 in year 2 is provided for the Business Plan Competitions. \$27,000 is provided in match in each year by the LEDOs in prize dollars and recognition of those participating.

Small Business Technical Support – In support of new start business the ECIWIB, Inc. is in process of application of a USDA Rural Development Grant to provide computing software and remote storage capability for new entrepreneurs and existing businesses wanting to upgrade their technology. This Year 1 match is expected to be in the amount of \$275,000. Notification is expected in May 2006.

Entrepreneurship Student – Business Mentoring Connection: Working in conjunction with BSU this initiative will provide the cost of fellowships of nine students. The match is the tuition paid by the students.

Immersion Learning Stipends: The implementation of the Internships at area businesses for youth, adults, and dislocated workers will occur in both Year 1 and Year 2. This activity will have both classroom and onsite activities arranged by the Business Consultants. The cost of the internships will be subsidized by the businesses at 50%. The total cost in Year 1 and Year 2 respectively is \$395,200 and \$398,848 with match each year of \$273,600.

Immersion Learning Stipends: The implementation of the Internships at area businesses for teachers will only occur in Year 2. This activity will have both classroom and onsite activities arranged by the Business Consultants. The cost of the internships will be subsidized by the businesses at 50%. The total cost in Year 2 is \$398,848. As a condition of the internship each teacher will provide a two week match of unpaid time to develop and submit a lesson plan to be used in the classroom. Lesson plans will be distributed region wide. That match represents \$480,000.

⁷The match for this project is projected in both Years 1 & 2 and provided to demonstrate project commitment. The final project match will only match the expenses of the project due to the cost of audit of excess match.

Eastern Indiana Region 6 Strategic Skills Initiative

**SSI REGION 6 ECONOMIC GROWTH REGION
STRATEGIC SKILLS INITIATIVE - SOLUTIONS IMPLEMENTATION
3/3/2006**

Year 1 Activities			
Emerging Industries	Career Awareness	Employer Resource Ctr	Total Year 1

Year 2 Activities			
Emerging Industries	Career Awareness	Employer Resource Ctr	Total Year 2

ITEM

Staff Costs	\$ 394,418.89	\$ 287,786.03	\$ 53,179.28	\$ 735,384.19
Consultant Assistance	\$ 365,000.00	\$ 120,000.00	\$ 275,000.00	\$ 760,000.00
Travel Expenses	\$ 49,433.49	\$ 13,858.52	\$ 2,560.88	\$ 65,852.90
Other Expenses	\$ 325,362.04	\$ 430,049.37	\$ 106,439.73	\$ 861,851.14
TOTAL REQUEST	\$ 1,134,214.43	\$ 851,693.92	\$ 437,179.89	\$ 2,423,088.23

\$ 334,173.41	\$ 217,714.99	\$ 58,079.42	\$ 609,967.82
\$ 100,000.00	\$ 20,000.00	\$ 150,000.00	\$ 270,000.00
\$ 12,814.15	\$ 8,348.46	\$ 2,227.10	\$ 23,389.72
\$ 314,803.24	\$ 659,828.51	\$ 55,596.93	\$ 1,030,228.68
\$ 761,790.80	\$ 905,891.96	\$ 265,903.45	\$ 1,933,586.21
Total Funding Requested:			\$ 4,356,674.44

Year 1 Match			
Emerging Industries	Career Awareness	Employer Resource Ctr	Total Year 2

Year 2 Match			
Emerging Industries	Career Awareness	Employer Resource Ctr	Total Year 2

			\$ -
\$ 225,000.00			\$ 225,000.00
			\$ -
\$ 352,000.00	\$ 273,600.00		\$ 625,600.00
\$ 577,000.00	\$ 273,600.00	\$ -	\$ 850,600.00

\$ 88,907.16	\$ 88,907.16		\$ 177,814.31
\$ 100,000.00	\$ -		\$ 100,000.00
\$ 5,370.00	\$ 5,370.00		\$ 10,740.00
\$ 77,000.00	\$ 753,600.00	\$ -	\$ 830,600.00
\$ 271,277.16	\$ 847,877.16	\$ -	\$ 1,119,154.31

Percent of Year 1 Project: 35%

Percent of Year 2 Project: 58%

Eastern Indiana Region 6 Strategic Skills Initiative

ALLIANCE FOR STRATEGIC GROWTH, INC. - SSI REGION 6
STRATEGIC SKILLS INITIATIVE - SOLUTIONS IMPLEMENTATION
FUNDING SOURCE ALLOCATION

3/3/2006

Potential Fundings Sources Identified	Year 1 Activities					Total Year 1
	Allocation based on Award	Emerging Industries	Career Awareness	Employer Resource Ctr		
Staffing						
Administration Program	Allocation Based on Award	\$ 33,737.00				\$ 33,737
	Allocation Based on Award	\$ 701,647.20				\$ 701,647
Total Staffing		\$735,384.19	\$ -	\$ -	\$ -	\$ 735,384
Consultant Assistance						
Emerging Industries - Cluster Study	WIA Optional Allowable Activities-#2 or State Skills 2016 TAG - #3		\$ 200,000			\$ 200,000
Emerging Industries -Facilitated Brainstorming	WIA Optional Allowable Activities-#2 or State Skills 2016 TAG - #3		\$ 20,000			\$ 20,000
Emerging Industry Representative Interviews	WIA Optional Allowable Activities-#2 or State Skills 2016 TAG - #3		\$ 20,000			\$ 20,000
Agri-Business Conference	State Skills 2016 TAG - #3		\$ 25,000			\$ 25,000
Agri-Venture Support-Business Plans/Feasibility Studies	State Skills 2016 TAG - #3		\$ 100,000			\$ 100,000
Immersion Learning Curriculum Design-Adults & Youth	WIA Optional Allowable Activities-#6 & 7 or WDF #8 & 9			\$ 60,000		\$ 60,000
Immersion Learning Curriculum Design-Teachers	WIA Optional Allowable Activities-#6 & 7 or WDF #8 & 9			\$ 60,000		\$ 60,000
Employer Resource Ctr-Information Gathering	WIA Optional Allowable Activities-#7				\$ 50,000	\$ 50,000
Employer Resource Ctr-Website Design/Maint.	WIA Optional Allowable Activities-#7				\$ 225,000	\$ 225,000
Total Consultant Assistance			\$ 365,000	\$ 120,000	\$ 275,000	\$ 760,000
Travel Expense	WIA Optional Allowable Activities-#2 or WIA Optional Allowable Activities-#6 & 7 or WDF #8 & 9	\$ 12,533	\$ 47,985			\$ 60,518
Other Expense						
Business Plan Competition	State Skills 2016 TAG - #3		\$ 129,100			\$ 129,100
Student-Business Mentor Entrepreneurship Connection	State Skills 2016 TAG - #3		\$ 90,000			\$ 90,000
Immersion Learning Experience-Stipend-Adults & Youth	State Skills 2016 TAG - #2 or WIA Optional Allowable Activities-#6 & 7			\$ 395,200		\$ 395,200
Immersion Learning Experience-Stipend-Teachers	State Skills 2016 TAG - #2 or WIA Optional Allowable Activities-#6 & 7					\$ -
Marketing	State Skills 2016 TAG - #2 or WIA Optional Allowable Activities-#6 & 7 or WIA Required #7		\$ 50,000		\$ 100,000	\$ 150,000
Other Program/Overhead/Allocated Costs						
Administration Program	Allocation Based on Award	\$ 7,496				\$ 7,496
	Allocation Based on Award	\$ 91,890	\$ 3,500			\$ 95,390
Total Other Expense		\$ 99,386	\$ 272,600	\$ 395,200	\$ 100,000	\$ 867,186
Total Funding Requested		\$ 847,303	\$ 685,585	\$ 515,200	\$ 375,000	\$ 2,423,088
						\$ 2,423,088

Eastern Indiana Growth Region

Eastern Indiana Region 6 Strategic Skills Initiative

ALLIANCE FOR STRATEGIC GROWTH, INC. - SSI REGION 6
STRATEGIC SKILLS INITIATIVE - SOLUTIONS IMPLEMENTATION
FUNDING SOURCE ALLOCATION

3/3/2006

Potential Fundings Sources Identified	Year 2 Activities					Total Year 2
	Allocation based on Award	Emerging Industries	Career Awareness	Employer Resource Ctr		
Staffing						
Administration Program	Allocation Based on Award	\$ 36,846				\$ 36,846
	Allocation Based on Award	\$ 573,122				\$ 573,122
Total Staffing		\$ 609,968	\$ -	\$ -	\$ -	\$ 609,968
Consultant Assistance						
Emerging Industries - Cluster Study	WIA Optional Allowable Activities-#2 or State Skills 2016 TAG - #3					\$ -
Emerging Industries -Facilitated Brainstorming	WIA Optional Allowable Activities-#2 or State Skills 2016 TAG - #3					\$ -
Emerging Industry Representative Interviews	WIA Optional Allowable Activities-#2 or State Skills 2016 TAG - #3					\$ -
Agri-Business Conference	State Skills 2016 TAG - #3					\$ -
Agri-Venture Support-Business Plans/Feasibility Studies	State Skills 2016 TAG - #3		\$ 100,000			\$ 100,000
Immersion Learning Curriculum Design-Adults & Youth	WIA Optional Allowable Activities-#6 & 7 or WDF #8 & 9			\$ 20,000		\$ 20,000
Immersion Learning Curriculum Design-Teachers	WIA Optional Allowable Activities-#6 & 7 or WDF #8 & 9					\$ -
Employer Resource Ctr-Information Gathering	WIA Optional Allowable Activities-#7					\$ -
Employer Resource Ctr-Website Design/Maint.	WIA Optional Allowable Activities-#7				\$ 150,000	\$ 150,000
Total Consultant Assistance			\$ 100,000	\$ 20,000	\$ 150,000	\$ 270,000
Travel Expense						
	WIA Optional Allowable Activities-#2 or WIA Optional Allowable Activities-#6 & 7 or WDF #8 & 9	\$ 23,390				\$ 23,390
Other Expense						
Business Plan Competition	State Skills 2016 TAG - #3		\$ 89,100			\$ 89,100
Student-Business Mentor Entrepreneurship Connection	State Skills 2016 TAG - #3		\$ 90,000			\$ 90,000
Immersion Learning Experience-Stipend-Adults & Youth	State Skills 2016 TAG - #2 or WIA Optional Allowable Activities-#6 & 7			\$ 398,848		\$ 398,848
Immersion Learning Experience-Stipend-Teachers	State Skills 2016 TAG - #2 or WIA Optional Allowable Activities-#6 & 7			\$ 240,000		\$ 240,000
Marketing	State Skills 2016 TAG - #2 or WIA Optional Allowable Activities-#6 & 7 or WIA Required #7		\$ 100,000		\$ 50,000	\$ 150,000
Other Program/Overhead/Allocated Costs						
Administration Program	Allocation Based on Award	\$ 5,175				\$ 5,175
	Allocation Based on Award	\$ 53,606	\$ 3,500			\$ 57,106
Total Other Expense		\$ 58,781	\$ 282,600	\$ 638,848	\$ 50,000	\$ 1,030,229
Total Funding Requested		\$ 692,138	\$ 382,600	\$ 658,848	\$ 200,000	\$ 1,933,586
		\$ 692,138	\$ 382,600	\$ 658,848	\$ 200,000	\$ 1,933,586

Eastern Indiana Growth Region

Eastern Indiana Region 6 Strategic Skills Initiative

**ALLIANCE FOR STRATEGIC GROWTH, INC. - SSI REGION 6
STRATEGIC SKILLS INITIATIVE - SOLUTIONS IMPLEMENTATION
FUNDING SOURCE ALLOCATION**

3/3/2006

	Potential Fundings Sources Identified	Year 1 & 2 Activities Combined				
		Allocation based on Award	Emerging Industries	Career Awareness	Employer Resource Ctr	Combined Total
Staffing						
Administration Program	Allocation Based on Award	\$ 70,583	\$ -	\$ -	\$ -	\$ 70,583
	Allocation Based on Award	\$ 1,274,769	\$ -	\$ -	\$ -	\$ 1,274,769
Total Staffing		\$ 1,345,352	\$ -	\$ -	\$ -	\$ 1,345,352
Consultant Assistance						
Emerging Industries - Cluster Study	WIA Optional Allowable Activities-#2 or State Skills 2016 TAG - #3	\$ -	\$ 200,000	\$ -	\$ -	\$ 200,000
Emerging Industries -Facilitated Brainstorming	WIA Optional Allowable Activities-#2 or State Skills 2016 TAG - #3	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000
Emerging Industry Representative Interviews	WIA Optional Allowable Activities-#2 or State Skills 2016 TAG - #3	\$ -	\$ 20,000	\$ -	\$ -	\$ 20,000
Agri-Business Conference	State Skills 2016 TAG - #3	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000
Agri-Venture Support-Business Plans/Feasibility Studies	State Skills 2016 TAG - #3	\$ -	\$ 200,000	\$ -	\$ -	\$ 200,000
Immersion Learning Curriculum Design-Adults & Youth	WIA Optional Allowable Activities-#6 & 7 or WDF #8 & 9	\$ -	\$ -	\$ 80,000	\$ -	\$ 80,000
Immersion Learning Curriculum Design-Teachers	WIA Optional Allowable Activities-#6 & 7 or WDF #8 & 9	\$ -	\$ -	\$ 60,000	\$ -	\$ 60,000
Employer Resource Ctr-Information Gathering	WIA Optional Allowable Activities-#7	\$ -	\$ -	\$ -	\$ 50,000	\$ 50,000
Employer Resource Ctr-Website Design/Maint.	WIA Optional Allowable Activities-#7	\$ -	\$ -	\$ -	\$ 375,000	\$ 375,000
Total Consultant Assistance			\$ 465,000	\$ 140,000	\$ 425,000	\$ 1,030,000
Travel Expense	WIA Optional Allowable Activities-#2 or WIA Optional Allowable Activities-#6 & 7 or WDF #8 & 9	\$ 35,923	\$ 47,985	\$ -	\$ -	\$ 83,908
Other Expense						
Business Plan Competition	State Skills 2016 TAG - #3	\$ -	\$ 218,200	\$ -	\$ -	\$ 218,200
Student-Business Mentor Entrepreneurship Connection	State Skills 2016 TAG - #3	\$ -	\$ 180,000	\$ -	\$ -	\$ 180,000
Immersion Learning Experience-Stipend-Adults & Youth	State Skills 2016 TAG - #2 or WIA Optional Allowable Activities-#6 & 7	\$ -	\$ -	\$ 794,048	\$ -	\$ 794,048
Immersion Learning Experience-Stipend-Teachers	State Skills 2016 TAG - #2 or WIA Optional Allowable Activities-#6 & 7	\$ -	\$ -	\$ 240,000	\$ -	\$ 240,000
Marketing	State Skills 2016 TAG - #2 or WIA Optional Allowable Activities-#6 & 7 or WIA Required #7	\$ -	\$ 150,000	\$ -	\$ 150,000	\$ 300,000
Other Program/Overhead/Allocated Costs						
Administration Program	Allocation Based on Award	\$ 12,671	\$ -	\$ -	\$ -	\$ 12,671
	Allocation Based on Award	\$ 145,495	\$ 7,000	\$ -	\$ -	\$ 152,495
Total Other Expense		\$ 158,167	\$ 555,200	\$ 1,034,048	\$ 150,000	\$ 1,897,415
Total Funding Requested		\$ 1,539,411	\$ 1,068,185	\$ 1,174,048	\$ 575,000	\$ 4,356,674

Eastern Indiana Growth Region

Eastern Indiana Region 6 Strategic Skills Initiative

8. Response from Outside Agencies

A number of organizations ranging from economic development groups to elected officials and community organizations have been requesting a cluster analysis to better understand the employment make up of the region and to determine areas where training and economic development as well as community infrastructure should focus. Additionally, the state of Indiana has identified both agri-business development and entrepreneurship as fundamental parts of its economic development strategy. We anticipate, but have not solicited, the positive response of economic development officials and private sector leaders in the individual counties to the emerging industries initiatives proposed here.

Eastern Indiana Region 6 Strategic Skills Initiative

9. Timeline

Activity	Year 1				Year 2			
	QTR 1	QTR 2	QTR 3	QTR 4	QTR 1	QTR 2	QTR 3	QTR 4
Overall Activities								
Hire and train staff	X	X						
Implement procurement	X	X						
Contract for services	X	X						
Marketing		X	X	X	X	X	X	X
Reporting	X	X	X	X	X	X	X	X
Project Evaluation		X	X	X	X	X	X	X
E- Team Meetings	X	X	X	X	X	X	X	X
Emerging Industries								
Identification of participants	X							
Cluster Study	X	X	X					
Site visits/retreats			X					
Identification of key industries			X	X				
Identification of action steps for growth Evaluation			X	X	X	X	X	X
Business plan competition		X	X	X	X	X	X	
Entrepreneur - Mentor connection		X	X	X	X	X	X	X
Agri-Business Conference		X	X					
Agri-Venture center startup		X	X					
Agri-Venture center operation			X	X	X	X	X	X
Small Business Technical Support	X	X	X	X	X	X	X	X
Career Awareness								
Prepare Training Materials - Worker	X	X						
Prepare Training Materials - Teacher		X	X					
Training Material Update - Worker			X	X				X
Training Material Update - Teacher								X
Training - Worker	X	X	X	X	X	X	X	X
Training - Teacher			X	X				
Develop internship Contacts	X	X	X	X	X	X	X	X
Internships	X	X	X	X	X	X	X	X
Employer Resource Center								
Data Gathering	X	X	X					
Website Development	X	X						
Website Maintenance and update			X	X	X	X	X	X



**Eastern Indiana
Strategic Skills Alliance
Retreat Summary**

January 20, 2006

**Submitted by
Bonnie R. Maitlen
BR Maitlen and Associates**

Retreat Summary Table of Contents

Introduction - Overall Impressions	Page 2 Page 2
Understanding of Root Causes - Chart on Root Causes - Career Awareness, Education and Business Disconnects - Lack of Capacity in Healthcare - Truck Driving	Page 3 Page 3 Page 4 Page 6 Page 7
Possible Solutions - Business Education Connectivity - Integrated Approach to Career Awareness - Establishing Education as a Priority - Partnering to Build Capacity in Healthcare - Emerging Industries - Increasing Accessibility for Truck Driving	Page 7 Page 8 Page 8 Page 10 Page 11 Page 11 Page 11
Next Steps	Page 12
Appendix Resources - Resources - Local Experts Summary of Root Causes and Possible Solutions - Summary Detailed Reports on Root Causes and Possible Solutions - Business Education Disconnect - Career Awareness - Lack of Capacity Healthcare, Accessibility Trucking - Education Solutions - Emerging Occupations - Healthcare - Manufacturing	Page 13 Page 14 Page 15 Page 15-16 Page 17 Page 18-20 Page 21 Page 22-24 Page 25-28 Page 29-32 Page 33-36 Page 37 Page 38-42 Page 43-44 Page 45-48

Eastern Indiana Economic Growth Region 6 Strategic Skills Initiative Solutions Retreat January 20, 2006

Introduction

A retreat was conducted exploring the Strategic Skills Initiative on Friday, January 20, 2006, in New Castle, Indiana. Over 60 individuals attended, representing business and industry, education (secondary, post-secondary and vocational education), workforce development, economic development, partner organizations, elected officials and employers (including healthcare, manufacturing, and agribusiness).

The objective of the retreat was to gain additional input on the root causes of the critical occupational and skills shortages and to recommend solutions looking toward the future. Specifically, the retreat was intended to achieve the following:

- Affirm the root causes, key industries and critical positions
- Discover and analyze solutions
- Identify key solutions for Eastern Indiana
- Gather, affirm, and prepare information for the Strategic Skills Solutions Report and the grant application for the region.

Pages of insights and considerations were generated at the retreat. There were many common themes across the industries. While all of the ideas are too voluminous to report, the major ideas have been synthesized in this report. In addition, key ideas are recorded in the appendix.

The purpose of this report is to summarize the information that was generated at the retreat and to identify ideas that can be used in the Solutions Report. The purpose of this report is also to generate ideas that can be used to seek funds to address the occupational and skills shortages in Eastern Indiana.

Overall Impressions

A good discussion took place on the issues and root causes that result in critical skills shortages. The dialogue was effective in confirming many insights and in preparing people to look toward solutions. Overall impressions include the following:

- Many good things are taking place in Eastern Indiana.
- The group benefited from coming together to discuss skills shortages and potential solutions.
- Although there are many positive initiatives going on in the communities, there is room for the region to come together for more integrated solutions.

Eastern Indiana Region 6 Strategic Skills Initiative

- Eastern Indiana communities have much in common in terms of generational poverty and the influence of the auto industry on perceptions about work and education.
- While there are many positive initiatives, one community does not always know what another community is doing. This initiative provides an opportunity to share best practices and expertise for the betterment of the region. There appears to be a readiness to do so.
- Some very effective initiatives were underway in the past and do not seem to be present today. The Internship Program (Jay and Henry Counties) and involvement of Business and Education in curriculum review through Tech Prep are examples. Many of these initiatives would add value today.

Understanding Root Causes

A considerable amount of time has been spent identifying and discussing the root causes for the skill shortages in Eastern Indiana. Insights and perceptions were shared during interviews, focus group meetings, and interactions between the various entities. Eastern Indiana Economic Growth Region 6 submitted a Root Cause Report in late 2005. In this report a number of root causes were identified. During the retreat, five root causes were discussed.

Root Cause	Occupation	Importance	Responsibility
Lack of Education	Cross Cutting	High	Local
<ul style="list-style-type: none">• Basic Skills• Occupation-specific Education			
Lack of Career Awareness	Cross Cutting	Moderate-High	Local
Lack of Capacity	Health Care	High	Local

Eastern Indiana Region 6 Strategic Skills Initiative

Regulatory and Policy	Cross Cutting	High	
• Business-Education Disconnect			Local
• Vocational Education Funding Policies			State
• UI Benefits Policies			State
• RN Class Instructor Credentialing (Health Care)			State
Lack of Accessibility	Truck Driving	Low	Local

Ultimately each root cause affects the others. This points to deeper issues in the region such as generational poverty, low educational attainment, and the cost of labor compared to other countries. The root causes are complex and need to be addressed to impact long-term solutions. While this is not the scope of this initiative, there are systemic issues that should be kept in mind as these realities come into view.

- Parents are at the heart of career advising and role modeling.
- Attitudes about work and rate of pay leave an impression with employers, particularly for those who are looking to build or expand.

Career Awareness, Education and Business Disconnects

There is an overall theme regarding the lack of career awareness for individuals entering or progressing in the workplace. This is compounded by the fact that many individuals do not value education or see the link between education and work. To make matters more complex, there is often a disconnect between business and education because individuals who are educating our children are not regularly exposed to the world of work. In addition, state regulations pertaining to curriculum are not always in step with the workplace. Together these issues provide challenges as we consider the development of our workforce.

With regard to career awareness, many people think of the industries that are top of mind. This is typically traditional manufacturing. Individuals are not always aware of the other vocations that are available in this region, including the more advanced and technical forms of manufacturing. Many people are just not aware of the options, and do not pursue the appropriate education and career selection that can lead to more sustainable careers.

- There are many other industries that provide viable options for Indiana citizens.
 - Agribusiness is an emerging industry that will be increasingly important in the future. The agricultural area, in general, is far more technical with an increased number of farmers who are college degreed. Partnerships such as Purdue and Farm Bureau in Eastern Indiana are preparing people for work in agribusiness.
 - Entrepreneurism and small business is flourishing in several locations in Eastern Indiana. Even though there are many opportunities for entrepreneurs in Eastern Indiana, these areas are not adequately addressed.

Eastern Indiana Region 6 Strategic Skills Initiative

- Eastern Indiana has the opportunity to work creatively in the area of new energy including ways that help the region become more self-sufficient. Refineries may be feasible in this part of the country, for example.
- While a low percentage of Indiana students go on to four-year institutions, young people are generally counseled toward four-year degrees with less emphasis on vocational or technical education.
 - Even with those who pursue a four-year education, only a third of them actually finish college.
 - Many people in our communities have been successful with the trades and there are many work opportunities for individuals in the trades. Yet guidance counselors continue to focus on preparing young people for higher education, leaving some young people with an impression that they are valued less if they do not pursue a four-year education.
- There are many excellent jobs available for individuals who pursue the trades and technical education.
 - Many positions that result from technical training are highly valued and have a clear career path.
 - Yet many of the cuts that are made in the educational area are in the trades.
- Eastern Indiana is fortunate to have several careers centers to prepare people for technical jobs. Yet many of the career centers are not fully subscribed, and young people are not always encouraged to pursue vocational or technical training.

Education is recognized as a critical link in connecting people to work. While it is of great importance, it is not often viewed with the same priority in this part of the country. Eastern Indiana has a history of generational poverty that has existed for two or three generations. While parents are highly influential with their young people, particularly in the area of career advice, many are not always educated and do not have the experience or perspective to be advising their students. Many of the people who need to be educated have been turned off by the educational system and are not “hungry learners.” Those who have been successful move on to advance their education or careers, leaving the community with the 20% who are not seeking educational opportunities and choose to stay behind.

While learning needs to be viewed as life-long, current reality challenges life-long learners:

- Many generations of poverty have fostered a culture where education is not valued.
 - It is difficult for young people to see education as a high priority when their parents do not do so. Because parents are influential we need to educate them and partner with them on solutions.
- Individuals need to take ownership of their own education and careers. Helping young people succeed in school will increase their success in the world of work.

Eastern Indiana Region 6 Strategic Skills Initiative

- Schools are mandated to increase student performance and to prepare young people for the competency tests that determine success. Unfortunately, these are not always the skills and requirements that make an individual successful at work.
- Lack of involvement and connection between business and education can result in schools turning out young people who are not prepared to work in our local businesses and industries.
- Students need to see the relevance of basic skills and to see how basic skills apply in the workplace. Employers want to see the basic skills redefined and want to show students how they play out in the workplace.
- There is a strong disconnect between business and education.

Basically the standards for workers in business and industry have changed and the educational system has not kept up. While high schools are preparing students for a four-year college, many will not attend college and are not prepared to enter the workforce. This issue is becoming increasingly difficult for employers.

- The educational system does not understand at a deep level the needs that are required by business. The basic educational requirements have changed. Manufacturing, for example, requires higher level skills, which are required in all jobs, not just professional jobs. The employability skills for the future include a number of personal traits, life skills, high level thinking skills, and technical skills.

As the state requires the Core-40 curriculum, it must be aligned with employability skills and be in touch with our global economy. Many teachers do not understand the concept of globalization and do not know how to bring it into the curriculum. If education does not bring the workplace into school curriculum, business may never be satisfied with the workers who come through the local school systems. A stronger bond between business and education can bridge this difference. Stronger communication between business and education is needed so each understands the others' needs and perspectives. This coupled with bringing parents into the equation would serve as a beginning point, and would help the many students who do not have support for education and must adapt to a different environment when they return home from school.

There are many ways to positively impact education in the future. Opportunities exist for successful adults to present education in a positive light. Members of the NFL, for example, or successful business leaders can “step out” to mentor young people. Schools, businesses and community organizations can all be part of the solution. Faith-based initiatives are becoming increasingly popular and can play a role in presenting new solutions. The notion of “Skills Express Academies” or embracing “skillettes” to increase knowledge and experience can be explored.

Lack of Capacity in Healthcare

Eastern Indiana Region 6 Strategic Skills Initiative

Not being able to find enough healthcare professionals will continue to become problematic. There are many shortages in healthcare, including RNs, pharmacy, respiratory therapy, and other technical areas. While there is currently a shortage of RNs, it is anticipated by 2010 the shortage will be quite severe. One contributing factor is that rural Indiana is not always where RNs choose to live. The competition for medical professionals is not just between hospitals and professional practices, but also with surgical centers, urgent care facilities and nursing homes.

- One of the factors contributing to shortages is the limited supply of certified professionals to serve as instructors. This creates a shortage in the capacity to train and upgrade the skills of medical professionals.
 - Because of the high educational requirements, many experienced medical professional do not qualify. Those that do qualify may many choose to work in the private sector because of higher wages.
 - The medical profession has a challenging curriculum and the requirements for nurses and other medical professionals continue to increase (including demands in technology.) This requires a certain amount of intellectual capability and presents a challenge for individuals as they try to advance from CNA to LPN to RN.
 - There are a limited number of training spots, even though Eastern Indiana offers more nurses training programs than other areas. The spots still fill up quickly and there is a waiting list.
 - In addition to training, practicums are required. They are often scheduled during traditional school time while healthcare happens 24/7. Training needs to mirror that.
 - The nursing population is an aging population in general. In addition, many individuals choose to live in places other than rural Eastern Indiana. As the population continues to age, there will be a greater demand for nurses and other medical professionals.
- There is a need to educate school counselors on the needs and requirements of healthcare positions.
 - Education about careers in healthcare needs to start in the elementary and middle schools.
 - Creative solutions include coloring books and comic books to educate kids about healthcare positions.
 -
- Addressing training and education in the area of healthcare is not a simple issue.
 - There are strict rules on instruction, student/teacher ratio, and laboratory requirements.
 - More clinical training capacity is needed. Hospitals alone cannot support this.
 - Schools need to understand that clinical training opportunities exist 24/7. This is not always in concert with the hours of educational institutions.
 - There are not many Master Degree nurses. When they do exist they often want to work in the private sector where the pay is greater than in the educational arena.

Eastern Indiana Region 6 Strategic Skills Initiative

- While some institutions are willing to pay for tuition and for training, many individuals are not ready to make the commitment in exchange for the training.

Truck Driving

The demand for truck driving is not exclusive to Economic Growth Region 6. This is a demand and concern statewide. There is a general lack of information from individuals on the occupations associated with truck driving. Many people perceive that this occupation will not allow the personal flexibility they may need. They may not be familiar with the challenges such as changes in technology and the liability and expense of the training to properly assess the viability of truck driving as a career. Opportunities do exist, however. The field of truck driving has changed considerably with technology in satellite control.

There are only a few truck driving schools close to Economic Growth Region 6. Training facilities require a great deal of space (equivalent of three football fields.) There is training in Indianapolis and Fort Wayne, but for some individuals that is still too far away. It is also difficult to find instructors for trucking driving schools.

Possible Solutions

A number of initial solutions were discussed, many in detail. A more complete listing of solutions is provided in the individual reports in the appendix that can be used by the region or in the communities to flush out additional initiatives. The following solutions seem to hold promise in terms of the pay back that is possible.

Business Education Connectivity

A clear need is to increase the interaction between business and education. There needs to be a sincere and in-depth encounter, not just committee meetings and conversations.

- A creative, engaging and on-going mechanism for shared experiences is needed between business and education in the region and in every community.
 - This goes beyond communication or even collaboration and involves joint planning and shared accountability
 - Resources may include a Business Services Representative in the schools who is from the business community who is actively used in the schools. This individual needs to be skilled in trades and can serve as a counselor (with real experience and practical advice)
- The Health Occupations Exploration Program (like in Jay County) provides a way to engage healthcare professionals in the schools.

Eastern Indiana Region 6 Strategic Skills Initiative

- Business can actively partner with education to recruit and develop talent - see below under Career Awareness
- Leverage the expertise and best practices that exist in the region. This involves being aware and tapping into experts and best practices. A list of experts was generated at the retreat and is included in the appendix. More resources need to be added to the list.
- Communities of Practice can be developed utilizing regional experts to study and think creatively together to generate new ideas (or replicate best practices) throughout the region. This puts attention on outstanding professionals and draws on their experiences.
- Clear roles to be put together in a regional plan. The funding is there – an integrated plan is needed.
- A comprehensive plan is needed for WorkKeys, starting early in high school with all seniors tested prior to graduation.
- Implementation of WorkKeys is needed with the adult population through mandatory assessment of all unemployment claimants and participants in the WorkOne system.
- Extensive marketing to the business sector can be used to gather job profiles from business & industry in the region. Marketing can increase to provide education an opportunity to match educational proficiencies with the required skill sets.
- Establish rural magnet schools allowing students choice, (i.e. schools specialize in an area of expertise rather than all schools trying to be everything to everyone.)
- Expand Project Connect to each county of the Region to facilitate business/education connectivity.
- Bridge education/business disconnect through implementation of teacher in-service initiatives – see Career Awareness.
- Supplement teacher in-service with teacher internship program in selected industries and occupations.

Integrated Approach to Career Awareness

- A coordinated and integrated approach is needed to define roles, utilize resources, and reach parents, teachers, students, and counselors, as well as the current workforce.
- A Marketing Campaign should not only focus on students but on teachers, parents, and workers.
 - It raises the awareness of the occupations and industries that are part of Eastern Indiana's future (Emerging Occupations and Agribusiness, Healthcare, Advanced Manufacturing, Entrepreneurism)
 - The support services required by the emerging industries provide new job opportunities.
 - Existing research parks may be useful for career awareness (Rush County)
- Use recruiters in industry who recruit for business like the military recruits talent for the Armed Services (approach, marketing pitch, logo, connection with economic development, Chambers, employers)

Eastern Indiana Region 6 Strategic Skills Initiative

- Create videos of existing sectors, i.e. manufacturing and emerging sectors, confined feeding operations, life scientist operations, bio-fuel plants, ethanol plants, warehouse distribution centers, etc. This is essential in raising the level of awareness of all sectors regarding the technology that is involved in the jobs in these sectors and the education and skill requirements needed to successfully enter the occupation.
- Create a mechanism to target students not going to college to prevent them from being lost.
- WorkKeys is a practice that is working well. Additional funding and resources are needed to expand this program.
 - WorkKeys can be used for assessment as well as awareness and will benefit students and workers.
 - Expand the existing delivery mechanism with WorkOne. Bring it on-site to schools.
 - WorkKeys could be effective in reaching parents.
 - Technical grants may be available from employers for WorkKeys.
 - Business individuals and retired workers can be involved in some way with WorkKeys.
- Update and expand the Career Awareness Program developed by ECIWIB, Inc:
 - There are not enough people to take it to all of the places it would be valued. This may require out-of-the-box thinking.
 - Additional funding and resources would allow this program to be expanded.
- The marketing effort should be used to fill the career centers that are not being fully utilized. This includes students and adults.
- Establish an inventory to reduce duplication of services. A resource guide would identify resources and experts as well as gaps.
- Create a career awareness project for teachers, raising their level of awareness about opportunities that exist, skill requirements, resources, and globalization. Videos about jobs in these industries could be useful. Packaged modules can be delivered during teacher in-service days.
- Explore mentoring programs as a method of career awareness.
- Support and implement student internships.

Establishing Education as a Priority

- Create a new culture in the region so that students, parents, and workers embrace and value education.
- Implement adult learning that is convenient, relevant and compact. Assure that post secondary education is accessible in local communities so adults take the first step in re-investing in their education. (John Jay Center for Learning in Jay County, the Danielson Center in Henry County)

Eastern Indiana Region 6 Strategic Skills Initiative

- Connect education to business requirements. Creation of a Core 40 Technical Certificate that values technical education and reflects the workplace in terms of skills and knowledge. (Fayette County)
- Create a new standard for education
 - Approach legislators and key decision makers with educational requirements from the perspective of employers – educating them on globalization, business requirements, gaps that currently exist)
 - Redefine basic skills to include employability skills and include use of technology as a basic skill.
- Help individuals, (young and old) focus on education and manage their own careers. A web portal can be explored to connect people to information and resources.
- Invest in existing career centers, accommodating the adult learner in the skill areas needed by existing businesses. Consider virtual training centers that physically cycle through counties on a scheduled basis. Modules in selected areas would be designed for skill attainment of students, adults, incumbent workers. Areas of focus:
 - Manufacturing
 - H.R. Specialists
 - Production Managers
 - Health Care
 - Agri-business related careers
 - Career Ladder for Truck drivers
 - Entrepreneurship
- Modules could couple physical gatherings with webinars.
- Implement skillette-type education aimed at incumbent workers to deliver the skills required on the job today. Organize by industry: Skills Express Academies in health careers, manufacturing, human resources, production, for supervisors, in shipping and receiving. (All academies begin with the basic skills).
- Focus on unique methods of delivering required courses (i.e. biology through the Ag services).
- Look at the Dolly Parton Book Program as a model to begin changing the culture with regard to the value of education.
- Establish mentoring programs.

Partnering to Build Capacity in Healthcare

- To attract people, particularly with families, flexibility is needed. (Cardinal Healthcare with Sick Child Program)
 - This is not only in the training programs, but also in the internships with hospitals and other health facilities.

Eastern Indiana Region 6 Strategic Skills Initiative

- To address the issue of lack of capacity in healthcare, partnerships will be required between education and industry and between the public and private sectors.
 - This may include medical facilities providing instructors for medical training programs and/or subsidizing nursing faculty, including backfilling nurses while they are serving as instructors.
- Scholarships need to be provided for traditional and non traditional students who are willing to train in the healthcare professions.
 - This can include reimbursement programs for individuals who train in healthcare areas.
 - Money is needed to subsidize training and to offset living expenses.
 - The Health Education Council has grant money (run through Ivy Tech.)
 - Explore University of Texas model for use of high tech training simulators to expand the internship/clinical opportunities for healthcare professionals.
 - Partner with more rural hospitals for clinical sites for health care professionals.

Emerging Industries

- Identify two emerging industries/occupations to develop a strategic plan. Choose from:
 - Biofuels
 - Ethanol
 - Life Sciences
 - Warehousing & Distribution
 - Agribusiness – CFOs
 - Entrepreneurship
- Hold a summit in at least two areas to increase knowledge and raise the level of awareness. Create a strategic plan to grow in these two areas.
- Identify related industries and occupations that can expand as a result of emerging industries.
- Explore support of economic development best practices, (i.e. research park, incubator, Ag Park, etc.) Share learning's with other areas of emerging industries.
- Explore revenue sharing models resulting from emerging industries.

Increasing Accessibility for Truck Driving

- Ivy Tech is working on programs for truck driving. Support is needed as they continue to work on bringing truck driving education closer to home.
- There are facilities in Fort Wayne, Indianapolis and Wisconsin. We need to creatively think of how to support individuals as they travel to these training areas.

Next Steps

Many solutions are possible. Eastern Indiana needs to carve out a few that hold promise and build from there. These are preliminary findings and will be refined in the near future. A draft will be sent to the participants of the retreat. Further input will be requested and refinements made accordingly. A listing of ideas and resources are included in the appendix as well as notes from the break out sessions.

APPENDIX

RESOURCES

Resources

- WorkKeys Profiling and Assessment
- WorkOne Assessments
- University classrooms & technology for use with local solutions
- Adult Skills Academy
- Higher Ed Programs such as Henry County's Danielson Center and Jay County's John Jay Center for Learning
- Career Centers
- Adult Basic Education and Secondary Education
- Vocational Education
- Indiana Women's Work Program
- Business and Professional Women
- Wayne County Learning Corporation
- Dolly Parton Book Club
- Armed Forces Skills Test

Eastern Indiana Region 6 Strategic Skills Initiative

Local Experts

Local Experts	Where	Expertise	Contact Info
Chancellor David Fulton	IU East	Higher Ed	765-973-8201
Chancellor Gail Chesterfield	Ivy Technical Community College of Indiana - Muncie	Higher Ed	765-289-2291 x 421
Milt Eley	WTCC Connersville	Career Training Secondary – Machine Trades (Programs & Marketing)	765-825-0521
Mark McCoskey	WTCC Connersville	Career Training Post-Secondary – The Link – Adult Education	765-27-0553
Cindy Bernzott	Connersville	Community Education Coalition	765-825-7633
Cindy Bernzott or Carolyn Bunzendahl		Fayette Co. Business & Education Forum	765-825-7633
Cindy Bernzott	Competition – both regional and national COC and WTCC	High School Robotics Team (developing adult team)	765-825-7633
Joe Evans	Muncie	Carpenter	765-288-7568
Jerry Hayden	Richmond	Teamster-Transportation	765-966-2571
Errol Klem	Winchester	Business, Manufacturing-Metal	765-584-5536
Fred Davis	Winchester	State Human Resource Investment Council - Labor	765-584-3041
Barbara Street	Muncie	Workforce & Economic Development	765-741-5863 x 101
Nancy Kinder	New Castle	Regional Economic Development	765-521-0931
Rick Barnett	Centerville – Free Play, Inc.	Education, facilitation, strategic planning	
Jackie Vanderpool Denny Burns	Hill's Pet	Gateway Training Partnership – Japanese Incubator - EDC	Kim Thurlow 765-966-8737
Soni Jones		WorkKeys Profiler	Kim Thurlow 765-966-8737

Eastern Indiana Region 6 Strategic Skills Initiative

Local Experts	Where	Expertise	Contact Info
ECIWIB, Inc.	East Central WSA	Career Awareness Project in High Schools	Barbara Street Ext. 101 Ray Starks Ex. 104 765-741-5863
Carolyn Bunzendahl/RVR	Connersville	Skills Express Academy Project Gold – Workshop w/ Jr. & Sr.	765-825-8581 X 226
Joy Vanetta-Young		Project LOVE – Girl Scouts	Contact – Carolyn Bunzendahl 765-825-8581 X 226
Greg Bovine	Randolph County		Contact: Fred Davis 765-584-3041
Jim Maley	Fayette County	Utilizing WorkKeys in all High Schools	765-827-7493
Jim Maley	Fayette County	RETAP – Retired Engineers Technical Assistance Program in Michigan. How to use model beyond engineers?	765-827-7493
Jim Maley	Fayette County	Business Park/Industrial Park/Community College Model in Battlecreek MI	765-827-7493
Jim Maley	Fayette County	Wayne County Learning Corp – Suzanne Derengowski Wayne County COC	765-827-7493
Bob Quadrozzi	Jay County	Economic Development	260-729-9311
Patrick Miller	Muncie	Two-way Video Conferencing	765-741-5863 Ext. 103
Juan Manigault	South Bend	Business Services Division	Contact: Pat Miller 765-741-5863 Ext. 103
Dave Nixon		Explorers Post Boy Scouts	Contact: Lori Henry 765-962-8591 Ext. 203
Suzanne Derengowski – Denny Burns	Wayne County Business Education Committee of Chamber of Commerce	Career Day	Contact: Lori Henry 765-962-8591 Ext. 203
Suzanne Derengowski – Denny Burns	Wayne County Business Education Committee of Chamber of Commerce and UEA	Build a Career Day	Contact: Lori Henry 765-962-8591 Ext. 203

Eastern Indiana Region 6 Strategic Skills Initiative

Local Experts	Where	Expertise	Contact Info
Rob Weaver	John Jay Center for Learning – Jay County	Adult Education, Higher Education	260-729-5525
Renee Oldham – Betz Fields	Innovation Center – Business Incubator	Urban Enterprise Association – Main Street - Richmond	Contact: Lori Henry 765-962-8591 Ext. 203
Kathy Clayton	LIFT	Indiana Women Work	317-632-9147
Business & Professional Women – Indiana	Connersville, IN	Reality Store	Contact: Ms. Jean Risch 765-345-9812
Jim Buckler	Richmond WorkOne	WorkKeys Assessments	765-962-8591
Missy Modesitt	New Castle - Danielson Center	Higher Education	765-521-9012

SUMMARY OF ROOT CAUSES AND POSSIBLE SOLUTIONS

BUSINESS AND EDUCATION DISCONNECT

Root Problem

- Business community has a need; they need certain types of people with basic skills.
- Educational System has a product.
- When businesses look to expand or relocate, they look at the workforce. If they don't see a ready workforce in that area, they don't choose to expand or locate there.
- Businesses need the involvement of education.

New Ideas

- Create a common language.
- Be sure that the basic skills needed are same ones being taught.
- Be sure they are measuring the same things and have the same outcomes.
- Regulated outcomes that come from state level may not necessarily meet the educational needs of employers.
- A lot of the personal skills and the traits that employers need have to be initiated in the family.
- Create a new diploma track incorporating needs of employers.
- Allow schools to specialize in niche areas of education; allow students to pick that school rather than being told where they need to go to school - across county lines if necessary.
- At times the bureaucracy of the educational system gets in the way of meeting the needs of students and the requirement of business. They have certain requirements that don't always mirror what the business community needs.
- In some places there is already the involvement of the Chamber of Commerce or Leadership Council.

LACK OF CAPACITY

Focused on the areas of Healthcare and Trucking

Healthcare

Root Problem

- Healthcare is a very demanding career intellectually.
- There is a lack of credentialed people willing to work in education rather than private nursing.
- Awareness and educational issues - have to have kids who have an academic foundation.
- Schools should advertise that not every healthcare position is a nurse – lots of technology opportunities.
- Career pathing does not happen. CNA to RN does not happen easily. The capacity of the individual may limit them.

Eastern Indiana Region 6 Strategic Skills Initiative

- There are long waiting lists.

Solutions

- The only way this is going to work is through partnering. Health organizations in Eastern Indiana, large and small, need to be part of the solution.
- This is a structural issue.
 - How can \$\$ be made available to help organizations provide what universities can't afford to do?
- Allocate advanced practice nurses to education in a time of shortage (has problems because there is already a shortage of nurses)
- Increase Career Awareness through two plus two programs, one plus one
- Innovative ways to stipend the programs
- Schools have done a good job in the sense of community education
- We really are a market leader in Eastern IN, largely because of Ball State and Ivy Tech now graduating RNs - Only region in the state that has more than one nursing program
- Faculty is a real problem.
 - Average age is 55
 - The next 5-7 years will see bigger problem
 - Reason is the pay system. Nurses are going into healthcare rather than education
- How do we get kids involved in really understanding that healthcare is not just changing sheets and carrying bedpans?
- Technology drives everything these days; very sophisticated.
- Get kids interested at the elementary level; demonstration projects.

Truck Driving

- There are no educational facilities in this immediate area; training facilities in Indianapolis or Wisconsin.
- Is there a way to bring some of that training closer to home? Ivy Tech is working on this.

CAREER AWARENESS

Root Cause

- Schools do an adequate job of getting the word out about careers if interested in a 4-year program.
- Kids who are not going to college are lost.
- Let kids and parents know that there are other ways to pursue a career other than college.
- These jobs are not to be looked down on as many of them pay very well; possibly more than jobs that require a 4-year degree.

Solutions

- A marketing effort needs to be done – currently not getting done through the schools.
 - Marketing to educators
- Kids not going to college need to be targeted – let them know of career opportunities.
- East Central Workforce Investment Board has a career awareness program; it is a small program but works well.
 - Needs to be marketed regionally and could possibly be expanded.
 - Money could be put into marketing these career paths.
- Carrot on a stick – Offer career scholarships for someone not going to college or at least something less than 4-year program.
- Businesses could be tied to this; a young person ready to come out of school could hook up with a business, the business would pay for their training, the person would then go to work for that business.
- Challenge the existing systems.
 - Programs now very entrenched.
 - Talk to legislators; need to let them know if we believe in this.
 - Piggy back on the state effort.
- Honor students for more than just academics.
 - WorkKeys and key trends
 - Have WorkKeys program in the schools. Involve employers.

EDUCATION

Root Cause

- Many generations of a culture not fostering education as a value.
- Generational poverty.
- Workforce that is flexible.
- Businesses might be driven too much by the bottom line, making jobs repetitive.
- Reaching parents.

Solutions

- Marketing.
- Making people aware of what is required (education wise) to get the kind of job they want.
- Businesses need to be involved not only with training needs.
- Address the concern of not wanting people to be trained so they don't leave the employer or the community.
- Reach parents, (schools reach parents).
- Volunteerism, changing attitude.
- Younger people in contact with senior citizens so they learn to work together.
- Deal with displaced workers.
- Deal with younger people.
- Help children see what professions their parents are in.
- Reality Store as a best practice.