Strategic Skills Initiative Regional Solutions Report Cover Sheet

Economic Growth Region #7:Western Indiana

1. Funding Request			
Requested: $ 1,455,468.89	**Start Date:**	**End Date:**	
2. Designated Grantee			
Organization Name: **Western Indiana Workforce Investment Board, Inc.**		**Telephone Number:** **812-238-5616**	
Address: **630 Wabash Ave, Suite 205**		**Fax Number:** **812-238-2466**	
Address:		**Email Address:** **wiwibdir@aol.com**	
City: **Terre Haute**	**State:** **Indiana**	**Zip + 4:** **47807**	
County: Vigo	**FEIN:35-2080570**		
3. Contact Person			
☐ Mr. X Ms. ☐ Dr. ☐ Other	**First Name: Lisa**	**Last Name: Lee**	
	Title: Executive Director, SSI Core Agent	**Telephone Number:** **812-238-5616**	
Address: **630 Wabash Ave, Suite 205**		**Fax Number:** **812-238-2466**	
Address:		**Email Address:**	
City: **Terre Haute**	**State:** **Indiana**	**Zip + 4:** **47807**	
Member:	**Name:**		
Lead Team Members			
Name:	**Industry:**	**Title:**	
Carole Barr	Western Indiana Employment & Training Services	Executive Director	
William Dory, II	Greencastle/Putnam Co. Development Center	Executive Director	
Brian Harris	Eli Lilly-Clinton Laboratories	Six Sigma Manager	

Ed Ping	AFL-CIO	Community Services Activities Labor Liaison Representative
Dr. Jeff Pittman	Ivy Tech Community College	Chancellor
Wm. Michael Steed	Great Dane Trailers	Human Resources Manager
Lawrence J. Tempel	Growers Co-op	Agronomy Manager
Steve Witt	Terre Haute EDC	President
Lisa Lee	Western Indiana Workforce Investment Board, Inc.	Executive Director, SSI Core Agent

Economic Growth Region 7: Western Indiana

Report 3: Regional Solutions

WORKFORCE INVESTMENT BOARD
BUSINESS LED, QUALITY DRIVEN

Economic Growth Region #7: Western Indiana

Report 3: Regional Solutions

TABLE OF CONTENTS

I) Executive Summary 6

II) Review of Occupational Shortages and Root Causes 9

III) SSI Solutions Budget 10

IV) SSI Solutions Budget Match 11

V) Introduction 12

VI) Marketing Solution Action Plan 14

VII) IW Training Solution Action Plan
- ISU Soft Skills Training Program 17
- WIA Maintenance Training Program 22
- Ivy Tech Soft Skills 24
- Cluster Survey and Summit 26
- SkillsOne Training Program 28

VIII) Pipeline Solution Action Plan
- Software Development 30
- 456JOBS Coordinator 32
- Website Enhancement/Maintenance 35
- Work Keys Student Assessments 37
- Pathfinders Study 39
- WIA Youth Program 40
- Dual Enrollment 42
- HS Diploma Technical Endorsement 44

IX) Appendix A **45**

X) Appendix B **46**

XI) Appendix C **47**

XII) Appendix D **48**

XIII) Letters of Support (Hard Copy Only) **56**

Executive Summary

Perhaps the most important lesson learned over the past few weeks during the SSI process, is that the partnerships that have been forged and nurtured over the past several years, are even more important than we may have realized. No part of the SSI process could have been completed without the cooperation, input and support of our business, education and economic development partners.

EGR 7 is composed of Clay, Parke, Putnam, Sullivan, Vermillion and Vigo Counties. The drivers of the local economy include manufacturing, retail trade, health care, educational services, life sciences and construction. Projected occupational shortages were identified in the "Skills Shortages Report". Extensive analysis and review of local, state, and national data resulted in a focus on health care, manufacturing and life science/biotechnology as the sectors with the most potential for growth in high wage, high skill occupations. Manufacturing, including pharmaceutical manufacturing, represents the largest employment sector in the region and health care represents the fastest growing employment sector in the region. These areas are vital to the EGR 7 economy.

Further study revealed that the specific high skill, high wage occupations where supply would fail to meet the demand in the future were:

- respiratory therapists/technicians
- radiological technicians
- electrical/electronics maintenance
- machine maintenance
- general maintenance
- 1st line maintenance supervisors
- chemical technicians

We also looked at specific skill sets that were in short supply. Over and over again, employers indicated that in addition to basic academic skills, they needed employees with critical thinking skills and the ability to work a part of a team and a measurable way to identify that potential employees have these skills. The SCANS skills (Secretary's Commission on Achieving Necessary Skills) of Thinking Skills and Interpersonal Skills most closely match these desired skills.

We then began to focus on why these shortages existed. In the health care sector training capacity was determined to be a major issue. Educational institutions are unable to find enough clinical sites for respiratory and radiology students. In addition, many of the students indicated the desire to leave the region upon completion of their training.

The identified causes in the manufacturing sector included the fact that individuals do not perceive manufacturing in general and maintenance positions in particular as a desirable career choice. We also found insufficient linkages between education and employers, the very place that this negative perception could most easily be corrected. Even many of those already in employed in the manufacturing field, are not aware of or interested in manufacturing maintenance.

The field of chemical technician also suffers from an overall lack of awareness of this career option and a lack of career education opportunities within the educational system. It was also identified that high school and college students are not enrolling in math, science and engineering courses at a rate that can produce the supply needed in today's technical world. Finally, a root cause for the shortage of chemical technicians lies with the fact that there is a lack of local or national standardized skill sets required for this occupation.

Solutions were discussed, reviewed, revised and discarded through numerous hours of discussions. Every effort has been made to create solutions that will provide the most "bang for the buck" and reach as many people as possible in order to help ensure that our region will have the skilled workers needed for the future. We firmly believe that we are poised for growth in this region. The need and the willingness to work together as a region have never been greater. The SSI process of defining occupations and skills that are or will be in demand and the definitions of the causes for the projected shortages proved to be the impetus needed to start shaping our future.

Our solutions fall into three broad categories, marketing, incumbent worker training and pipeline development. These solutions will provide a consistency and overlap that will allow us to reach a diverse population and have a direct correlation to the root causes. Our solutions are aimed at workers and the development of their skills, our area of expertise.

It has been determined that not all the identified root causes are within the scope of this project or our area of expertise. During our discussions it became apparent that others in the area are already addressing certain problems and our most direct course will be to support those efforts already underway. Indeed, the strong partnerships in the region allow us to avoid duplication of effort. In particular, it has been decided that we as workforce development experts can have very little influence on the lack of clinical training sites found to be a root cause for identified shortages in the health care field. Local educators and health care providers have already established excellent working relationships. The expertise of the Regional Workforce Investment Board in this case, will best be utilized as an information source for these groups. In effect, to provide projections and information that will increase awareness of potential future shortages in other skill areas. Therefore, the lack of clinical training sites, albeit a very important root cause for shortages is not addressed in this proposal.

It was also determined that there was little we could do to effect the creation of skill standards for chemical technicians. The field is expanding so rapidly that needed skills

change faster than they can be standardized. What we can do is make better use of the tools we already have, such as WorkKeys and local educational institutions, to provide employers with as much reliable information as possible on the skills of the workforce.

Every effort has been made to integrate our solutions. Marketing efforts will draw incumbent and future workers to information available on the website about the training opportunities in the region. Students will be exposed to information that they can take home to parents that will have a direct effect on their career decisions. We are encouraging and making available opportunities for incumbent and underemployed workers to upgrade their skill levels and start down the road to a better life. Post-secondary students will see that EGR 7 has much to offer in the way of career and lifestyle opportunities as information provided to local economic development offices and Chambers of Commerce is disseminated by these organizations. Local employers will be provided with hard facts regarding their return on investment as they commit to an even greater participation in schools and the community.

As mentioned before, throughout this entire process we have asked and received much from our partners, community leaders, employers and educators. Meeting space, time, energy and most of all expertise have been donated to the process simply because we are all working to secure the future of EGR 7. The amount of commitment to implementation of the solutions formed during this process is amazing.

Above all we hope to develop the realization that Clay, Parke, Putnam, Sullivan, Vermillion and Vigo Counties have much to offer. We have some of the best educational institutions in the United States, premier high tech manufacturing facilities, and world class health care within these six counties. The region has much to offer in the way of cultural and recreational activities. It is imperative that our workforce supply keep pace with the demand for increased skill levels if we are to improve the lifestyles of our citizens.

The commitment of the Indiana Workforce Development Department to this Strategic Skills Initiative is unprecedented. The regional impact of the dollars will be multiplied as the citizens of EGR 7 seize the opportunities to enhance their lives through education and high skill careers. The strengths of the partnerships that are enhanced, as a result of this initiative will continue well past the two year state commitment to this project.

Review of Occupational Shortages and Root Causes

Seven specific occupations were identified as having current or future shortages of workers. These occupations were:

Health Care Sector
- Radiological Technicians
- Respiratory Therapists/Technicians

Manufacturing Sector
- Electrical/Electronics Maintenance
- Machine Maintenance
- General Maintenance
- 1st Line Maintenance Supervisors

Life Sciences/Biotech
- Chemical Technicians

The specific skills found to be critical in each of these occupations can best be identified as the SCAN skills of Thinking Skills and Interpersonal Skills. These skill sets incorporate life skills such as decision making, evaluating and choosing alternatives, recognizing problems, participating as member of a team, negotiating, and exercising leadership, among others. These skill sets have been determined to be valuable in any occupation and in life in general.

The root causes associated with each sector are:

Health Care Sector
- Lack of clinical sites for training programs within the region
- Out migration of students

Manufacturing Sector
- Poor image of manufacturing and maintenance careers
- Lack of awareness of maintenance careers
- Lack of incumbent worker movement into maintenance fields
- Insufficient linkage between education and manufacturing

Life Science/Biotech
- Lack of awareness of biotech careers
- Lack of appropriate career education
- Lack of recognized skill standards for the profession
- Reduced numbers of students enrolling in math, science and engineering programs
- Insufficient linkage between education and manufacturing

SSI Solutions Budget

	Year 1	Year 2
Solution: Marketing		
Miller White	$87,052.00	$87,052.00
Tabco (brochures and posters)	$2,908.00	
Cluster/Manufacturing Display Board	$4,125.00	
Solution: I W Training		
ISU Soft Skills Training Program	$123,555.00	$99,635.00
WIA Maintenance Training Program	$79,710.00	$79,710.00
Ivy Tech Soft Skills IW	$180,250.00	$1,750.00
Cluster Surveys/Summit	$12,650.00	$7,150.00
Skills One Training Program		$186,660.00
Solution: Pipeline		
Software Development	$53,500.00	
456JOBS Coordinator	$45,500.00	$45,500.00
Supplies and Equipment	$17,200.00	$6,200.00
Website Enhancement/Maintenance	$21,000.00	$12,000.00
Work Keys Student Assessments	$28,450.00	$28,450.00
Pathfinders Study	$18,000.00	
WIA Youth Program	$21,643.00	$31,022.00
Dual Enrollment	$11,250.00	$18,000.00
HS Diploma Technical Endorsement	$0.00	$0.00
Administrative Costs	$78,532.56	$67,014.33
Total:	**$785,325.56**	**$670,143.33**

SSI Solutions Budget Match

	Year 1	Year 2	Total
Marketing	**$21,564**	**$21,564**	**$43,128**
ISU Soft Skills Training	**$3,360**	**$98,000**	**$101,360**
Cluster Surveys Summit	**$1,250**	**$1,250**	**$2,500**
WorkOne Facilities – (15)	**$20,500**	**$20,500**	**$41,000**
Staff @ WorkOne Facilities (15) **Ave. Salary $37,282**	**$559,290**	**$559,290**	**$1,118,580**
Office – Clearinghouse Staff	**$1,380**	**$1,380**	**$2,760**
Work Keys Assessments **Teacher Time to Administer**	**$27,250**	**$27,250**	**$54,500**
Total	**$634,594**	**$729,234**	**$1,363,828**

EGR 7 Strategic Skills Initiative
Solutions Report Introduction

The EGR 7 Strategic Skills Initiative Solutions Report is the culmination of hundreds of volunteer hours given by leaders of key businesses, economic development, education, labor, community based organizations, and members of the new Regional Workforce Board aimed at effectively addressing critical skill and occupational shortages which exist in Western Indiana. The Solutions Report builds on the region's strengths by enhancing existing partnerships, leveraging local resources, and establishing performance measures which achieve both state and local workforce development goals. The Solutions Report also links workforce development with economic development through the establishment of a demand-driven system which creates highly skilled workers who are prepared to enter high-paying jobs and help Indiana businesses grow.

Western Indiana is fortunate to have as its base an established system of cooperation between the Wabash Valley Advanced Manufacturing Cluster, the Wabash Valley Education Alliance (See Attachment A for membership listings), and the regional One Stop offices. Each organization serves as a "front door," from which workforce development activities have begun to take place. Addressing the solutions to identified root causes of critical skill and occupational shortages through the SSI process has provided this group with the opportunity to work in closer cooperation to ensure successful implementation of the Solutions Plan.

An insufficient link between business and education, a poor image of manufacturing, lack of awareness of maintenance careers and lack of awareness of biotech careers were root cause issues which must be addressed at several levels, including the launching of an aggressive marketing campaign throughout the region. This campaign will highlight the identified shortage occupations, along with the promotion of the overall image of manufacturing. Support and workplace access for this initiative is provided through the manufacturing cluster members. Promotional materials will direct interested parties to the already established 456JOB toll free number and 456JOBS web site, which connects all users to One Stop services.

Information related to the 456JOBS resources will be continually updated through the services of the 456JOBS Coordinator. This person, under the supervision of the local operator, will ensure that local occupational career opportunities, along with clearly defined local pathways to obtaining the skills necessary to enter these careers, are available to job seekers, students, teachers, and parents by working in coordination with the fifteen school-based One Stop Express sites, reaching nearly ninety percent of the students in the region . The 456JOBS Coordinator will also provide all One Stop offices with labor market intelligence; labor market intelligence focusing on going out into the field to ascertain the state of the economy and the viability of the workforce. Many of the processes which have been institutionalized through the SSI process will be applied to these regularly produced reports. Additional regional data will come from a 2006 Pathfinders Study and the annual Wabash Valley Advanced Manufacturers surveys of

hiring projections and skill needs. The 456JOBS Coordinator will also assist job seekers, teachers, counselors, and parents with the alignment of Work Keys scores to skill level requirements of career interests.

Perhaps the most crucial duty of the 456JOBS Coordinator will be the coordination of activities between local manufacturers and biotechnology businesses and area educational institutions. Through the extensive planning process in preparation for the SSI Solutions Report, it was determined that there is a tremendous need for communication of activities and opportunities between regional businesses and educators. For example, businesses would like an opportunity to go to area schools and speak to near graduates before they leave their school, but they have no idea when such activities are scheduled. And businesses can, and are willing to supplement classroom learning, if given the opportunity. For example, an employee from a manufacturing facility could address science fair participants, i.e. Sony DADC present information concerning their new blue light technology, but again, there is currently no coordination of such efforts. Literally, thousands of opportunities are being missed annually, which means students do not understand the opportunities available to them in Western Indiana, which in turn perpetuates skill and occupational shortages.

Other activities which will both increasing awareness of careers in manufacturing maintenance and chemical technology, and entry into the profession, include: providing a WIA Youth program which introduces area youth to these career areas, and development of dual enrollment agreements between Ivy Tech Community College and area high schools. Development of the dual enrollment agreements will then be followed by “Take a Class on Us” funding to encourage enrollment in these programs. The dual enrollment program will expedite the transition time of workers from high school into the workplace.

A maintenance certification program will also be provided in the region to WIA adults, dislocated workers, and some youth. This program will result in twenty individuals moving directly into the manufacturing maintenance field.

Further workforce skill development related to the skill shortage areas will be effectively addressed through two comprehensive programs. One, offered by Ivy Tech to incumbent workers, and another offered by Indiana State University which will train teacher to be trainers in both the workplace and classroom.

Detailed Solution Plans related to all of the components of the Solutions Report are contained on the following pages.

Marketing
Solution Action Plan

Solution Description:

An intensive and multifaceted marketing program is needed for the manufacturing sector in EGR7. MillerWhite, an integrated marketing company, has been asked to prepare such a proposal for the Western Indiana Workforce Investment Board, Inc. for the Strategic Skills Initiative. It includes planning the strategy for the project, development of the creative campaign, television and radio production, and web based marketing, and campaign kickoff materials.

The marketing modes recommended include:

- local CBS and NBC television – per 12 months - with 856 individual visual elements
- local radio, WTHI-FM and WMGI-FM, per 12 months - 624 individual audio elements – each 30 seconds
- local newspaper – per 12 months - 156 newspaper classified ads (Sun, Wed, Sat) and 365 (daily) postings on the Tribune Star web site
- outdoor boards- per 12 months rotating around the EGR7 region utilizing Lamar Outdoor and Hoosier Outdoor providers

The coverage of each of these venues covers the entire EGR7 area. The media schedule is included in Appendix C.

In addition, brochures (Appendix A) and posters by Tabco extolling the manufacturing sector and the advantages of a career in manufacturing is being prepared. The brochures will be placed in Work One sites, college and university career centers, high school counselors' offices and career centers, and utilized at job fairs, career days, and other similar events.

A third marketing solution is the purchase of a Cluster/Manufacturing Display Board and related materials to be utilized at local and regional job fairs, conferences, and other venues where significant numbers individuals are gathered for meetings related to workforce and occupational skill issues.

Anticipated Effect on Shortages:

The marketing initiative should provide an awareness of careers and what types of skills are required for success. A quantitative measurement of the effect of the campaign can somewhat be measured through the "Learn More Indiana" website that annually reports student career interests. We can also seek anecdotal information from HR directors regarding the changing improvements in quality of applicants for positions in their organizations.

A recently completed marketing campaign, very similar to the one proposed here, has had a very positive effect on the quality of applicants for positions at manufacturers who are

members of the Wabash Valley Advanced Manufacturing Cluster (WVAMC). At a recent discussion with members of the WVAMC, several revealed that the skills of job applicants had improved over the course of the campaign. This sentiment supports the continuation of the marketing in EGR7. Along with other initiatives proposed, the perception of manufacturing as a career should achieve a noticeably better status in the future.

Root Cause Addressed:

The primary root cause addressed is the extremely negative image of manufacturing in EGR7. Focus groups conducted with three high school groups indicated that, almost to the person, their image of manufacturing was very poor and a career field that they did not intend to explore.

Another major root cause for this poor image was a general lack of career awareness. We learned that students did not actively utilize resources in their schools to learn more about careers and guidance counselors were buried with huge numbers of students and, therefore, unable to provide detailed individual advice to students about any career, let alone, manufacturing.

A third root cause that touches on this poor manufacturing image has developed because there is very little contact between manufacturers and educators and vice versa. The teachers and counselors are not familiar with the many changes in the manufacturing environment and manufacturers are not familiar with the efforts of teachers, counselors, or administrators. It has become obvious that there is a need for more open discussion between manufacturing and education to discuss mutual concerns to gain mutual benefits.

Action Required and Responsibilities:

MillerWhite will be responsible for developing and implementing the marketing plan with the guidance and oversight of the Western Indiana Workforce Investment Board and the Regional Operator. The prototype of the campaign can be seen at http://www.millerwhite.com/clients/wiwib/index.htm (Appendix B). They will also design the WVAMC display board. Tabco is designing brochures to go along with this campaign.

Timeline:

The marketing campaign proposed by MillerWhite would encompass a 24-month period while the printing of brochures and the purchase of the modular exhibit booth will have all of their primary expenses within the first 12 months.

Other Resources Utilized:

Prior to production of the prototypes, input and ideas were sought from local educators, career counselors and business people. WIB staff also worked closely with the firms during development of the prototypes. WVAMC members will use the display board to promote manufacturing a viable career in numerous venues for the next several years.

Sustainability:

The media campaign will run for 24 months and comes on the heels of the previous campaign that ran for 16 months. This is probably the outermost time limits such a campaign could be considered effective.

Total SSI Funding Requested:

	Year 1	Year 2
MillerWhite	$87,052.00	$87,052.00
Display Board	$4,125.00	
Tabco	$2,908.00	
Total	**$181,137.00**	

IW Training
ISU Soft Skills Training Program
Solution Action Plan

Solution Description:

The Train-the-Trainer initiative requires the development of partnerships with high schools, post-secondary schools, and the private sector, within the 456JOBS Clearinghouse. This solution promotes the development of co-curricular programs and activities designed to connect SCANS thinking skills and interpersonal skills to curriculum to develop and enhance student employability skills. Initially this system will focus on preparing team leaders from among education and manufacturing groups to establish the system and to develop the processes for further integration within each organization. The following components will be integrated into the system:

1) Curriculum connections that tie existing curricula in several content areas to curriculum designed to enhance thinking and interpersonal skills.
2) Co-curricular activities in each high school and post-secondary school that promote project-based learning as a basis for the development of thinking and interpersonal skills

Project outcomes:

- Improvement of student thinking and interpersonal skills as defined in SCANS for 200-300 students in EGR 7.
- An enhanced partnership system that promotes the sustainability of project-based learning designed to enhance all employability skills.

Project Deliverables:

1. Curriculum Connections
   a. Provide participants with an assortment of curriculum enhancements designed to enhance thinking and interpersonal skills;
   b. Utilize a process that enables teachers to easily connect the curriculum enhancements to existing curriculum and standards in selected content areas (may be career and technical, science, math, or English/language arts;
   c. Assist teachers in selecting curriculum enhancements that best fit the needs of their individual content area and their individual school system.

2. Co-curricular activities –
   a. Provide participants with options for project-based learning activities;
   b. Promote and support co-curricular activities by providing resources through industry partnerships and the 456JOBS Clearinghouse.
   c. Connect industry sponsorships to selected co-curricular activities.

Root Cause Addressed:

Scans skills, specifically thinking skills and interpersonal skills are the leading issue mentioned by employers in EGR 7. These root causes are described as follows:

Thinking Skills: Thinks creatively – generates new ideas; makes decisions- specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative; solves problems – recognizes problems and devises and implements plan of action' visualizes – organizes and processes symbols, pictures, graphs, objects and other information; knows how to learn – uses efficient learning techniques to acquire and apply knowledge and skills; and reasons – discovers a rule or principal underlying the relationship between two objects and applies it when solving a problem.

Interpersonal Skills: Works with others. Includes: participates as a member of a team; teaches others new skills; serves clients/customers; exercises leadership; negotiates; works with diversity.

A second root cause is the lack of contact between manufacturers and educators and vice versa. This initiative will form partnerships with manufacturing and educational professionals working together to design curricular and co-curricular solutions to enhance the thinking and interpersonal skills of high school students.

Anticipated Effect on Shortages:

This initiative is viewed as a long-term solution of significant importance due to the numbers of job applicants who are not proficient in the targeted skill sets. The implementation of curricular and co-curricular solutions to these issues through the development if project-based instruction with "real-life and work examples" into a academic content areas will better prepare students whether they attend college or seek employment immediately after graduation.

Exposing 300 or more students to these new curricular and co-curricular programs will immediately begin to develop job applicants with improved thinking and interpersonal skills. Assuming that this emphasis will find a welcoming audience of teachers ready to implement new "real-life" approaches to instruction in their classrooms with the support of the business/manufacturing community, a significantly better prepared pool of job applicants should become available with enhanced thinking and interpersonal skills. As the program grows in subsequent years, significant advances should be made in the skill sets of job applicants.

Action Required and Responsibilities:

Establishing a common paradigm that addresses concerns of individual development, academic achievement, and workforce preparation is necessary to form effective partnerships between education and industry. Employers need a workforce that possesses basic academic skills, technical skills, and/or the aptitude to learn specialized technical skills. Employers also need a workforce than can think creatively and critically, solve problems, display responsibility and self-management, manage resources, work with

others, acquire and use information, understand complex systems, and work with technology. The Secretary's Commission on Achieving Necessary Skills (SCANS) identified the skills people need to succeed in the work of work in 1991. The report has been validated among educators and employers over the past 15 years.

A common paradigm can become a reality if it is recognized that the very skills employers require of a strong workforce are the same skills that promote individual development and academic achievement for students. The competencies outlined in SCANS prepare students for success in college, for lifelong learning, and for success in the workforce. Educators and employers want the same outcomes, even it for different reasons. This common paradigm is essential for form lasting, effective partnerships between education and industry.

The current emphasis on high academic achievement has focused on assessing academic skills without an appropriately strong emphasis on assessing workplace readiness skills. Academic standards in virtually all areas of secondary curriculum include skills such as teamwork, communication, critical thinking, problem solving, etc. Assessing and measuring thinking and interpersonal knowledge and skills is more challenging academic knowledge and skills. The WorkKeys Employment System is effective measuring, communicating and improving the common skills required for success in the workplace. However, it may not offer as much flexibility of integration into the educational system or as much connection to curriculum as is desired in secondary schools.

Although there are a number of options available for integrating workplace skills into the secondary school curriculum, utilizing established and validated tools that are currently successfully implemented some EGR 7 schools will most likely produce the most efficient and effective results. Regional industry partners have indicated that we need to build and improve upon those programs that currently exist. Providing the resources for teachers throughout the EGR 7 to develop and implement co-curricular strategies for enhancing employability skills is a long-term commitment to maintain sustainable results. However, obtaining the financial resources to assist in establishing an effective education and industry partnership system that offers ways to assess and document success may be the only avenue for widespread implementation and sustainability.

Indiana State University will provide leadership for the development and management of this program with the new Regional Operator and the EGR 7 Regional Workforce Board providing oversight and support. The project timeline and project plan provide action details that will need to be performed throughout the two years of funding. Business and industry will have a significant role in the initial success of this initiative and its continuation into the future. One of the first actions will be employ a project director and staff support to the rapid development of the necessary activities to ensure the project's success. Another immediate activity will be to bring educators and industrial personnel together to develop the partnerships necessary for the overall developmental process.

Timeline:

Year 1: Train-the-Team Leaders

Target Group:

- Secondary and post-secondary educators who participated in ASG Critical Thinking Skills training in 2004 and/or others as determined appropriate.
- Industry partners with interest in co-curricular student activities designed to promote careers in manufacturing and enhance thinking and interpersonal skills.
- High school and post-secondary students as identified by participating educators (utilize in planning stages only).

Year 1 Project Plan:

1) Identify educators, students, and industry partners to serve as leaders in planning and establishing the partnership system related to employability skill development (20-25 people).
2) Facilitate a one-day planning retreat for participating educators and industry partners to present an overview and plan participation in workshops. Participants will have input in developing strategies for partnership development for this project, i.e. which pieces will include all participants and which pieces will include just teachers or just industry people, etc.
3) Facilitate a three-day workshop (18 hours) to introduce curriculum enhancement options, review the process for connection to curriculum, and assist teachers in determining which options best fit their content area and school system.
4) Host 2.5 days Skills USA Chapter Management Institute for participants interested in this option.
5) Facilitate a two-day implementation workshop to develop co-curricular projects and activities among partners.
6) Host six monthly forums with all team leaders to facilitate the *continuous* development of partnership connections, assist with ongoing co-curricular projects/activities, and provide preparation and support for expansion in Year 2.
7) Purchase curriculum enhancement materials for 300 students, e.g. SkillsUSA student Workplace Readiness pre/post assessments, workbooks, and certificates for two skill levels.

Year 2: Team Development and Implementation

Target Group:

- Educators as selected by team leaders
- Students as selected by educators
- Industry partners

Year 2 Project Plan:

1) Identify educators, students, and industry partners to participate as team members in each school/organization.
2) Team leaders will prepare the target group in their own organization to integrate curriculum enhancements and co-curricular projects/activities best suited to the individual schools/companies.
3) Team leaders will work in collaboration with project director and facilitators to develop ongoing workshops (four, four-hour workshops) for teams to connect curriculum in a variety of content areas and further develop co-curricular projects/activities.
4) Provide partial funding for selected co-curricular projects/activities.

Other Resources Utilized:

Business and industry have a major role in this initiative as they work with teachers and students as partners in the education process. A large number of industry personnel will be required to work on "real life" issues that students will utilize to improve their skills in thinking and working processes that improve working and interpersonal relationships and understandings.

Sustainability:

This project will train a significant number of trainers in the schools in EGR 7. They will continue to be available in the years following the end of funding to provide similar services in their schools with additional teachers who wish to utilize instructional methods that help their students be more successful. On the other hand, business and industrial personnel who have participated in the development of the processes involved with this initiative will know the impact has on the available workforce as they find employees with improved skill sets applying for positions in their respective companies. The relationships established between education and business/manufacturing during this initiative should lead to continuing interest to continuing these partnerships in the future.

Total SSI Funding Requested:

	Year 1	**Year 2**
	$123,555	$ 99,635
Total:	**$223,190**	

IW Training
WIA Maintenance Training Program
Solution Action Plan

Solution Description:

Ivy Tech Community College is offering a two-year maintenance technician program. This program would offer an opportunity for WIA clients to secure stable employment with higher than average wages. The total cost of this program is $9299 per person, including tuition, books and fees. The regional individual training account maximum is $4000. We are proposing that SSI funding be used to bridge the difference between the local training cap and the actual cost of the program. WIA dislocated workers will be the primary group targeted for this program. We anticipate that some adult and youth clients will be appropriate as well. Supportive services, especially transportation and childcare, will also be needed.

Root Cause(s) addressed:

Lack of career awareness
Perception of manufacturing and maintenance;
Lack of incumbent workers into maintenance field *(Note: Although WIA adult and dislocated workers do not fit the traditional definition of incumbent worker, most are currently underemployed or unemployed as a result of a recent closing or layoff and are therefore being considered as incumbent workers.)*

Anticipated effect on shortages:

The local service provider anticipates that the enrollment of twenty workers in this program during in the next two years is attainable goal. If we assume an 80% completion rate, we could fill one third of the projected opening in manufacturing maintenance.

Action required and responsibilities:

The service provider staff will be responsible for recruitment of candidates. Staff will promote this initiative through workshops and meetings with small groups to inform potential enrollees of the opportunities available in the maintenance field and the potential of earning higher than average wages. Brochures and handouts will highlight advantages of maintenance careers. Some targeted mailings will be used to reach potential enrollees who are not available for meetings or workshops. Ivy Tech will require assessment and financial aid assistance prior to student enrollment.

Timeline:

Recruitment will begin immediately and be ongoing. Anticipated student enrollment date will fall 2006.

Other Resources Utilized:

The marketing efforts proposed as part of the SSI solutions should have a strong impact and be very helpful during recruitment. The Clearinghouse may also play a strong role in recruitment. As always, referrals will be requested from local educators, housing authority personnel, Department of Family and Children Services worker and other partners. The Regional Operator and Regional Workforce Board will provide oversight. Students will be required to apply for Pell Grants and other sources of financial aid before being provided WIA or SSI funding.

Sustainability:

WIA formula funding, Rapid Response Funding, various forms of financial aid services and TAG grants can all be used in the future to continue maintenance training. Also, the Regional Workforce Board may deem it appropriate to raise the individual training account cap to cover the entire cost for WIA clients. The number of individuals needed to fill maintenance positions will decrease as student complete the present training.

Total SSI Funding Requested:

$159,420

Training Costs	105,980.00			
Supportive Services	51,080.00			
Printing, Postage and Telephone	800.00			
Outreach/Education	1,560.00			
	159,420.00			
	Cost per client	Amount per client	Number of	Total
	2 year program	In excess of $4000	Clients	Cost
Training Costs 2 Year Degree Program	9,299.00	5,299.00	20	**105,980.00**
Supportive Services	Per client/week	Two years	Number of	Total
		(64 Class Weeks)	Clients	Cost
120 miles/week * .15 per mile	18.00	1,152.00	20	23,040.00
Childcare	90.00	5,760.00	4	23,040.00
Other Supportive Services				5,000.00
				51,080.00

IW Training
Soft Skills Training Program
Solution Action Plan

Solution Description:

Incumbent workers are often reluctant to access training opportunities for a variety of reasons. Whether this reluctance is based on fear of failure, family responsibilities or lack of awareness of the benefits of additional training, it is important to reach these workers. Thinking skills and personal management skills have been determined to be high demand skills that are in short supply, particularly among entry level workers.

With this shortage in their base employee levels, it becomes difficult to grow "star" employees into skilled positions such as the maintenance technician and the respiratory therapists. The goal of this program is to provide the skills necessary for the base level employees so they can be targeted for these growth positions in the future. This program becomes one rung on the career ladder for people moving into the identified skill shortage positions.

The program will begin by using DISC profiling as the base. DISC is the premium worldwide personal behavioral profile. With that as the base, the participants will gain communication skills, team building skills, stress management, conflict resolution and prevention, understanding and appreciation of other's differences, and effectively working with leadership skills.

The program will target four different companies of various sizes. Because the SSI identified shortages both in healthcare and in manufacturing, both sectors will be targeted with the program. A total of 100 participants will be identified including 25 from each company or organization.

- Upon completion of the program, the participants will be followed for a year to measure the following areas of behavior change which effects the company:
  - Retention rate as compared to the rest of the company
  - Attendance rate as compared to the rest of the company
  - Tardiness rate as compared to the rest of the company
  - Other measurements the companies use to track attendance related issues such as warning for calling in sick or other behavior attributes will be measured as compared to the rest of the company
  - Grievance rate as compared to the rest of the company
  - Job growth (have the participants been placed in higher level positions with more responsibility)

.

Root Cause(s) addressed:

Failure of incumbent workers to access training opportunities

Anticipated effect on shortages:

A total of 100 entry-level employees from four different companies will be targeted. It is reasonable to anticipate that up to 75 percent of these employees that complete the training will see improved performance in comparison to other entry level employees, based on retention rate, attendance, tardiness, and grievance rate. It is anticipated that up to twenty percent of the completers will be placed in a higher level position with more responsibility.

Action required and responsibilities:

Ivy Tech Community College will develop and implement the program and provide the one-year follow up. Companies will aid in the identification of employees for participation in the program

Timeline: In year one, the curricula will be developed and students will be identified and receive eighty hours of training. In year two, the students who have completed the program will be followed.

Other Resources Utilized:

The companies participating in the program will assist in identification and follow up activities for their employees. The Regional Workforce Board will provide oversight.

Sustainability:

By obtaining these metrics, proof of behavior change attributed to this type of training will be shared with other companies in the area so they will understand the ROI for these types of programs and invest in their own employee's future.

Total SSI Funding Requested:

Total request $182,000

	Year 1	Year 2
Program Development	$ 5,000	$0
Materials	$ 10,000	$0
Training cost	$160,000	$0
Program Follow Up	$0	$7,000
Subtotal	$175,000	$7,000

IW Training
Cluster Survey and Summit
Solution Action Plan

Solution Description:

An effort that has proved extremely successful in the past and is worth repeating is the Wabash Valley Advanced Manufacturing Cluster (WVAMC) survey and summit. Prime Resources, Inc has in the past created, distributed and compiled the results of a survey taken by the WVAMC members It addresses directly job projections, skill needs and benefits packages of local manufacturers. This tool has proved invaluable in the determination of skill and occupational shortages.

A more comprehensive study, thus making it more expensive, will be completed in first year and a shortened follow up study in the second. A summit is held at the completion of each study to allow manufacturers to address needs and issues as a group.

Root Cause(s) addressed:

Poor image of manufacturing and maintenance careers
Lack of incumbent worker movement into the maintenance field
Lack of awareness of biotechnology careers
Lack of awareness of maintenance careers

Anticipated effect on shortages:

As previously stated, this tool was invaluable in the determination of the shortage of maintenance workers and chemical technicians in EGR 7. As a result of this information these shortages are being addressed. Continued use of this tool will allow local manufacturers to identify and address other areas of concern as they arise.

Action required and responsibilities:

A contract will be issued to the Prime Resources, Inc. for the study.

Timeline:

The comprehensive study will completed by June 2007 and the follow up study will be completed by July 2008.

Other Resources Utilized:

Area manufacturers contribute many man-hours to completion of the survey. The Workforce Investment Board staff also provides support.

Sustainability:

Each company participating in the study will be required to pay a portion of the cost the second year to offset $2,500. Participants will bear the full burden of cost in future years, unless a grant opportunity arises.

Total SSI Funding Requested:

Year 1	$12,650
Year 2	$7,150
Total	**$19,800**

IW Training
Skills One Training Program
Solution Action Plan

Solution Description:

Funding for continuation of the SkillsOne training program at Ivy Tech Community College. This program is currently funded by Rural Development Council grant awarded to the college. Completers of the SkillsOne training program leave the program with an improved, realistic perception of manufacturing and the skills and knowledge needed to succeed in entry-level manufacturing jobs. SkillsOne is a customized training program developed by Ivy Tech Community College, based on the entry-level skill requirements defined by Workforce Development Team of the Wabash Valley Advanced Manufacturing Cluster.

Incorporated into the curriculum will be an emphasis on the skills needed to move into the high skill, high wage, high demand areas of maintenance and chemical technicians. Successful completers of the SkillsOne program are awarded six hours of college credit from Ivy Tech, therefore forming a base for future educational growth. The program requires a two week commitment from students. Since many of the students may be dislocated or under employed workers, some funding for childcare has been built into the solution cost.

Root Cause Addressed:

Poor image of manufacturing and maintenance careers
Lack of incumbent worker movement into the maintenance field
Lack of awareness of biotechnology careers

Anticipated Effect on Shortages:

With the recent confirmation of expansion at the Terre Haute Pfizer facility, it is anticipated that hundreds of entry level employees will be needed, and ultimately hired away from many existing businesses, particularly manufacturing. Therefore, funding of the SkillsOne training program in year two of SSI implementation will not only serve to improve the perception of manufacturing; promote careers in maintenance and chemical technicians, but also fill entry level losses which, ultimately deplete the number of workers available to move up to more advanced positions. It is anticipated that up to 144 workers will be trained and ready to move into the manufacturing job market.

Action Required and Responsibilities:

Ivy Tech Community College will offer the program at their facilities in EGR 7. The Wabash Valley Manufacturing Cluster will provide input through the Workforce Development Team.

Timeline:

This initiative will be in year two of the SSI Solutions.

Other Resources Utilized:

The course work for the program requires and has already received a commitment from local manufacturers to provide a portion of the training and plant tours. The Workforce Investment Board also supports the class work by providing staff to present job search and interviewing information to students. The local WIA service provider and Workforce Development staff provide information about the program and provide student referrals to Ivy Tech. Referrals are also sought from other partner agencies within the region.

Sustainability:

By adding the extra year and 144 people to the program in year two of the SSI grant, there will be ample evidence of its value. We anticipate that business, which will see savings in recruitment costs and increased retention, will contribute financial assistance to retain the program. As the value of the program becomes more established students enrolling in the program will also be required pay a portion of the cost.

Total SSI Funding Requested:

No funding will be requested for Year 1.

Year 2 funding:

Tuition/fees (12 students/month for 12 months)	$150,660
Childcare Costs ($60/day for 5 students /month)	$ 36,000
Total:	**$186,660**

Pipeline
Software Development
Solution Action Plan

Solution Description:

A contract will be issued to Rose Hulman Ventures for the development of web-based software that will facilitate the coordination of education and employer career and workforce information and provide a single source for statistical information about the skill sets and degrees of graduates entering the job market. Initially the system will be used in EGR7, but it is anticipated the system will be scalable so that a rollout to other regions of Indiana can be facilitated. An analysis will be performed in order to identify relevant stakeholders and quantify and prioritize their desired interaction with the software.

Time after time during our research, employers and educators frequently indicated they were unaware of the opportunities to work with each other. The final product from this solution will be used by a regional operator employee to coordinate services and provide information to educators and employers. It will facilitate employers helping with career awareness activities in the schools and enable educators to more easily coordinate job shadowing and internships for students.

Root Cause(s) addressed:

Insufficient linkage between education and manufacturing;
Perception of manufacturing and maintenance positions;
Lack of career awareness;
Lack of appropriate career education, out migration

Anticipated effect on shortages:

This effort will allow employers to potentially make inroads with thousands of high school and post secondary students in EGR7. Students have an extremely negative image of manufacturing and maintenance as a career possibility and little or no knowledge of chemical technician positions. This software will be open to all employers in the region to help them connect with students and educators. Any positive information an employer is able to convey to students will help in recruitment efforts.

Action required and responsibilities:

Ventures will create a development team staffed by four to five engineering interns serving as dedicated resource this project. There will also be a full time Ventures staff person to serve as project manager. The project will require oversight and input from the regional operator and the Regional Workforce Board.

Timeline:
Project development will take six months. Use of the system will continue indefinitely.

Other Resources Utilized:
Ventures will provide meeting space during the information gathering phase of development and input will be sought from educators and employers. Updates and monitoring of the sight will be provided by the Regional Operator staff under the guidance of the Regional Workforce Board.

Sustainability:
There will be very little cost associated with maintaining the database once it is developed and online. Staff time required to monitor the site can be easily absorbed by the Regional Operator. Efforts will be made to market the database to other regions in the state, which could conceivably generate income to support the local staff time.

Total SSI Funding Requested:
$52,500 will be requested to be contracted to Rose Hulman Ventures for project development. An additional $1,000 will be requested to cover additional meeting and information gathering costs associated with the project. **Total requested: $53,500**.

Pipeline
456JOBS Coordinator
Solutions Action Plan

Solution Description:
456JOBS Coordinator

Root Causes Addressed:
Insufficient linkage between education and business;
Lack of awareness of maintenance career opportunities;
Lack of awareness of biotechnology career opportunities;
Reduced number of students enrolled in math, science, and engineering; and,
Poor image of manufacturing.

Anticipated Effect on Shortages:
As staff to the regional operator, the 456JOBS Coordinator will fill the information void which currently exists between schools and area businesses. Through the efforts of this individual, students, teachers, and parents will gain a clear understanding of the career opportunities available within the region, and the skills and knowledge needed to succeed in these careers. The shortage areas identified in the SSI Regional Report will be given the greatest focus.

Businesses, in turn, will be informed of career-related activities within the schools, opportunities for their participation in these activities, information on local student career interests, local student perception of manufacturing, numbers of students graduating in fields related to their businesses, and opportunities to recruit local students to these local opportunities.

The final effect that the 456JOBS Clearinghouse will have on the current skill and occupational shortages is that students, based on comprehensive local career information at both the secondary and post-secondary levels, will increasingly follow a path to high skill, high wage jobs within EGR7.

Actions and Responsibilities:
Create and deliver labor market intelligence, rather than mere labor market information. This information will be passed on to teachers, students, parents, businesses, and economic development professionals, in the form of at least one comprehensive report over the course of the SSI grant, as a follow-up to the SSI Occupational and Skills Shortages Report of EGR7. In addition to this report, at least five career profile reports will be compiled per school year. These career profiles will describe the skill requirements of a high wage, high skill, high demand job of the region, and then relate these occupations to career opportunities at local businesses, describe related career paths, and identify local training programs at our many educational institutions which can prepare students and incumbent workers for these careers. Presentations related to this information will be done upon the request of school staff.

Work closely with staff at the local WorkOne Express sites in area high schools and colleges. The clearinghouse staff person will ensure that the schools are effectively connected to WorkOne services and partners, and will continually update school staff on information related to activities related to WorkOne, such as the latest Work Keys profile completed for the region. The 456JOBS Coordinator will also work to answer any inquiries for local career or labor market information.

Assist the state and Wabash Valley Advanced Manufacturing Cluster in communicating local job openings to WorkOne Express staff. It is hoped that the WorkOne Express sites in area schools will come to be seen as the gateway to the future workforce for business.

Leverage existing resources between schools and businesses in a manner which results in the most efficient delivery and the largest possible return on investment.

Maintain and coordinate activity between schools and businesses through the clearinghouse database.

The Regional Operator will need to purchase the following to provide the needed equipment and supplies for the coordinator.

Computer/programs 2,000/ set-up 1,000
Copier 8,000
Paper-Supplies, postage, phone 3,200
Mileage 3,000 year (250/mo)

Timeline:

The 456JOBS Coordinator will perform their duties over the two year period of the SSI grant.

Other Resources Utilized:

As staff to the local operator, the 456JOBS Coordinator will have the resources of this organization at their disposal. Ivy Tech Community College has agreed to provide office space free of charge to this person over the two year course of the SSI grant. The WorkOne partners of the region are always happy to share the resources which they have. And finally, the members of the Wabash Valley Advanced Manufacturing Cluster are historically supportive of educational activities of the region, and will continue to demonstrate such support.

Sustainability:

At the end of the two year grant period, a clear connection should be made between an increased number of students obtaining high wage, high skill, high demand jobs in local businesses, an/or students moving on to post-secondary training with a clear focus on where the skills they are obtaining will be applied in the local workforce.

Obviously, this is a win for schools and a win for businesses. It is therefore hoped that the costs related to the clearinghouse staff person be divided between the 17 area high schools, 5 area post-secondary schools, and the 20-25 manufacturers who are receiving, or are in line to receive workers who are prepared for their workplace, therefore

eliminating recruitment costs, and greatly reducing the cost of training and turnover. (See Attached: Return on Investment Formula)

Total SSI Funding Request:

	Year 1	Year 2
456JOBS Coordinator	$45,500.00	$45,500.00
Supplies and Equipment	$17,200.00	$6,200.00

$114,400.00

Pipeline
Website Enhancement/Maintenance
Solution Action Plan

Solution Description:
Enhancement and maintenance of the 456JOBS website. The WorkOne website, www.456JOBS.com is already up and running. However, as these new initiatives made available through the SSI Solutions process begin to roll out, it will be necessary to have some professional assistance to update the site.

Root Cause(s) addressed:
Poor image of manufacturing and maintenance careers
Lack of incumbent worker movement into the maintenance field
Lack of awareness of biotechnology careers
Out migration of students
Insufficient Linkage between education and manufacturing

Anticipated effect on shortages:
The website currently attracts hundreds of people per week, as it is the main source of job listings for the WorkOne office. The job listings are updated weekly and email notification is sent to individuals registered with the Department of Workforce Development. Interest in the careers deemed to have demand and short supply in EGR 7 will increase as people are exposed to the rewards and benefits of these careers. The enhanced website will help educators, jobseekers, employers and students and parents access the many opportunities to "learn a living" in the EGR 7.

Action required and responsibilities:
Miller White, LLC was the original designer of the www.456JOBS.com site and as such they will be contracted for technical assistance. They have provided training to WIB staff to handle routine updates of the site but it is anticipated that additional training may be required for the Regional Operator staff and/or staff at the WorkOne office.

Timeline:
The enhancement of the site will be completed by June 2007. Monthly maintenance will be ongoing.

Other Resources Utilized:
WorkOne and WIB staff create and input data routinely. The WVAMC also provides material for the site, as do the WorkOne partners. The Regional Operator and Regional Workforce Board will provide oversight.

Sustainability:

Once the enhancements are completed and staff has received training, the Regional Operator will be able to absorb the small cost for domain name registration and server space for the site.

Total SSI Funding Requested:

	Year 1	Year 2
Professional Services	$ 9,000	$0
Monthly Maintenance	$12,000	$12,000
Subtotal	$21,000	$12,000

Total Requested: $33,000

Pipeline
Work Keys Student Assessments
Solution Action Plan

Solution Description:

WorkKeys assessments provide students and workers with reliable, relevant information about their workplace skill levels. Combined with information about skill levels required for jobs, assessment information can help users make better career and educational decisions. Work Keys assessments show how a person's skills compare to the specific requirements of occupations and provide a targeted solution that saves employers time and money.

The Strategic Skills Initiative will offer school corporations in EGR7 an opportunity to utilize WorkKeys assessments in three areas: Reading for Information, Applied Mathematics, and Locating Information. These assessments create portable credentials that help applicants show employers they have the skills needed for jobs. Applicants who score at higher levels are qualified for more positions.

Most schools choose to utilize these assessments with high school junior and seniors, however, one corporation plans to assess 8th-grade students. We anticipate that approximately 2,500 students will be given the WorkKeys assessments during each year of the Strategic Skills Initiative.

Root Cause(s) Addressed:

Thinking skills is a skill set is often mentioned as lacking in many job applicants today. Applied mathematics is another root cause that is lacking is many job applicants. Utilization of the WorkKeys assessments identifies strengths and weaknesses in these skills sets. If weaknesses are identified, the individual can take steps to improve his/her skills in these identified areas.

The use of WorkKeys should also improve the interaction between education and business/manufacturing, another identified root cause.

Anticipated Effect on Shortages:

Use of these assessments provides a snapshot of the assessed skills of student's vis-à-vis the requirements of various occupations. The results of the WorkKeys assessment can be utilized to suggest address additional instruction/learning to improve weak skill levels. Used in this manner, WorkKeys should assist in providing job applicants with skills that are needed in the modern workplace. The credentials that the assessments provide give valuable information to HR departments who are seeking skilled employees.

Action Required and Responsibilities:

The Regional Operator, with the oversight of the Workforce Investment Board, purchases the WorkKeys assessments and distributes them to participating school corporations for

administration. Following administration of the assessments, which will normally occur during the fall semester, the completed assessments are collected by the Regional Operator and submitted for evaluation.

Staffs to administer the WorkKeys assessments are provided by the school corporations.

Timeline:

Most of the assessments will be completed during the fall semester, as determined by each corporation using the assessments. They are returned to the Regional Operator who submits them for assessment. They are then returned to the Regional Operator for review and returned to the schools for their use.

Other Resources Utilized:

WorkKeys develops the assessments and tabulates the results. School corporation employees (teachers) administer the assessments, and the Regional Operator and the Workforce Investment Board provide oversight for the process and make the assessments available.

Sustainability:

The funding for the WorkKeys assessments will last for two years and will exhaust the funding provided. Sustainability could become a reality if school corporations place a high value on the assessments and utilize them to identify further instructional alternatives and manufacturing finds that they are helpful in employing new workers who have valuable skills sets identified by the WorkKeys certifications.

Total SSI Funding Requested:

The total funding requested for two years of WorkKeys assessments is:

5,000 assessments @ $10.50 =	$52,500
Shipping and other misc. costs =	$2,000
	$54,500

Pipeline
Pathfinders Study
Solution Action Plans

Solution Description:
Efforts by local community leaders to decrease out-migration of highly qualified professional workers will be enhanced through the completion of Workforce Quality study by the Pathfinders, Inc. This study focuses on the availability and qualifications of workers, the needs of employers, and the overall culture of the region. The new study will include a greater emphasis on the healthcare fields and technology than past studies, and thus will be even more useful as we address skill shortages. Local Economic Development organizations and Chambers of Commerce are the regional experts at promoting the region to business and citizens and have commented on what a great tool it has proven to be.

Root Cause(s) addressed:
Out-migration of workers

Anticipated effect on shortages:
If through the promotion of the region as a good place to work and live, we could influence students in radiology and respiratory therapy/technician training to live and work in EGR 7, we could see up to ten new professionals in the region within the next two years.

Action required and responsibilities:
A contract will be issued to the Pathfinders for the study. The Regional Workforce Investment Board will be the owner of the study and responsible for its distribution.

Timeline:
The study will be completed and distributed by July 2007.

Other Resources Utilized:
Local Economic Development Organizations and Chambers of Commerce are the main disseminators of the information from the study. Local businesses and citizens participate by responding to the surveys.

Sustainability:
This report would not need to be completed again for at least two years. At that time, additional funding would be sought from community leaders to help defray the costs.

Total SSI Funding Requested:
$18,000

Pipeline
WIA Youth Program
Solution Action Plan

Solution Description:

Enhancement of the WIA Youth Program with a focus on manufacturing and manufacturing maintenance. Young people who are enrolled in the WIA Youth program in EGR7 will be provided opportunities to explore manufacturing and manufacturing maintenance as a career. The enhanced program made available to youth will provide approximately fifty youth with exposure to manufacturing representatives in the region who will serve as speakers at monthly youth meetings. In addition youth will have the opportunity to participate in six field trips over a twelve month period to a variety of manufacturing plants for a first hand look at today's manufacturing. A one-week camp with a focus on metal forming and fabrication will be made available to ten junior and senior high school students and/or out of school youth. Students will be required to complete research projects related to manufacturing will be provided stipends for attendance and participation. Case managers will provide supervision, oversight and direct learning experiences for each youth involved, including a focus on the Thinking Skills and Interpersonal Skills as part of their workforce readiness education.

Root Cause(s) addressed:

Lack of career awareness;
Perception of manufacturing and maintenance

Anticipated effect on shortages:

Up to fifty students will be exposed to the possibility as a manufacturing as high pay, high tech career opportunity. Many of the young people involved in the WIA youth program are those who are either already in a job search or intend to go to work immediately out of high school. And, while the maintenance positions require additional training beyond high school, opportunities for incumbent worker training or part time training while employed will be encouraged to enable them to move into these in-demand positions. Within two years of completion of this program, it is reasonable to anticipate that 10 to 15 entry level workers could be hired at area plants and within five years two or three of them will be eligible for maintenance positions.

Action required and responsibilities:

The local WIA service provider will recruit youth for these programs and oversee the implementation. They will receive support and cooperation from the regional operator and Regional Workforce Board throughout the timeframe of the program. Area businesses will provide speakers and tours.

Timeline:

These programs will begin in July of 2006 and continue through June 2008.

Other Resources Utilized:

Local businesses that have already committed to support and assist in implementation of this plan include Bemis Corporation, Tri-Aerospace Industries, and Aisin Brake and Chassis. Other businesses throughout the region are actively being recruited at present. Employers will provide a total of 18 to 24 hours of staff time per year for presentations and field trips. It is estimated that up to $2,000 of materials will be donated to the one-week camp each year by area manufacturers.

Sustainability:

Because this program is building on a well-established youth program in the region, WIA youth funding can be directed toward sustainability. Once the program is well established, recruitment of youth and manufacturing representatives will require much less time. Also, the establishment of the employer-education clearinghouse will make recruitment of business support much more efficient. Based upon the success of the program, funding from local business may be sought to support continuation of the one-week camp.

Total SSI Funding Requested:

	Year One	**Year Two**
Field Trip Costs	$14,313	$14,313
Speaker Costs	$ 7,330	$ 5,405
Youth Camp		$11,304
Sub Total	$21,643	$31,022

Grand total requested **$52,665**

Year two costs are reduced, as less staff planning and recruiting time will be required.

Pipeline
Dual Enrollment
Solution Action Plans

Solution Description:
The Manufacturing Maintenance training program currently underway at Ivy Tech Community College (funded by a Training Acceleration grant) will be enhanced by establishing a dual enrollment credit program for high school students. High school students interested in manufacturing maintenance as a career opportunity could earn up to fifteen hours of college credit while still in high school. If the courses are taught at the high school and the student maintains a B or better average in these courses, there is no cost to the student. If the student attends classes at the college, they will be required to pay tuition and technology fees like any other student. At the completion of the program, they will have earned their high school diploma and be well on their way to being a certified maintenance professional. Funding will be made available to high school students for the opportunity to "Take A Class On Us". This is an opportunity for students to try out a class with no cost to them.

Root Cause(s) addressed:
Lack of career awareness;
Perception of manufacturing and maintenance

Anticipated effect on shortages:
The number of students who would enroll is unknown and very difficult to even estimate. However, for each student that did enroll and complete the full fifteen hours that is possible, a certified maintenance professional would be available in half the time it takes a traditional Ivy Tech Student to complete the program. Therefore, if four students in the region would enroll, they could be certified after only one year of additional training.

Action required and responsibilities:
Ivy Tech Community College will host and coordinate a series of six to eight meetings with area high school Technical and Career Education Directors and vocational/technology teachers initially, and later with high school counselors and principals to develop curriculum guidelines and requirements for the program to be implemented in each participating high school.

Timeline:
The meetings would be held during the 2006 – 2007 school year and the program would be implemented in the fall of 2007.

Other Resources Utilized:
Local high school personnel and resources (classrooms, equipment, etc) could be utilized for training purposes. Area educators would also contribute their expertise at curriculum development to the development of the program. It is estimated that meetings to develop

the program would require a commitment of 24 to 36 hours by school personnel involved in the process. Counselors manning the Work One Express Sites will provide information to students. School boards, principals and superintendents would also be involved in the approval process. Ivy Tech will donate meeting space and professional staff time to project. The regional operator will assist in the process by promoting the idea to education and business partners.

Sustainability:

Once established, the program would be self-sustaining.

Total SSI Funding Requested:

	Year 1	Year 2
Subs (6 days for 14 teachers)	$6,300.00	
Research, meeting expenses/supplies, mileage	$4,950.00	
"Take A Class On Us"		$18,000.00

Total Requested: $29,250.00

WORKFORCE INVESTMENT BOARD
BUSINESS LED, QUALITY DRIVEN

Pipeline
High School Diploma Technical Endorsement
Solution Action Plans

Solution Description:
The region will seek support to endorse a state level policy change with the Department of Education to allow WorkKeys to be used as an assessment tool for the High School Honors diploma with a technical endorsement. Area employers are already using WorkKeys, Indiana Workforce Development has already invested in WorkKeys, and it is a nationally recognized assessment tool.

Root Cause(s) addressed:
Lack of skill standards;
Declining math and science enrollments.

Anticipated effect on shortages:
The first students to receive technical endorsements on their High School diplomas will graduate in 2010 so actual numbers are not available. However, as the students are identified, it will provide local employers with an idea of the number of students interested in technical careers, students will be made aware of areas of study requiring improvement for specific careers, and area employers will be able to focus their recruiting efforts.

Action required and responsibilities:
This will essentially be a letter writing campaign. Area Chambers of Commerce, businesses, local elected officials, and economic development organizations will be provided information and asked for their support. The Regional Operator will be responsible for coordinating activities.

Timeline:
This project will be completed by September 2006.

Other Resources Utilized:
Local Directors of Career Technology have already pledged support and their expertise will be utilized in the education portion of the campaign. It is anticipated that their contribution will equal about twelve man-hours.

Sustainability:
There will be no cost after the initial investment.

Total SSI Funding Requested: There is no funding requested

Appendix A

why manufacturing?

Manufacturing has not gone away and will not go away in the future. It has however, changed and will continue to change. Today's manufacturing jobs are technology jobs, requiring a wide range of skills. There is an ever-growing need for highly skilled, technically savvy individuals to support complex quality production.

Manufacturing offers one of the broadest ranges of career paths, everything from graphic designers, sales executives, lawyers, engineers and health care professionals, to name just a few.

exciting opportunities

that are only the beginning!

- Engineering
- Human Resources
- Finance
- Management
- Fabrication
- Quality Control
- Marketing
- Skilled Maintenance
- Health Care
- Safety Specialist
- Chemical Technicians
- Sales
- Welding
- Machine Operation

Indiana Workforce Development

WVAMC

partners in progress

- AET
- Sony DADC
- Lilly Clinton Laboratories
- Jadcore
- Pfizer Inc.
- Bemis Company, Inc.
- Smiths Aerospace
- Clabber Girl
- Morris Manufacturing
- CSN, LLC
- Great Dane Trailers
- Cheetah Building Products
- GEES Tri Remanufacturing
- C.A.R.S.
- Ampacet
- ThyssenKrupp Presta Company
- Cinergy
- Novelis
- Moore Langen Printing
- Allomatic Products
- Tri Aerospace, LLC
- Aisin Brake & Chassis, Inc

Wabash Valley WVEA Educational Alliance

- Indiana University School of Medicine - Terre Haute Location
- Rose Hulman Institute of Technology
- Vincennes University
- Indiana State University
- Ivy Tech Community College of Indiana
- Purdue University
- Vigo County School Corporation-AVD 35
- St. Mary-of-the-Woods College
- Workforce Investment Board

-Plus-

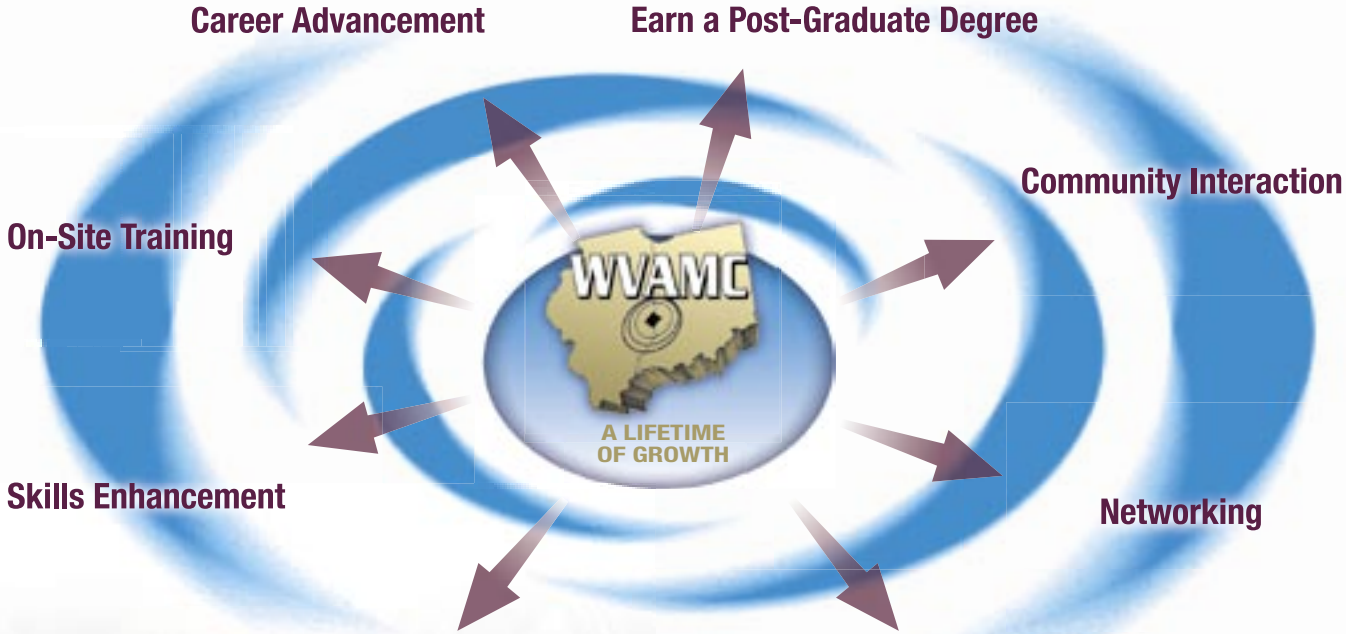
- Parke-Vermillion Learning Network
- Area 30 Career Center
- DePuaw
- AVD 39

1-877-456-jobs www.456jobs.com

MANUFACTURING

A lifetime of growth

Manufacturing can provide a career that will compliment your interests and desired quality of life. Good pay and benefits are standard in the manufacturing industry, but it is more than that. These employers also encourage and support involvement in community activities and life-long learning.



Did You Know?

- **Manufacturing accounts for 62% of all research and development in the United States.**
- **The average annual wage for this region is $29,137, while the average wage for manufacturing is $41,369.**
- **Manufacturing represents 24% of all income earned in the region.**
- **Over 83% of manufacturing jobs provide direct health care coverage.**

Appendix B

The following link will take you to the prototype for the MillerWhite marketing campaign.

http://www.millerwhite.com/clients/wiwib/index.htm

Appendix C

millerwhite
An Integrated Marketing Company

Western Indiana Workforce Investment Board
Strategic Skills Initiative

Proposed Media Spending
12 month plan

Following are recommendations for a 12-month media plan as requested in the RFP.

Television

WTHI-TV 10 (CBS)	**$18,690.00**	Frequency
:05 Rotational	Mon-Sun 5:30a-1:00a	207
:05 Prime Rotator	Mon-Sun 6:00p-11:30p	208
WTWO-TV 2 (NBC)	**$8,310.00**	
:04	Mon-Sun 7:00a-9:00a	181
:04 Prime Time	7:00p-7:30p	260

**Reach: 99% Frequency: 50.9x (Nielsen Ratings)*

Television Subtotal: $27,000.00

Radio

WTHI-FM (Country)	**$9,000.00**	
:30	Mon-Fri 6:00a-7:00p	180
:30	Mon-Sun 6:00a-12:00a	84
WMGI-FM (Top 40)	**$8,976.00**	
:30	Mon-Fri 5:30a - 8:00p	192
:30	Mon-Fri 8:00p-12:00a	48
:30	Mon-Sun 6:00a-12:00a	120

Reach: 74% Frequency: 16.2x (Arbitron Ratings)

Radio Subtotal: $17,976.00

Print

Tribune Star	**$2,475.72**	
3-Line Classified Ad	3 times per week (Sun, Wed, Sat)	156
Mon 3-Line ad distributed to 20,000 non-subscribers		52
Wed 3-Line ad Valley Employment 5000 weekly copies		52
www.tribstar.com posting on help wanted site every day		365

Print Subtotal: $ 2,475.72

Outdoor

Lamar Outdoor **$24,000.00***
Vigo County – 2 boards
Putnam County / Parke County / Vermillion County – 2 boards
Boards will rotate monthly to provide cost-effective means of reaching outlying areas

Hoosier Outdoor **$15,600.00**
Clay County / Sullivan County – 1 board
Boards will rotate monthly to provide cost-effective means of reaching outlying areas

Outdoor Subtotal: $39,600.00

Appendix D
SSI Grant: Return on Investment Methodology

Return on investment is a simple task when the purchased asset is a stock, bond, raw material, piece of equipment, or even a whole plant. When we looked at figuring return on investment for the SSI Grant, things quickly became more complicated. The purchase of an extruder, CNC mill, updating PLCs, or implementing lean manufacturing fell to another side of our model. The SSI's sole mission stood to invest not in machinery or raw materials but in potential future employees. How can one figure a return on investment for a potential future employee? Three things must be remembered: Employees are assets, assets produce cash flow, and because cash is king it therefore functions as our primary metric.

Employees as Assets Justifies Investment

Viewing employees as assets, not liabilities, allows companies and educators to understand the justification behind investing in them. A sensible investor would not buy a piece of equipment, put it in a storage area, and let it rot. The same goes for employees. A sensible employer hires an employee, trains her or him, and expects a return on his/her investment. Assets by definition produce future cash flows and liabilities take cash out of the system. Employees are assets because they do not sit in a corner and milk the clock, they work, and their labor produces either a service or facilitating product that creates value for an outside customer. The customer, in turn, most likely pays for that service or product with cash. We understand this payment as revenue. From revenue a number of expenses including labor, materials, sales expense, administrative expense, and so on are subtracted. To keep things simple, what is left is Earnings Before Taxes. After taxes, the company is left with Net Income. Net Income is the number we want to look at. One measure of a company's management efficiency is revenue per employee and Net Income per employee. If we look at Net Income per employee and understand that it is cash that would not have been gained by the company if it weren't for that employee's input, we quickly see the truth behind employees being assets. Investments in improving the quality of assets raises the quality of cash gains experienced by the company. So it behooves a company to invest in its employees and future employees. But, after knowing Net Income is a part of the puzzle, how do we use it to measure return on investment.

The Net Present Value Model

Before diving into the model EGR7 used to measure return on investment, let's first take a moment to discuss the notion of Net Present Value (NPV), the main financial equation used in our model. In words, NPV is the present value of a set of future cash flows minus the initial investment. Mathematically, it looks like the following when *CFt* is an amount of cash at some period t and r is the interest rate at which the amount of cash is discounted:

$$NPV = \sum_{t=1}^{n} \frac{CFt}{(1+r)^t} - InitialInvestment$$

In a nutshell, present value is what future money is worth today if discounted at a specific interest rate. Discounting is compounding in reverse. To illustrate this, imagine you put $100 in a bank today and the bank offers you 5% a year. You want to know what the investment will be worth in five years, so you find the future value by compounding. Your equation would look like the following:

$$FVt = CF \times (1+r)^t = 100 \times (1.05)^5 = 127.628$$

Now, doing it in reverse we discount and the following gives us the present value of 127.628:

$$PVt = \frac{CF}{(1+r)^t} = \frac{127.628}{(1.05)^5} = 100$$

We rounded the answer from 99.98 to 100 for simplicities sake, but the concept should be illustrated. So, imagine we have four years where we receive a certain amount of money at the end of each year and we want to know what it would be worth today if we discounted at a certain percent. We would find each present value and use the year in which we receive the money for t. The rate is up to you, or what you would like it to be. After finding all of those numbers, we add them all up and we get what would be the first part of our NPV equation. If we paid money as an investment in order to receive the returned money each year, then we would subtract that initial value from the sum of the present value of all four cash flows and we would have our full Net Present Value. So, why does this all matter?

EGR7's ROI Model Using NPV

Earlier we mentioned that businesses expect a return on their investment and so does the Strategic Skills Initiative. Looking at the parts of the SSI Grant and the solutions that come out of it, we can see the pieces of the NPV equation. The first piece of the puzzle is actually the initial investment. The solutions cost money and this money will go to prepare future employees by instilling in them the skills needed to succeed in critical occupations. The initial investment per potential employee is our initial investment in the NPV equation. Where do the future cash flows come from? The future cash flows come in the form of added benefit to our customer, regional industry that

needs these new, skilled employees. Hailing back to what we mentioned earlier, the other part of our NPV equation is Net Income per employee. The goal when using the NPV model is to have a smaller initial investment than the present value of the future cash flows. When this happens, the NPV is greater than zero. If the NPV equals zero or less, then the investment will not pay off and should be avoided. Because the SSI Team expects a positive return on investment, our goal is to put into place solutions that produce a positive NPV. That is exactly what we did and the following illustration shows how it all works out.

For simplicities sake, we will round the budget numbers for the SSI Solutions.

Year 1 SSI Solutions Budget
$782,881

Year 2 SSI Solutions Budget
$668,810

New Employees from Year 1
150

New Employees from Year 2
150

To make things easier, we developed an Excel spreadsheet that allowed us to explore multiple what-if scenarios. The tool was made to interested members in the local industry. The Excel model used allowed for variations in solution cost and potential employees. After entering the budget and employee numbers from year one, we saw the following:

	Low	Middle	High
Cash Outflow per Potential Employee		$5,219.21	
Net Income per Potential Employee	7,000.00	29,500.00	67,000.00
Weighted Average Cost of Capital		15.00%	
NI Growth Projection		3.00%	

Year 1 SSI Solutions Cost and NI

Taking a moment to look over the table above, we see a few new numbers. The first number, in Red, is what the SSI Solutions for year one will cost per potential employee. Below that number is Net Income per employee. We have a range because the solutions will go to aid employment in more than one industry. All industries and companies have varying levels of efficiency. The low to high Net Income range allows us to show levels of return for a wide range of industries in EGR7. The numbers were retrieved from www.moneycentral.msn.com and represent prominent industries within EGR7. Because we want to continue looking at this project from industry's point of view, we have decided to use the Weighted Average Cost of Capital (WACC) for our interest rate. The WACC is what a company pays for the use of capital, on average, for all of its investments. The number takes into account money received from debt or equity (bonds/loans or stocks). The WACC might actually be much higher or lower than a specific company's WACC. The NI Growth Projection assumes a three percent Net Income growth rate for industry, on average, per employee. With all these numbers, we can now figure what type of return, or NPV, the SSI solutions can expect to generate over a four year period. First, let's look at the Net Income over the four years after the employees have entered the critical occupations.

Net Income for Four Years for employees entering critical occupations

	Year 1	Year 2	Year 3	Year 4
Low	$7,000.00	$7,210.00	$7,426.30	$7,649.09
Middle	$29,500.00	$30,385.00	$31,296.55	$32,235.45
High	$67,000.00	$69,010.00	$71,080.30	$73,212.71

Notice the Net Income grows over time; our assumed 3% growth rate causes this increase. Actual growth rates in NI may vary. Now we have all the information we need to figure our NPV per employee and to see if indeed the investment makes sense for each level of NI. Using all the numbers in the equation: Initial Investment, Net Income for Cash Flows, and the WACC for r we get the following:

1 NPV for year one Budget

	Low NI	Middle NI	High NI
NPV based on WACC	$13,544.22	$71,667.05	$168,538.43

Even on the low end, our NPV is dramatically larger than zero. This shows an excellent return on investment for the SSI Solutions budget. During discussion we asked ourselves what would happen if we did not see workers enter the workforce for a whole year, or possibly two. We consider these years lag years and our model was designed to also take them into consideration. Our Net Income generated by employees no entering the workforce for one or two are shown below:

Net Income Per New Employee Projections: 1 Year Lag

	Year 1	Year 2	Year 3	Year 4
Low	0.00	7,210.00	7,426.30	7,649.09
Middle	0.00	30,385.00	31,296.55	32,235.45
High	0.00	69,010.00	71,080.30	73,212.71

Net Income Per New Employee Projections: 2 Year Lag

	Year 1	Year 2	Year 3	Year 4
Low	0.00	0.00	7,426.30	7,649.09
Middle	0.00	0.00	31,296.55	32,235.45
High	0.00	0.00	71,080.30	73,212.71

These new numbers will have an affect on our total NPV and quality of return on the SSI Solutions investment, but the question is will the affect make the solutions look

unattractive. According to the numbers shown below, the answer is no, the SSI Solutions expense still looks like a very attractive investment for EGR7:

Net Present Value (1 Year Lag)			
	Low NI	Middle NI	High NI
NPV based on WACC	$8,251.21	$49,360.81	$117,876.80

Net Present Value (2 Year Lag)			
	Low NI	Middle NI	High NI
NPV based on WACC	$3,510.52	$29,382.18	$72,501.61

As can easily be seen, even with one and two year lags, our SSI Solutions show very attractive returns for EGR7. Let's do the same thing while using the numbers from the budget for year two. Our expense and Net Income per employee tables look like the following.

The cost per employee has increased. To save time, let's look at all three scenarios for Net

Income per employee, No Lag, 1 Year Lag, and 2 Year Lag.

2 Year 2 SSI Solutions Cost and NI

	Low	Middle	High
Cash Outflow per Potential Employee		$4,458.73	
Net Income per Potential Employee	7,000.00	29,500.00	67,000.00
Weighted Average Cost of Capital		15.00%	
NI Growth Projection		3.00%	

Net Income Per New Employee Projections With No Lag Time				
	Year 1	Year 2	Year 3	Year 4
Low	$7,210.00	$7,426.30	$7,649.09	$7,878.56
Middle	$30,385.00	$31,296.55	$32,235.45	$33,202.51
High	$69,010.00	$71,080.30	$73,212.71	$75,409.09

Net Income Per New Employee Projections: 1 Year Lag				
	Year 1	Year 2	Year 3	Year 4
Low	0.00	7,426.30	7,649.09	7,878.56
Middle	0.00	31,296.55	32,235.45	33,202.51
High	0.00	71,080.30	73,212.71	75,409.09

Net Income Per New Employee Projections: 2 Year Lag				
	Year 1	Year 2	Year 3	Year 4
Low	0.00	0.00	7,649.09	7,878.56
Middle	0.00	0.00	32,235.45	33,202.51
High	0.00	0.00	73,212.71	75,409.09

Again, we have all the numbers we need to figure NPV for the second year SSI Solutions Budget. The NPVs for each scenario are as follows:

Year 2 SSI Solutions NPV with No Lag

Net Present Value (No Lag)			
	Low NI	Middle NI	High NI
NPV based on WACC	$16,184.56	$76,051.07	$175,828.60

Year 2 SSI Solutions NPV with 1 Year Lag

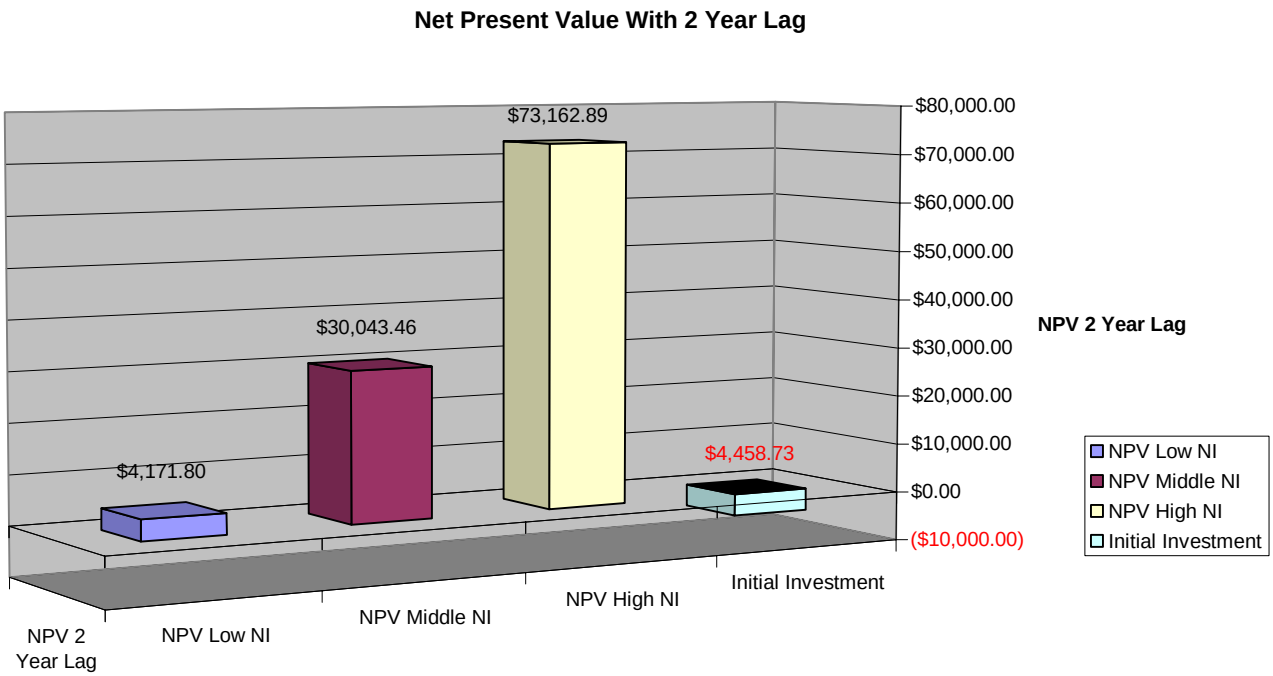
Net Present Value (1 Year Lag)			
	Low NI	Middle NI	High NI
NPV based on WACC	$10,732.76	$53,075.65	$123,647.12

Year 2 SSI Solutions NPV with 2 Year Lag

Net Present Value (2 Year Lag)			
	Low NI	Middle NI	High NI
NPV based on WACC	$5,849.85	$32,497.66	$76,910.67

Even with a two year lag, the SSI Solutions year 2 budget still shows a very effective return on invested money. For the convenience of showing this in a visual manner, we

include a bar graph illustrating the NPV for SSI Solutions year 2 with a 2 Year Lag. Even with the lag, which is a worst case scenario, the solutions still present a phenomenal investment opportunity.



	NPV 2 Year Lag
NPV Low NI	$4,171.80
NPV Middle NI	$30,043.46
NPV High NI	$73,162.89
Initial Investment	$4,458.73

Return on Investment Conclusion:

After taking all variables into consideration and presenting the worst case scenario of workers not entering the workforce for two years after program expenditures, we still see a very attractive return on investment. The actual return in investment calculation, in words, is the sum of the total money received from the investment minus the original investment, all divided by the original investment. As an equation it looks like the following:

$$ROI = \frac{Vf - Vi}{Vi}$$

Vf is the final value of the investment. In our problem, this equals the Present Value of the four years of Net Income per employee. *Vi* is the initial investment. In our problem, that is the initial cost of the SSI Solutions per employee. Luckily, we do not have to figure the whole ROI equation because NPV automatically subtracts the initial

investment from the present value of the four years of Net Income. What we are left to do is divide the NPV by the Initial Investment per employee to get our ROI. For the above scenario at the Low Net Income level, we have $4,171.80/$4,458.73 which equals, rounded to the nearest thousandth, .936 or roughly 94%. Divide that by four to get an annualized, simple interest Return on Investment and we end up with 23.5% a year. Because numbers speak volumes and cash is king the SSI Solutions with an annualized return of at least around 23.5% is well worth the time and the money.