

ELEVATING
Work & Learn in Indiana



INDIANA
CAREER
COUNCIL

WELCOME

**Jackie Dowd, Chief Operating Officer
Department of Workforce Development**

Lieutenant Governor Sue Ellspermann
Elevating Work and Learn in Indiana

***Introduction of Lt. Governor by Dr. Robert Taylor,
Superintendent, Lebanon Community Schools***

MODEL OF INTERNSHIP

Jay County Schools

Jeremy Gulley, Director of Teacher Effectiveness



Work & Learn in Jay County

“Every student deserves the same opportunity for success, whether they want to go to college or start their career right out of high school. This is not about a Plan A and a Plan B – this is about two Plan A’s. It advances the principle that all honest work is honorable work.”



-Governor Mike Pence



Who we are....



Manufacturing and Agriculture
Comprehensive high school 1100 students
Member, Area 18 Vocational District

Population	21,179
Resident Labor Force	10,875
Total Employed	10,122
Per Capita Income	\$34,499
Median Household Income	\$41,847
Percentage below poverty level	16.0%
Unemployment Rate	5.1%
Bachelor's degree or higher	10%

Our Challenge....



- Small, rural, declining school-aged population.
- 54% Free & Reduced, but an “A” Rated School District.
- 96% Grad Rate, but only a 48% college matriculation rate.
- Limited CTE Pathway counseling focus.
- Input vs. Output focus.
- CTE curriculum & enrollments evolved away from local high demand jobs (Industrial Maintenance, Manufacturing).



Vision

Jay County is work-ready, with a high quality workforce employed in high-wage, high-demand jobs that promote a **strong middle class** and **prosperous communities**.

Work &
Learn

Soft
Skills

Post
Secondary
Degrees &
Credentials

High Wage,
High
Demand
Careers

Mission

Ensuring college & career ready graduates are capable of contributing to careers that advance **economic prosperity** and a **vibrant democracy**.

Goal: 60% Graduates with a post-secondary degree or credential



Supported by a competitive grant of \$153, 776 this grant enabled the creation of the Jay County Manufacturing Academy at JCHS. Students earn college credit and workplace skills in manufacturing leading to on-the-job internships and jobs.

Goal	Result
Total number of students enrolled in curriculum:	81
# of students earning industry-recognized certifications:	28
Total industry-recognized certificates earned:	46
Earned at least one dual credit:	45
Total dual credits earned:	261
Engaged in an Work & Learn opportunity:	41
# of students hired by industry right out of high school in first year of program	1



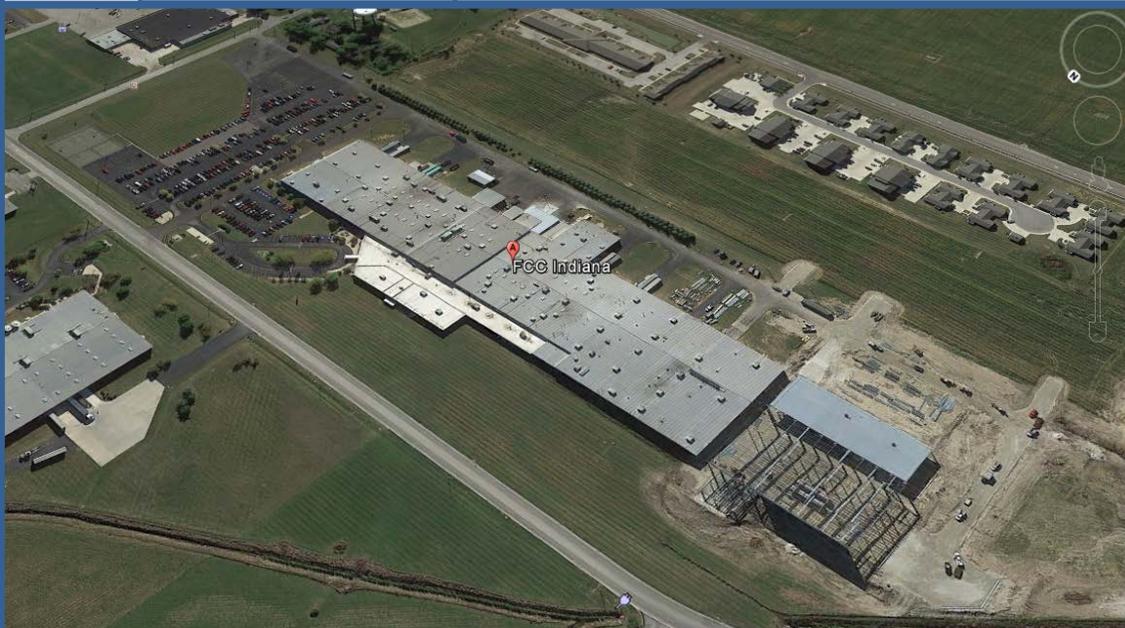
Eliminating silos and aligning resource allocation efforts in collaboration with public and private sector partners, providers, and employers.

Status	Outcomes
	Credentials/ Certificates
	Competitive Robotics
	Employability Skills
	Work & Learn
	Adult/Student Integration



Goal: Establish a business-supported Work Based Experience program for CTE students at JCHS .

- Collaboration with Jay Co Chamber of Commerce.
- Piloted with JCHS Manufacturing Academy and FCC-Indiana
- Funded through CTE Innovation Grant
- 3 students with ½ day, 18-Week internships in manufacturing.
- 1 student hired full time at FCC.
- 30 students completing supported Work-Based Learning and earn “Golden Ticket” certification through Work One
- JSC Internship Manual Created



- FCC (INDIANA) is excited about the potential of this project for the student, ourselves and the community.
- This project is about sustainability.
- We must continue to thrive and we cannot do so without skilled individuals. We believe that we must be a part of this initiative.
- We have an extensive training program and we adapted this program for the students exposing them to Production, Quality and Maintenance tasks.
- We pay these students for their work time and after completion of the program they would receive a additional compensation.

555 Industrial Park Road
Portland, IN 47371

Capital Amounts: \$128 million (investment)

Associates: 760 currently

Stock Holder: F.C.C. Co. Ltd. JAPAN

Building Size: 300,000 square feet

Acreage: 63.0 Acres

Transmission Clutch Assemblies and Components,
Torque Converter Lock-Up Clutch Assemblies





Jay County Manufacturing
Academy Internship Program



2015-2016

Find a good base plan

- Greatly influenced by CONEXUS
- Share examples of employer-made work plans with other manufacturers... “what right looks like”
- Paid internships gets kids’ attention
- Be clear what we can/cannot do

Find a good partner

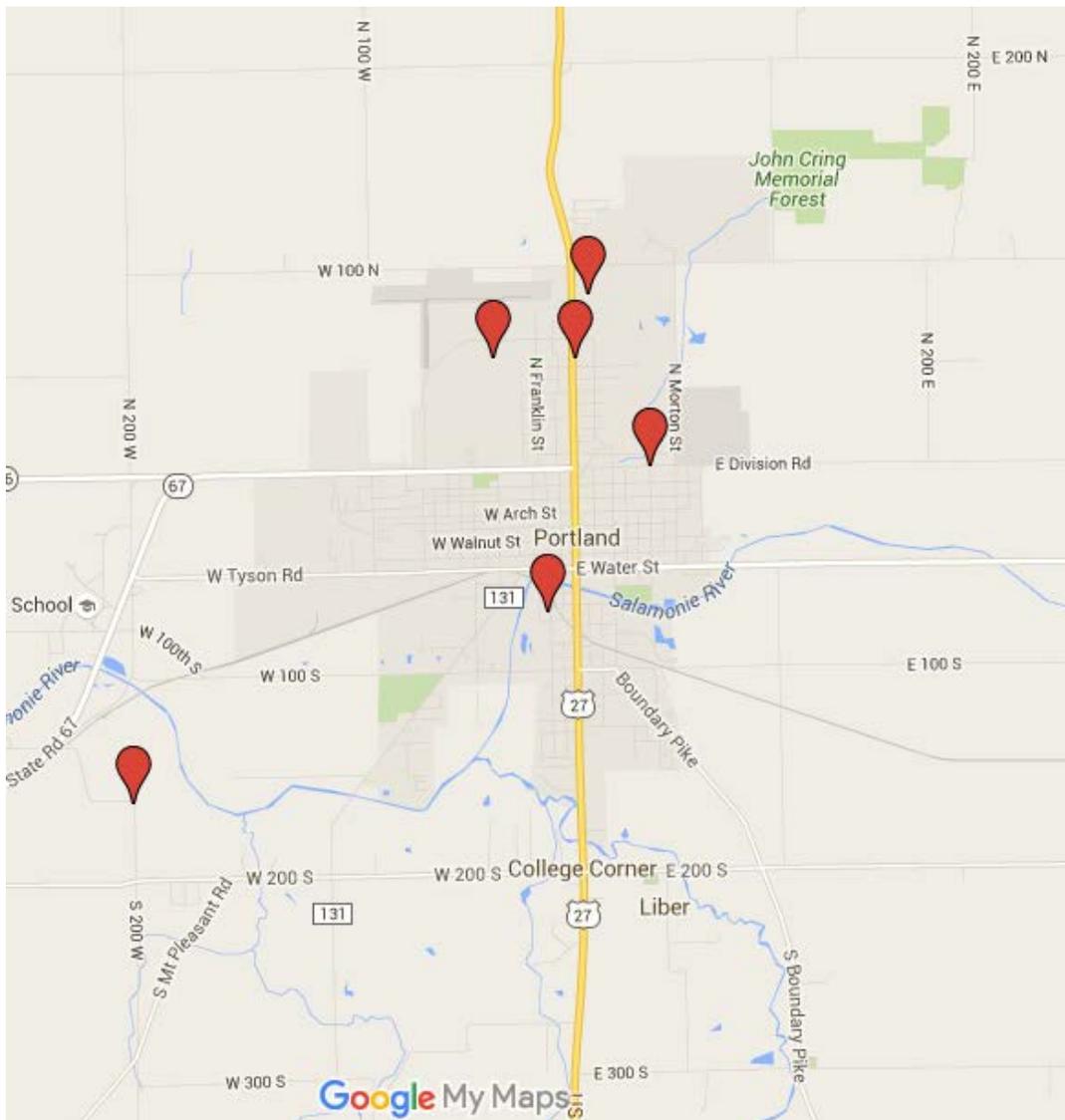
- Get it right first then scale up
- Partner with WorkOne

Relentless communication

- email isn't enough, get face-to-face
- Leverage Partners (Chamber/Alliances)

Someone needs to be in charge

- Use your CTE funds to pay for Coordinator
- Keep teacher engaged with employers



14-15

FCC	2
TLS By Design	1

15-16

FCC	4
TLS By Design	2
Ft Recovery Industries	1
Littler Tool & Die	2
Fullenkamp Machine	2

1 Day Job Shadow	50
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Work & Learn in Jay County

“Innovation does not necessarily require new concepts, but it does necessitate thinking in novel ways. New ideas emerge from exploring connections and making changes in meaningful ways.

In education, multiple silos have existed independent of one another for decades. Innovation occurs in making those connections and creatively addressing calls for progress.”



2014-2015

Jay County Promise

JAY SCHOOL CORPORATION



- Collaboration with The Portland Foundation, John Jay Center for Learning, Jay Co Chamber of Commerce & Jay Co Economic Development Corporation.

71% of students K-3 have a college savings account.

54% of families with accounts have contributed \$25 or more.

\$100,000 community funds raised to match parent contributions.

4x more likely to go to college.

Goal: Establish a College 529 savings account for 70% of K-3 students.

Context: Currently only 48% of JCHS grads go on to college of any kind.

Purpose: Create a College-going culture



Goal: Offer a robotics class for high school credit at JCHS.

Program funded and supported by Region 6 Indiana Works Council. JSC only school district in 11 county East Central Indiana to secure this grant.

- **One of the first** Indiana high schools to offer Robotics for high school credit.
- \$53,000 in equipment purchased through CTE Innovation Grant & Area 18 CTE District.
- **Local manufacturers selected Robotic trainer.**
- Students can earn **FANUC certification** in industrial robotics.
- Curriculum **aligned with Ivy Tech**
- 35 students signed up in year one.



- Saved Jay County families \$212,725.30 in tuition.
- Doubled the number of faculty with dual credit credentials.
- 1 One-year Credential in Advanced Manufacturing is now open to students with Ivy Tech.

•# Seniors earning Dual Credits

2012-2013	2013-2014	2014-2015
103	122	144

•# of enrollments in courses taken for dual credit (9-12)

2012-2013	2013-2014	2014-2015
192	311	1029

Amber Huelskamp (JCHS Class of 2014) recently spoke via Skype from I.U. East to our Early College students at JCHS with this advice, "Coming from the perspective of a sophomore in college, I highly encourage you to take advantage of the wide array of dual-credit courses offered at JCHS. My ENG 103 and 104 credits transferred smoothly to IU East, and saved me time, money, and stress."

Goal: Offer up to one year of college credit to students while still in high school. Align CTE pathways to one-year Ivy Tech / Vincennes University credentials.



2015-2016

Integration with John Jay Center

JAY SCHOOL CORPORATION

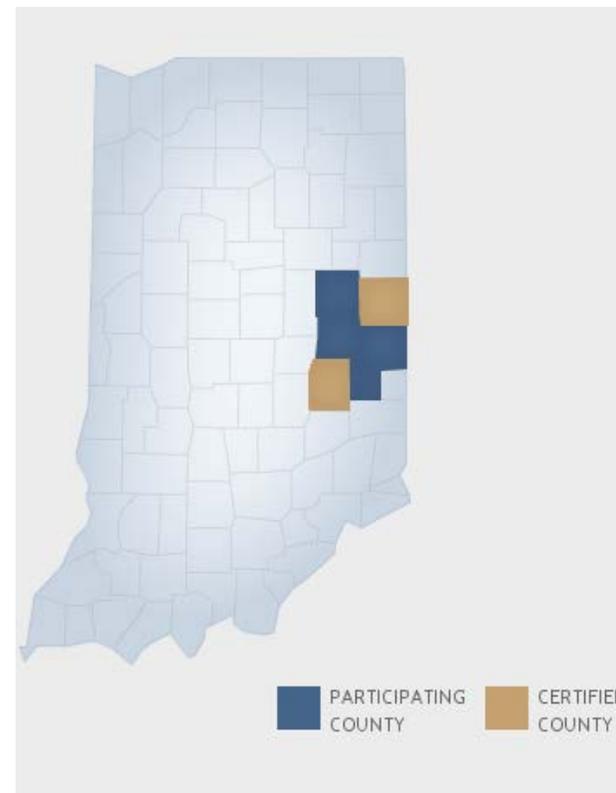
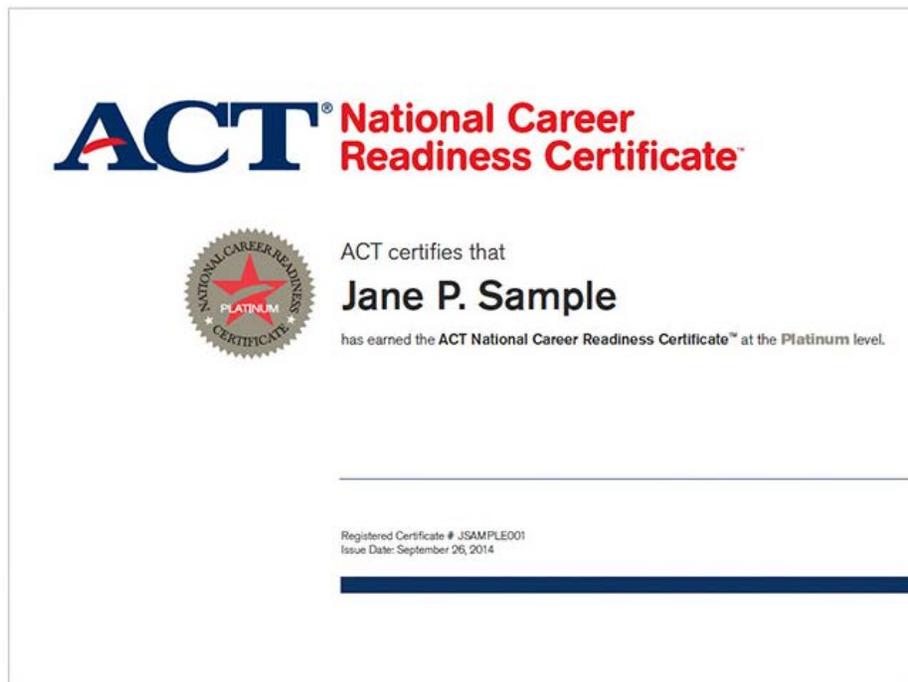


Our Mission: To inspire individuals by creating an environment where learning leads to a quality life and economic viability.

Services include

- Traditional college courses
- Vocational training courses
- Career planning
- Professional certification courses
- Training and certifications through Ivy Tech Corporate College
- In-house WorkOne Office

FALL 2014	FALL 2015
217	291



Goal: Assess every senior at JCHS with Work Keys. Ensure students know how Work Keys scores are used locally for HR decisions. In October 2015, all JCHS Seniors took this assessment.

Results: **71%** of seniors earned Silver or above on the NCCRC

GOLD 43 (21%) -level 5
 SILVER 122 (60%) -level 4
 BRONZE 26 (13%) -level 3
 None earned 14 (7%)




WorkOne
Eastern Indiana

The Golden Ticket Program
ARE YOU WILLING TO INVEST IN YOURSELF?

Soft skills — The biggest disconnect between employers and potential employees. It's skills that include good reasoning, dealing with conflict in the workplace, having a good attitude, being flexible, and showing up to work. This is nothing new to employers, we know.

77% of employers say soft skills are as important as work-related skills. -Salesforce.com

Job seekers think they have it. But it becomes painfully obvious to employers within the first few days that many jobseekers don't.

So what if you had a job applicant that gave you a "Golden Ticket" that showed that they have both the knowledge and practical application of soft skills? And that they were certified?

Would you interview them?
Eastern Indiana WorkOne is introducing the Golden Ticket Program to employers

The Golden Ticket program teaches four core soft skill areas to job seekers:

1. Communicating – what you say, write, body language, and social media.
2. Professionalism – your attitude, motivation, being on time to work, good work habits.
3. Teamwork/Collaboration – how you treat coworkers, diversity, leadership.
4. Critical Thinking/Problem-Solving – innovation, creativity, adaptability.

Sounds really good, right? But there's more!

Employers that use the Golden Ticket are offered the following additional incentives. Some may apply, others may not.

1. Soft skill certified applicants – They don't pass the certification, they don't get a ticket!
2. Direct applicant referral – Our Business Services Representatives will promote to you directly those consumers that have passed the certification.
3. Work Experience funded by WorkOne – Try them out, on us! Up to 6 weeks of paid work on WorkOne.
4. On-the-Job Training for Direct Hires – You like them, you hire them. But WorkOne will also work with you to pay up to 50% of their training.
5. Additional training – If your Golden Ticket worker has been with you at least 6 months and you want to train them for a different job and promote, WorkOne will work with you to assist with that training.

It's a win-win for employers!
Contact your Eastern Indiana WorkOne Business Service Representative for more information.
Classes run weekly.

- WorkOne / Jay Schools Partnership
- 29 “Early Grad” students are pursuing the “Golden Ticket” February 2016
- 32 hrs of “Soft Skill” instruction
- Employer endorsed MOU

Communication
Professionalism
Teamwork/Collaboration
Critical Thinking/Problem Solving

- Employer Incentives



Jay County Manufacturing Students Learning “Troubleshooting” at Poet Bio-refining, Portland, Indiana.

Expand Work & Learn

- Hire Intern Coordinator
- Expand Internships to all Pathways
- Participate in Conexus Summer Internship Program
- Add job shadowing

Develop Employability Skills

- “Golden Ticket”
- Evaluate Employability Skills in the classroom

College-going Culture

- Jay County Promise CollegeChoice 529
- Early College & Career Program
- National Career Ready Certification

Adult/Student Shared Programming

- Integrate John Jay Center for Learning with high school manufacturing



Vision

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2015-2016

For More Information

JAY SCHOOL CORPORATION



Email jgulley@jayschools.k12.in.us

Facebook
College & Career Ready Jay County

Twitter
@ecjchs

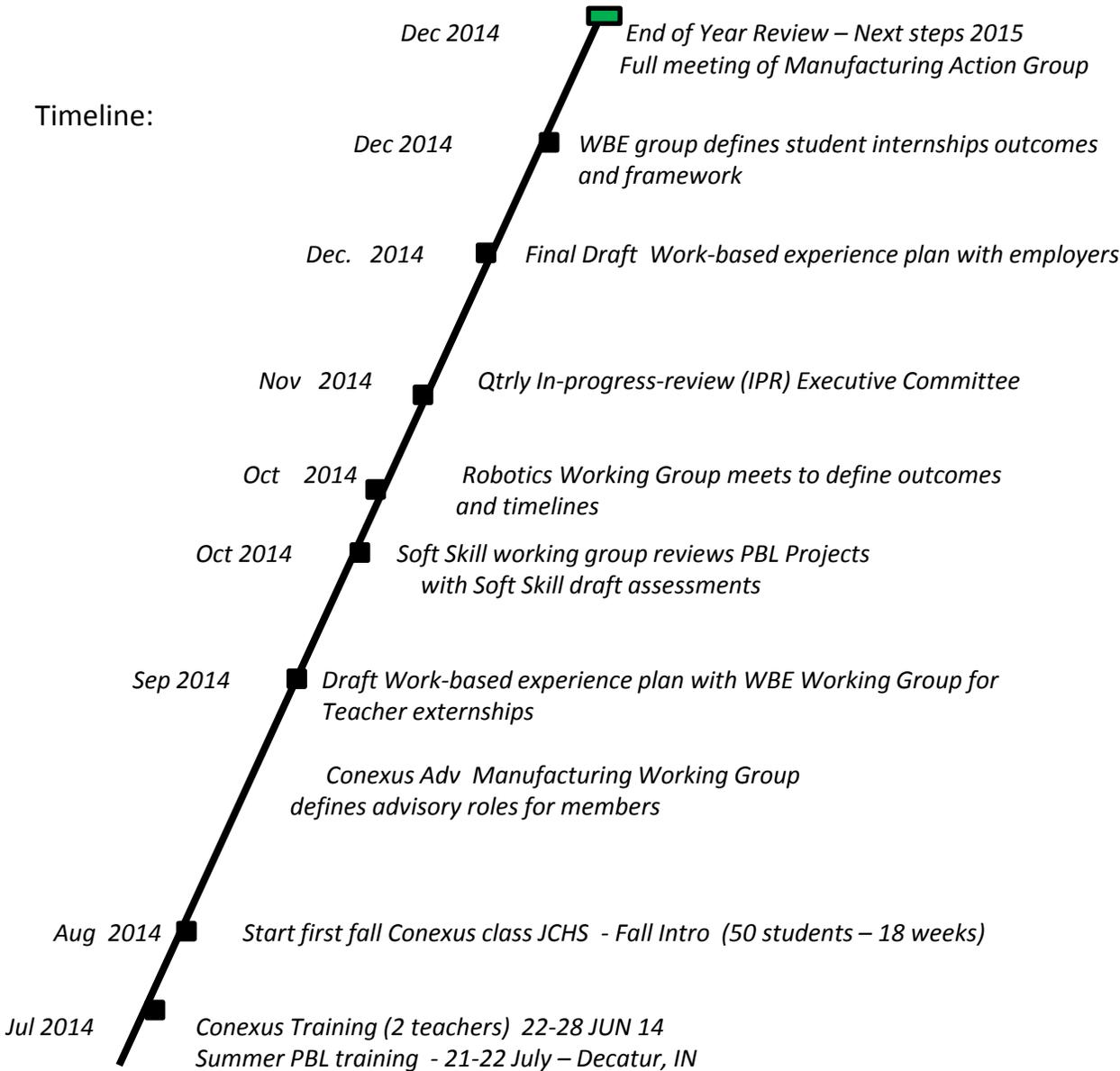




Industry Engagement Timeline Summer & Fall 2014



Timeline:



Jay County Manufacturing Advisory Team

Task:

- Provide real-world scenarios for classroom instruction
- Schedule a student tour of your facility
- Serve as a guest speaker & talk to students about the high-tech jobs in industry
- Participate in a local career fair
- Participate in a technology related high school event, such as a robotics competition
- Participate in mentoring events to get students thinking about AML careers
- Offer job shadowing opportunities
- Offer a high school internships

Purpose:

- Increase student awareness of industry.
- Advise local partner school(s) regarding AML skills and workforce needs.
- Support advanced manufacturing and logistics coursework & advising on curriculum updates.

Work-based Experience Team:

Task: Create job shadowing, teacher externship and student internship plan no later than 1 APR 15.

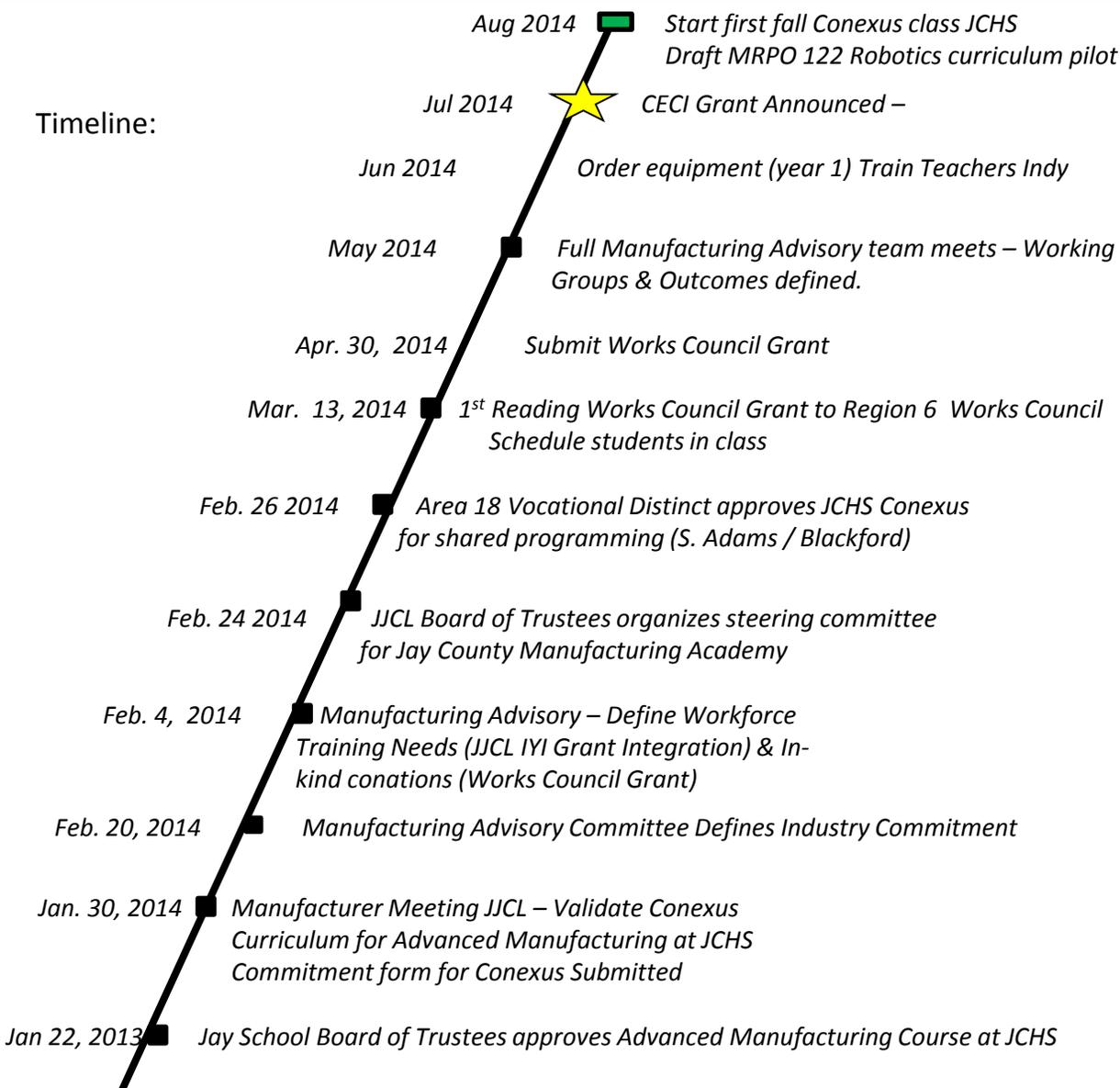
Purpose: Ensure that concepts taught and learned have real-world relevance to manufacturers.



Industry Engagement Timeline 13-14



Timeline:



Jay County Manufacturing Academy

Teams:

- Jay County Manufacturing Advisory
- Soft Skills Team
- Robotics Team
- Adult Workforce Team
- Work-based Education Team

Executive Committee:

Jeremy Gulley	Director of Teacher Effectiveness Jay School Corporation
Dean Jetter	Ft. Recovery Industries Chief Operating Officer
Mark Goldman	Owner, Pennville Custom Cabinets
John Jay Center for Learning	Executive Director rinman@johnjaycenter.com
Bill Bradley	Jay County Economic Development
Bonnie Willy	Director of K-12 Initiatives Office of Academic Affairs
Vickie Reitz	Director of Guidance Jay County High School

ELEVATING
Work & Learn in Indiana



KEYNOTE PRESENTATION

Governor Mike Pence

Introduction by Cameron Kunkle, recent graduate, Jay County High School

MODEL OF INTERNSHIP

Goodwill Industries

Betsy Delgado, Vice President
of Mission Advancement

Shelley Ashley, Director of Goodwill Works

ELEVATING **G**

Work & Learn in Indiana





*Celebrating Successful
Work and Learn Models*

A Deeper Look at the Goodwill Model

Betsy Delgado
Vice President for Mission Advancement

Shelley Ashley
Senior Director of Mission Advancement

Celebrating successes, every student matters!

Denise Floyd
Certified Clinical Medical Assistant
Excel Center Graduate, September 2015

[..\Videos\Denise Interview New.mp4](#)

Goodwill



We strive to provide individuals with educational and employment opportunities in order to move them toward economic self-sufficiency.

- Background of The Excel Centers
- Offering certifications and dual credit opportunities since 2011
- Why is work-based experience important to both students and employers?

Work-based experience, think beyond the box:

- Field trips
- Job Shadows
- Externships embedded within certification programs (CCMA and CNA)
- Unpaid Internships
- Paid Internships

Some of our Goodwill partners...



AT HOME HEALTH SERVICES, LLC



Goodwill Retail Stores Internship Model

Experience in the “backroom”:

- Donations – customer service, decision-making, quality control
- Production – sorting, quality control, communication, decision making

Sales floor experience:

- Stocking shelves – organization, merchandizing, color sorting, customer service
- Rack running – organization, customer service, placing clothes on sales floor

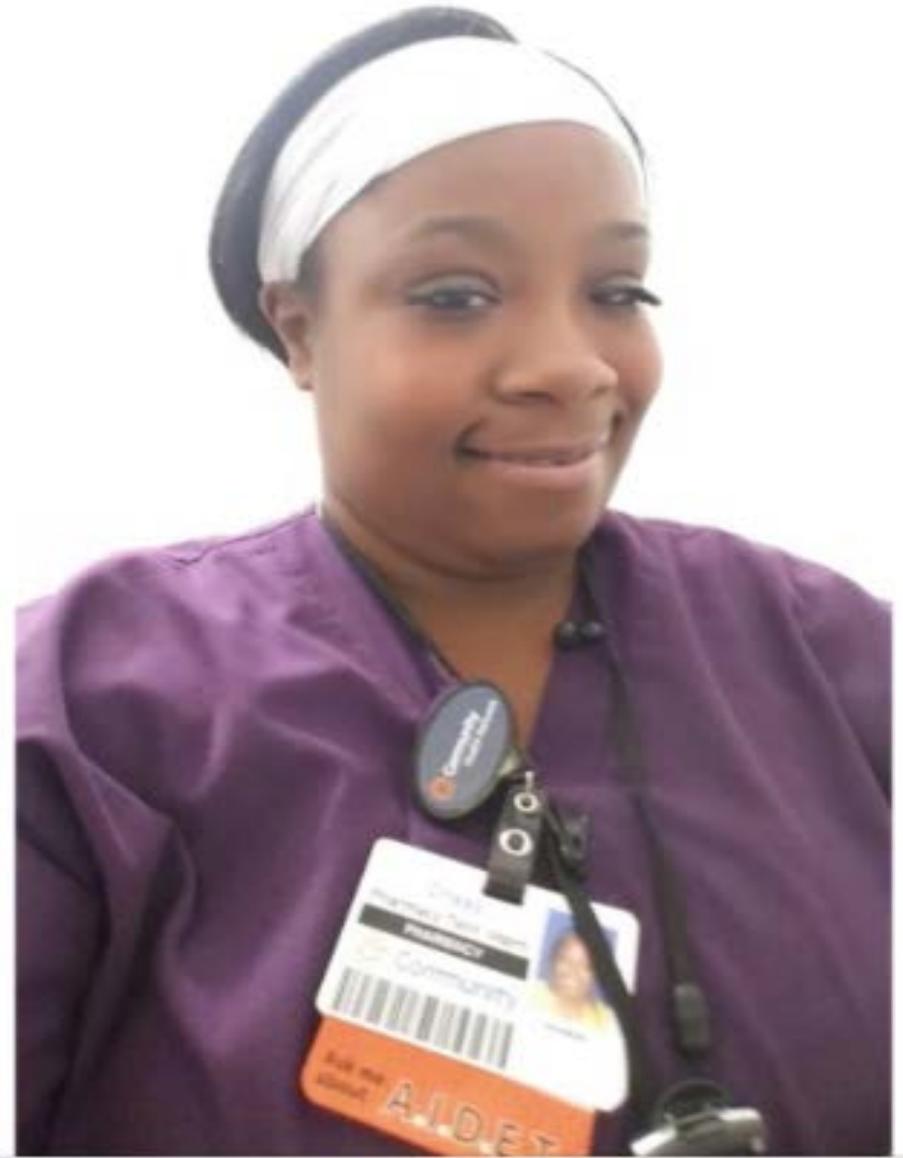
*Paid Internships*Build Resumes*Earn high school credits*

Considerations for building a work-based experience model...

- How can we build buy-in from staff and students?
- Network, network, network!
- What are the expectations for the student?
- What are the expectations for employer partners?
- What is the communication system between employer partners and the school?
- What data will be collected, how frequently and where will it be stored?
- Can a work-based learning experience be embedded in a required course or training?
- What are the transportation options?
- Will childcare be provided for dependents while the student is at work?
- Is there a succession plan for transfer of knowledge and information if staffing changes?

Crystal Rollins

Certified Pharmacy Technician
Excel Center Graduate, June 2015

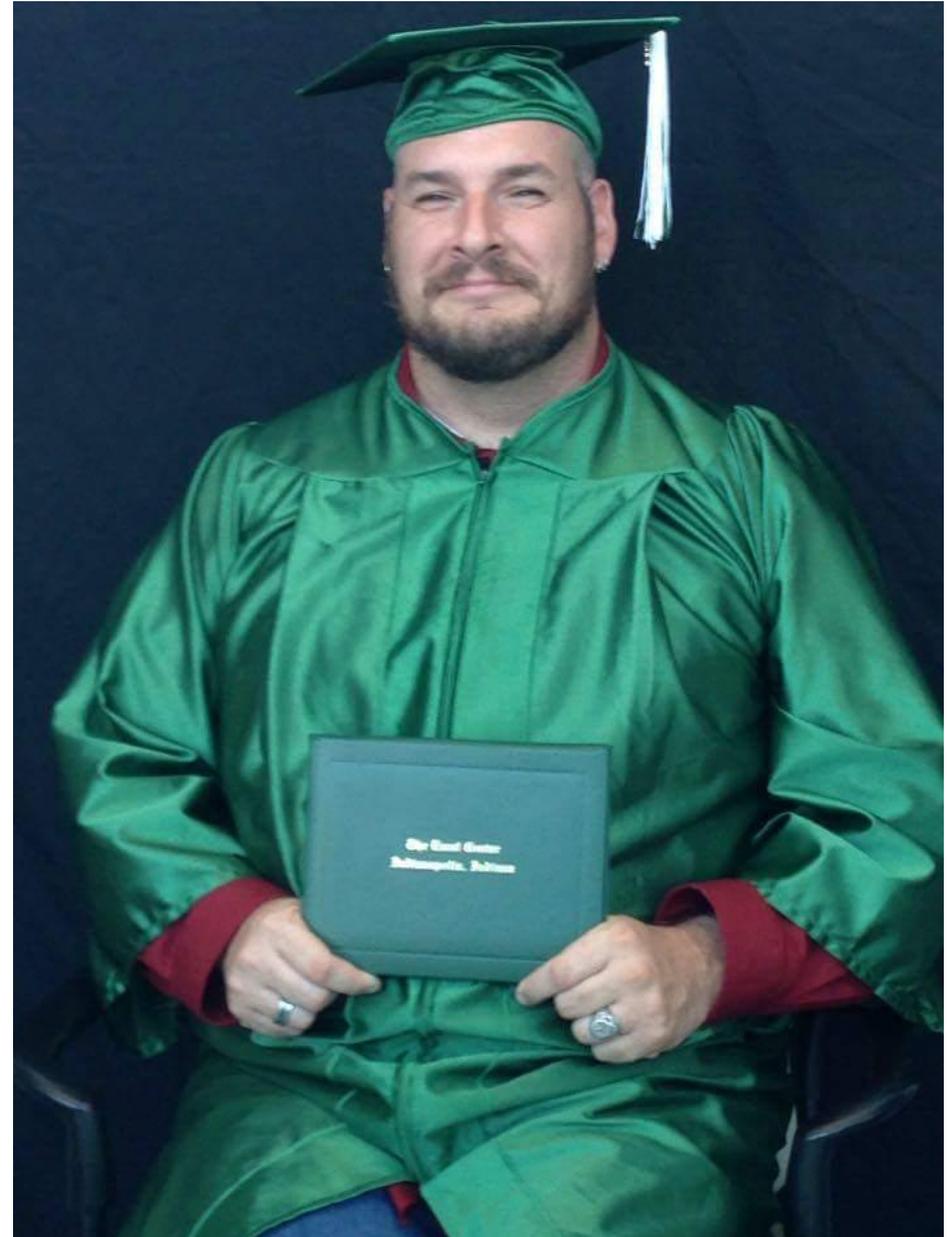


Max Christensen

Global Logistics Associate (GLA)
Vincennes University, September 2015
Excel Center Graduate, January 2016

Presented by
James Dolan

Director of Vincennes Logistics TEC



Do you remember hearing the story of James Robertson?



Jamerous Gilliam

HIRE Technology

Excel Center Graduate, February 2014



MODEL OF APPRENTICESHIP

Indiana Kentucky Ohio Regional Council of Carpenters

Todd Pancake, Director of Education

ELEVATING 

Work & Learn in Indiana





IKORCC

INDIANA★KENTUCKY★OHIO
REGIONAL COUNCIL of CARPENTERS

APPRENTICESHIP

OVERVIEW

- **FOUR YEAR PROGRAM**

- *EARN WHILE YOU LEARN*
- *ASSOCIATE DEGREE IN APPLIED SCIENCE*
- *UBC JOURNEY CERTIFICATE*
- *DOL CERTIFICATE*

- **CARPENTRY (GENERAL AND INTERIOR SYSTEMS)**

- *COMMERCIAL, COLLEGES, SCHOOLS*
- *INDUSTRIAL-POWER GENERATION, PETRO CHEMICAL, MANUFACTURING*

- **MILLWRIGHT**

- *POWER GENERATION*
- *CONVEYORS (FED EX, UPS, USPS)*
- *AUTOMOTIVE*

- **FLOOR LAYER**

- *CARPET, VINYL, WOOD*
- *INSTALL*



ENTRY INTO THE PROGRAM

- SEC 1.-WORK KEYS ASSESSMENT AND INTERVIEW
 - *High School Diploma (GED accepted). High School transcript and GED records must be submitted within 14 days or the application will be determined inactive and the applicant must re-apply.*
 - *Applicant must be a resident of the jurisdictional area.*
 - *Applications are accepted without regard to age (must be at least 17 years old), sex, religion, race, color, or national origin.*
 - *Applicant must be able to obtain a security clearance.*
 - *Applicant must provide current State or Government issued Photo ID when making application.*
 - *Applicant will be assessed by Work Keys in the following areas: Observation, Applied Mathematics, Teamwork, and Locating Information.*
 - *The assessment will be scheduled at the WorkOne facility nearest the applicant's residence.*
- SEC. 2-CREDIT FOR PREVIOUS EXPERIENCE IN THE INDUSTRY
- SEC. 6-ARTICULATION AGREEMENT
 - *High Schools/Career and Technical Centers*
- SEC. 9-HELMETS TO HARDHATS
 - *Special Consideration For Military Veterans*



CHALLENGES

- FINDING QUALIFIED APPLICANTS WITH:
 - *STRONG WORK ETHIC*
 - *TEAM PLAYER MENTALITY*
 - *POSITIVE ATTITUDE*
 - *MATH BACKGROUND*
 - *DRIVER'S LICENSE*
 - *SECURITY CLEARANCE (5 PANEL DRUG SCREEN)*



KRAIG BERGMAN

- 4TH YEAR CARPENTER APPRENTICE
- EMPLOYED WITH PCI (PERFORMANCE CONTRACTING INC.)
- HEARTLAND AUTOMOTIVE, LAFAYETTE IN



MODEL OF INTERNSHIP

Conexus

Claudia Cummings, Vice President,
Workforce and Education

ELEVATING **G**

Work & Learn in Indiana





CONEXUS
I N D I A N A

www.conexusindiana.com

What is Conexus?

In June of 2007, the Central Indiana Corporate Partnership (CICP) launched Conexus Indiana after the Battelle Report identified the following as Indiana' target industry clusters: life sciences, technology, advanced manufacturing and logistics, energy/clean technologies



Conexus Strategy



- Workforce development identified as top priority – employers need a new breed of skilled workers to grow/succeed
- Industry wanted an organization which could focus on broad issues of mutual concern

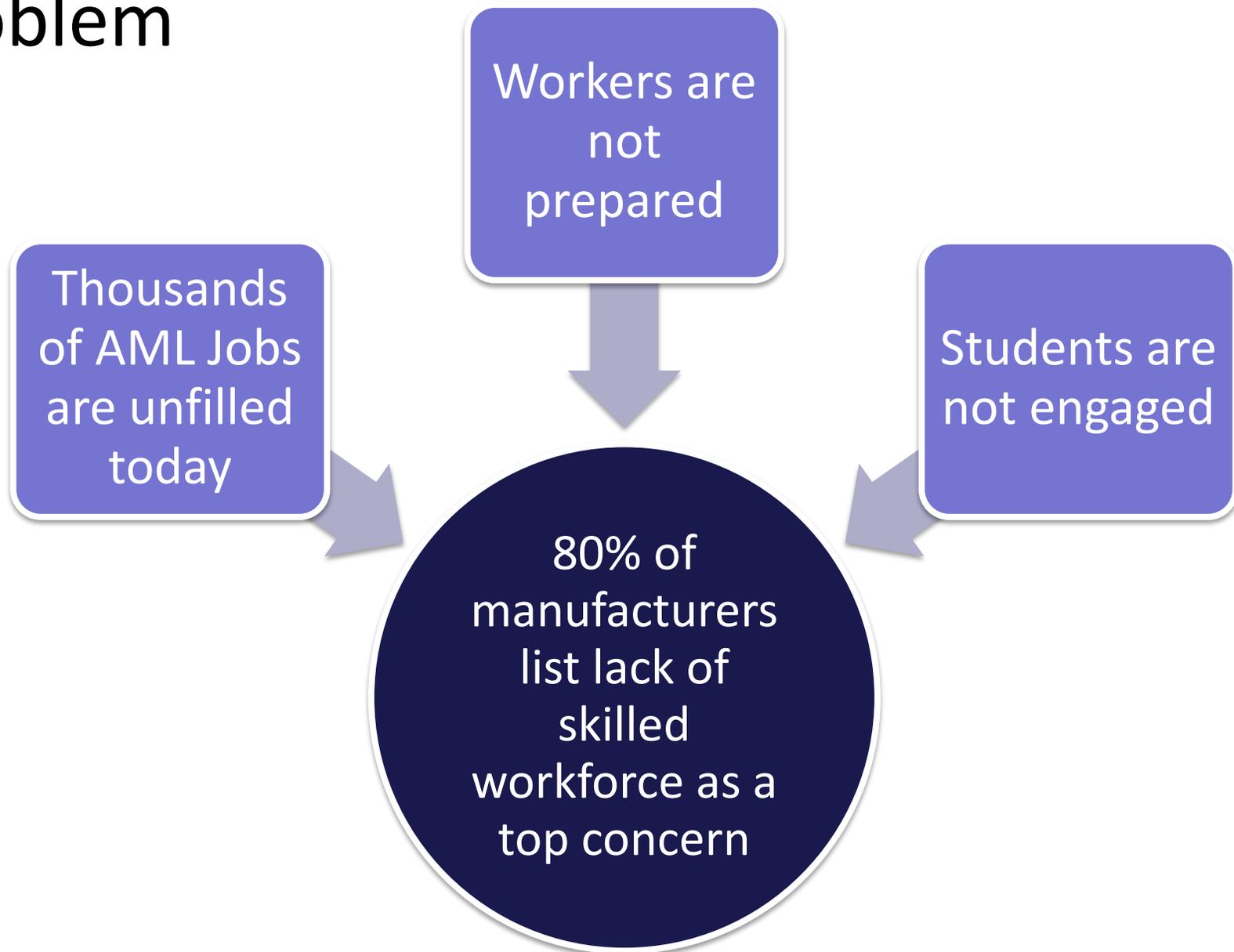
...these requests define our marching orders

Yes, AML Jobs are Hot

- A NAM survey shows 600,000 jobs are unfilled today
- **Indiana is the #1 manufacturing state in the nation per capita**
- Indiana ranks 8th in manufacturing employment – 522,220 people
- Manufacturing pays 40% more than the state’s average
- Indiana ranks 9th in logistics employment – 325,000 people
- Logistics jobs pay 30% more than the state’s average



The Workforce Problem



The Solution



Dream it. Do it. and Champions

Goal: Increase enrollments in targeted AML programs by 10% annually

- Attend annual Educator Seminar Series
- Utilize Dream it. Do it. materials and lead student AML activities
- to raise student, parent and educator awareness about careers in the AML
- Enroll students in targeted AML education programs, including Hire Technology
- Share program best practices and lessons learned



The Solution



Industry Support: **A+ Partners**

- Pairs Hire Technology & Champion High Schools with AML companies
- A+ Partner provides partner school with industry access, advocacy, and advice
- Educators work with A+ Partners to:
 - design class projects
 - tour facilities
 - pair mentors with students
 - place interns
 - and more



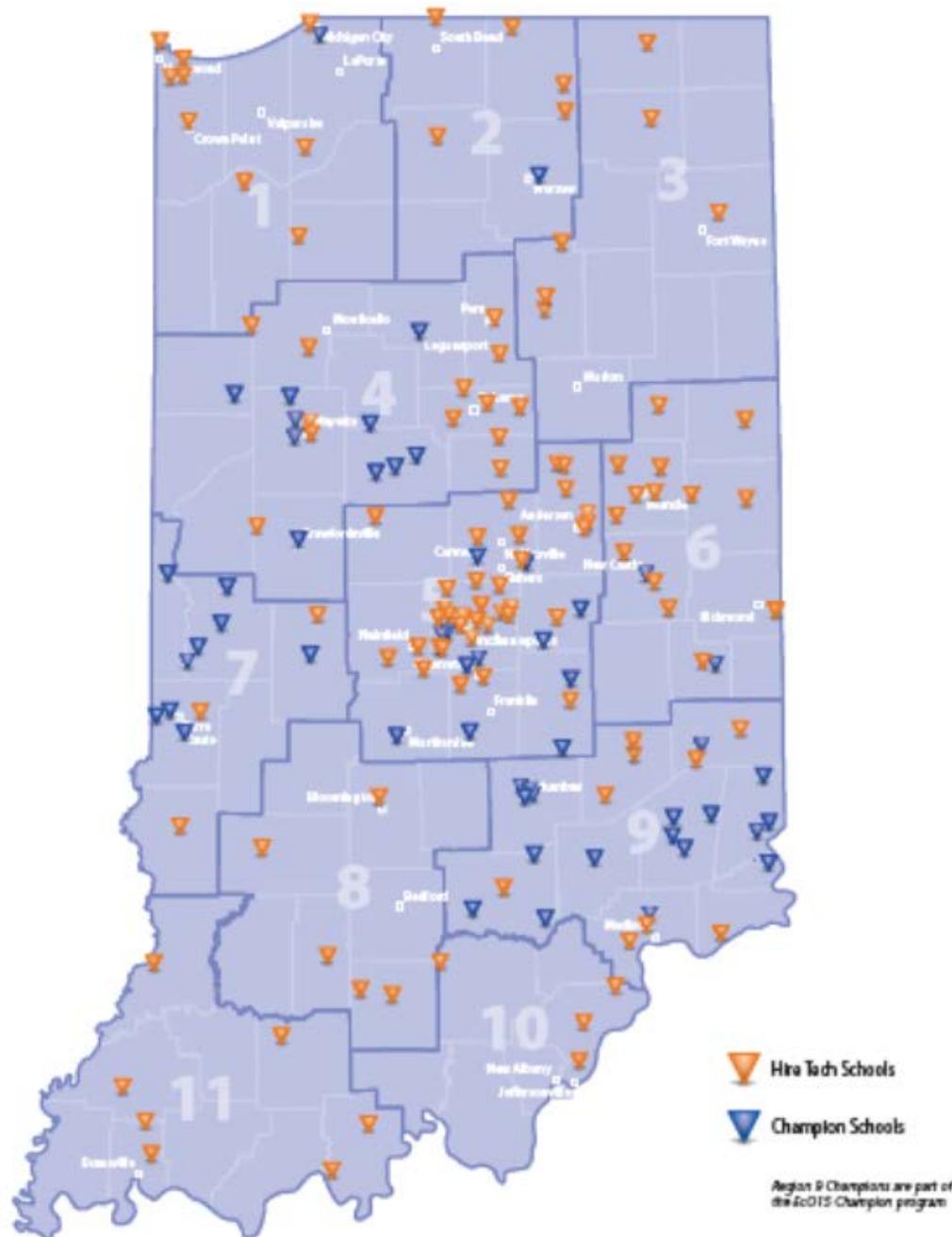
The Solution



Hire Technology: At-A-Glance

- Two-year course sequence
- Immersive online training environment
- Integrated projects
- Local, unique industry interactions
- Intensive educator training
- 5 industry credentials
- 9 – 15 Ivy Tech dual credits





2015-16 Partner Schools



The Solution



Conexus Interns Overview

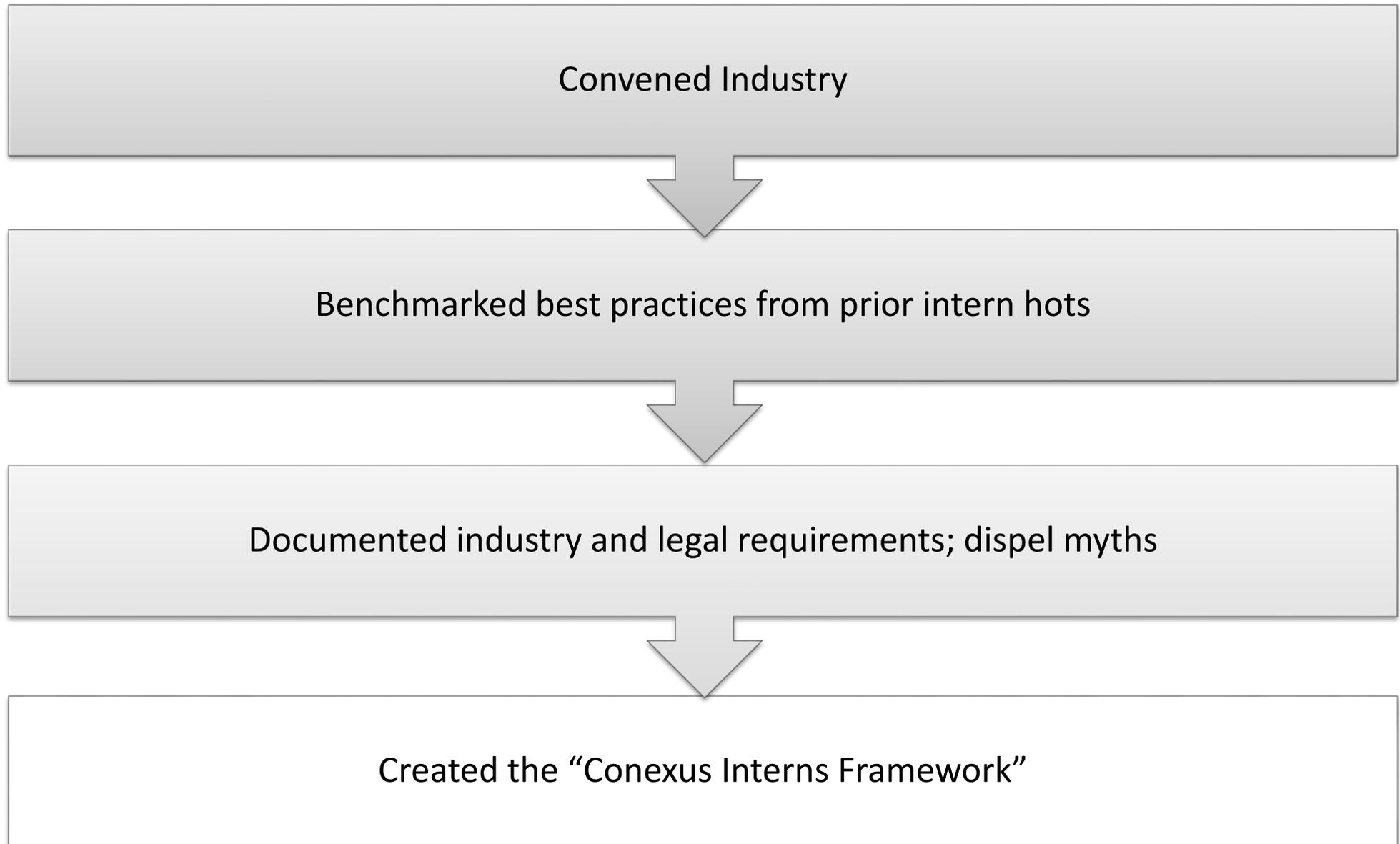
- Awarded an Innovative Curriculum grant for advanced manufacturing and logistics (AML) high school internship
- Intended to Increase the number of students who enter AML employment and post-secondary education
- Driven by industry framework
- Piloted with 80 students in 2015
- Planned statewide for 260 students in 2016



INDIANA
WORKFORCE
DEVELOPMENT



CONEXUS INTERNS: The Process



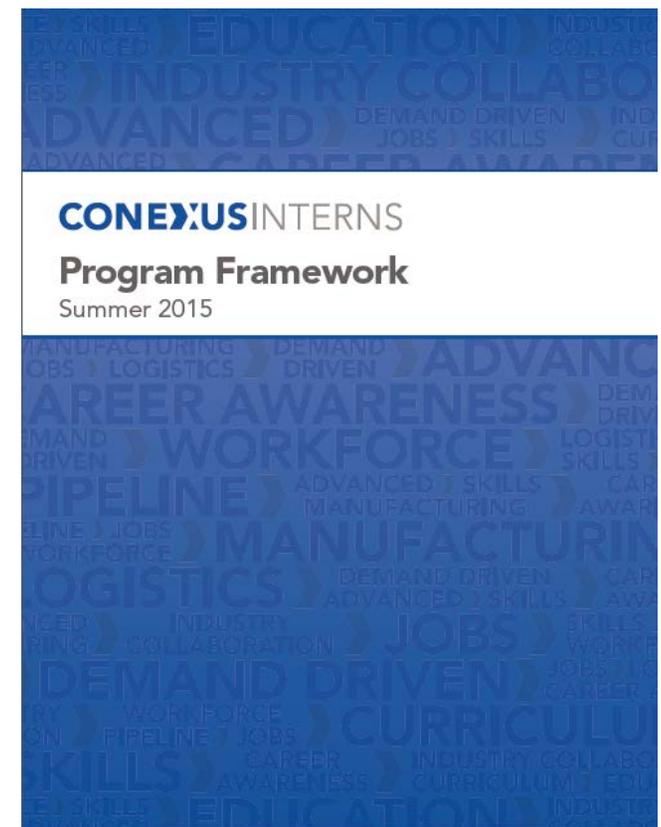
Framework Developers

- Allison Transmission
- BAE Systems
- Caterpillar
- Coca-Cola Refreshments USA, Inc.
- Emerson Power Transmission
- Fastenal
- Fiat Chrysler Automobiles
- Garrity Tool Company
- Heartland Machine and Engineering
- Hurco
- Jasper Engine
- Kirby Risk
- Langham Logistics
- MD Logistics
- MSP Aviation
- NTN Driveshaft
- Praxair Surface Technologies
- Remy
- Rolls-Royce
- Shelton Machinery
- SMC
- Stark Industries
- Subaru of Indiana Automotive, Inc.
- Wabash National



CONEXUS INTERNS

- Task Force Documented
 - Core competencies
 - Intern tasks
 - Student selection criteria
 - Employer selection criteria
 - Intern onboarding/training
 - Student code of conduct
 - Intern compensation
 - Intern Summits



How it Works

- Intern Compensation (at least \$9/hr):
 - 100% paid by Conexus in first year
 - 50% paid by Employer in second year
 - Entirely employer paid thereafter
- Six week, full-time, summer internship
- Teachers recommend students
- Companies interview and select students
- Focused on converting students into employees
- Includes summits to coach students on careers and create a sense of community
- Conexus counsels companies, recruits students, administers program

Student Selection Criteria

Conexus Interns must:

- Be from PLTW Pre-engineering, Hire Technology, or other approved AML course
- Be at least 16 years old
- Be a rising junior or senior in high school
- Have an attendance rate of 95%
- Have a cumulative GPA of 2.0
- Have a 3.0 GPA in AML-related courses
- Be referred by educator
- Provide transportation to internship
- Have a strong interest in AML
- Have a strong employability skills



Myth Busting: High School Students Can Work in Manufacturing and Logistics Companies

High School Interns in AML Facilities: Busting the Myths

Manufacturing and logistics companies are often slow to hire student interns. When asked why, companies often refer to perceived insurance restrictions or undefined legal ramifications. But the simple truth is this: **There are clear laws explaining how it can be done, and getting it done is easy.** To make it even easier, Conexus Interns policies have been written to meet or exceed all state and federal requirements wherever applicable. What follows is a list of common myths followed by the actual state of affairs.

MYTH: STUDENTS UNDER 18 YEARS OLD AREN'T ALLOWED TO WORK IN MANUFACTURING OR LOGISTICS FACILITIES

Interns can complete meaningful work that benefits both the student's learning objectives and the host company. In fact, the "Child Labor Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act," published by the US Department of Labor specifically allows students to operate a number of machine tools with proper training¹. The full document is found in Appendix G on pages 16 and 17 of the federal document. A list of those tools follows.

Milling Function Machines

- ✓ Horizontal Milling Machines
- ✓ Vertical Milling Machines
- ✓ Universal Milling Machines
- ✓ Planer-type Milling Machines
- ✓ Gear Hobbing Machines
- ✓ Profilers
- ✓ Routers

Turning Function Machines

- ✓ Engine Lathes
- ✓ Turret Lathes
- ✓ Hollow Spindle Lathes
- ✓ Automatic Lathes
- ✓ Automatic Screw Machines

¹U.S. Department of Labor Wage and Hour Division. *Child Labor Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act*. Child Labor Bulletin 101, WH-1330. Revised February 2013.

Internship in Action: Best Practice

It is common for companies to develop short-term projects for interns to complete. These projects should be related to manufacturing or logistics (avoid copying and filing tasks) and allow the intern to apply previous knowledge while learning on the job. Some possible examples of projects are listed below:

- » Safety Audits
- » MSDS Review
- » Quality Inspections
- » Inventory Cycle Counting
- » CAD Design
- » Receiving
- » Picking
- » Packing
- » 5S Implementation
- » Kaizen Event Participation
- » Process Review
- » Freight Cost Analysis
- » Quoting
- » ERP System Management
- » WMS/TMS Management
- » Planning & Scheduling
- » Physical Inventory Taking
- » Fixed Asset Counting

Internship in Action: Best Practice

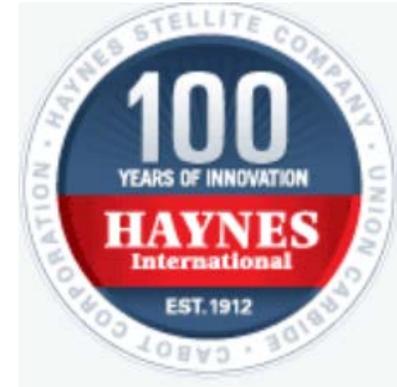
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- » WMS/TMS Management
- » Planning & Scheduling
- » Physical Inventory Taking
- » Fixed Asset Counting

Haynes International Positions

Safety Intern:

- Assist with Job Safety Analysis (JSA) Preparation
- Organize Safety Library
- Update Equipment Release database
- Research applicable regulations for program updates
- Assist with audit program and policy updates
- Update safety data sheet database
- Organize and archive safety training records



Haynes International Positions

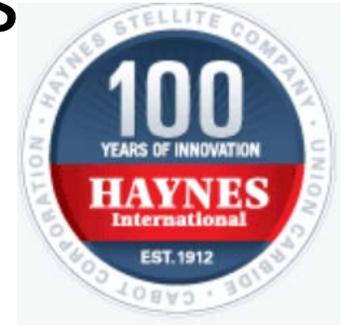


Freight Cost Analysis Interns:

- Meet with cross functional managers to fully understand all facets of freight cost, including cost accounting, purchasing, and shipping management
- Analyze and understand current logistics agreements
- Conduct (basic) research to understand industry best practices
- Pareto analyze all freight charges to determine proper focus
- Develop and present ideas for improvements to the Vice President of Manufacturing
- Develop procedures/metrics to help sustain savings

Haynes International Positions

Process Standards Development Intern:



- Conduct time studies on various manufacturing operations to identify waste
- Analyze base routers to compare engineered times to actual
- Develop standard process times based on the observations
- Offer ideas to eliminate waste through Lean Tools like 5s, etc.

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High School Students Head to Factories for Internships

An program pairs Indiana students in high school engineering and manufacturing programs with area companies.



Aaron Mak Hoffman, a student at Benton Central High School, and Kelsey Towers-Jones, a graduate of West Lafayette High School, work on a project to make scrap metal tracking and transportation at the voestalpine Rotec factory on June 11, 2015, in Lafayette, Ind.

STEM Solutions

This special report is U.S. News & World Report's hub for news and information about science, technology, engineering and math education and employment.

U.S. News & World Report STEM Solutions
The National Leadership Conference
May 18 – May 20, 2016
Hilton Baltimore | Baltimore, MD
SCIENCE | TECHNOLOGY | ENGINEERING | MATH

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Winter Trend Watch

What's new, what's hot, what's just in

[SHOP NOW >](#)



Interns at Work

- Aaron Mak Hoffman, Benton Central High School
- Kelsey Towers-Jones, West Lafayette High School,
- voestalpine Rotec
- Scrap metal tracking and transportation project

CONEXUS INTERNS: Summits



Demand in Pilot Year

Selected	Applied/ Proposed/ Requested
84 Interns	203 Students
30 Companies	42 Companies
84 Intern Job Descriptions	110 Intern Job Descriptions
30 High Schools	42 High Schools
2 Summits	2 Summits

CONEXUS INTERNS



STUDENT IMPACT



Increase in Students Who Plan to Pursue a Career in Advanced Manufacturing or Logistics

Impacted Plans After High School



Found Experience Valuable



INDUSTRY IMPACT



Rated Intern Candidate Pool as Strong

Interns are Valid Way to Support Workforce Needs



Likely to Participate in the Program Again

Contact:

Claudia Cummings

(317) 638-2105

ccummings@conexusindiana.com

ELEVATING

Work & Learn in Indiana



INDIANA
CAREER
COUNCIL

LUNCHEON SPEAKER

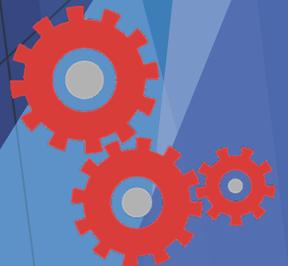
**Chris Lowery, Chancellor, Ivy Tech Community
College, Columbus/Southeast Region**

Driving Collaboration: Putting Ideas Into Action

MODEL OF ON THE JOB TRAINING
Rapid Reemployment in Advanced
Manufacturing Positions (RAMP)
Brooklyn Burton, Project Manager
Region 4 Workforce Board



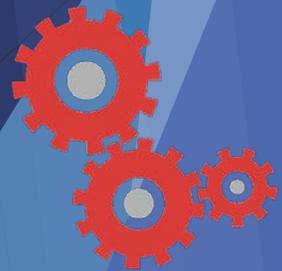
November 10, 2015

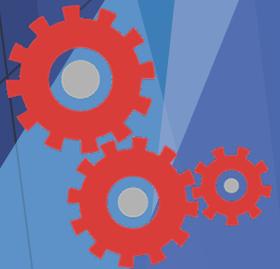




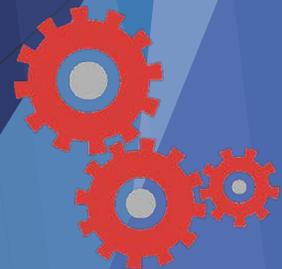
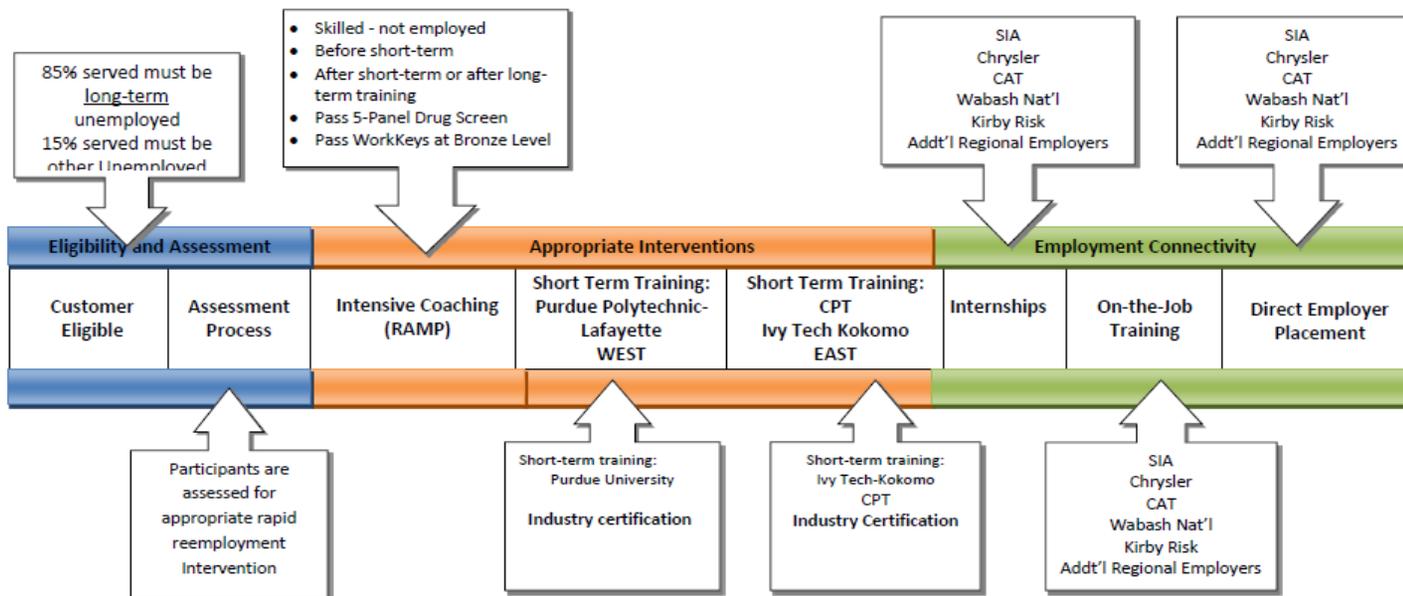
Focus

- Long-term unemployed (85%)
- Other Unemployed (15%)
- 11/1/2014 - October 31, 2018
- Advanced Manufacturing Sector Serve 800 participants
- 600 enrolled in Training
- 75% Entered Employment rate for grant





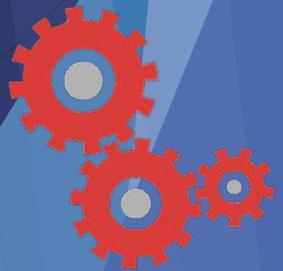
Rapid Reemployment for Advanced Manufacturing Positions (RAMP) Service Flow





Plan

- ▶ Intensive Coaching (RAMP Networking Group)
- ▶ Short-Term Training
- ▶ Internships / OJT's / Direct Placement
- ▶ Employer constructed curriculum
- ▶ Training located at employer site
- ▶ Simulation Training
- ▶ Supportive services-transportation assistance, child care, tutoring, and other work/training-related needs.



CHANGE IS DIFFICULT

It requires that
we leave our
comfort zone.





Assess for Change

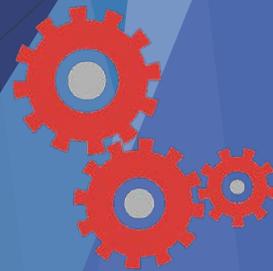
- Ready, Willing & Able
- Identify Barriers
- Ability to Benefit

Plan for Change

- Expectations
- Soft Skills
- Career Readiness Skills

Sustain the Change

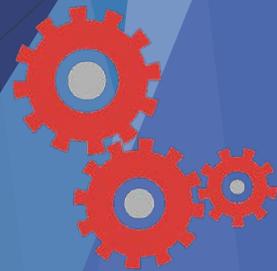
- Adaptation
- Follow-Up
- Sustained Capability

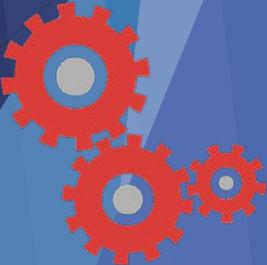




Working in Concert

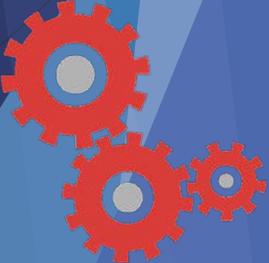
Putting the pieces together to make one strong system.







Thank you



MODEL OF EXTERNSHIP

Tech Point

Sally Reasoner, Director of Talent Initiatives



ELEVATING

Work & Learn in Indiana



Tech Talent Attraction and Retention: Xtern

TechPoint

On a mission to grow
& strengthen Indiana's
tech community.

The Demand

- Explosive job growing – 17% growth from 2009-2014
- Over 10,000 computer-related job postings in 2014
- 82% of computer-related jobs require a bachelors degree or higher

The solution



THE ULTIMATE TECH INTERNSHIP EXPERIENCE

Xtern allows Central Indiana companies to outperform and differentiate themselves from competitors to recruit high caliber technical interns.

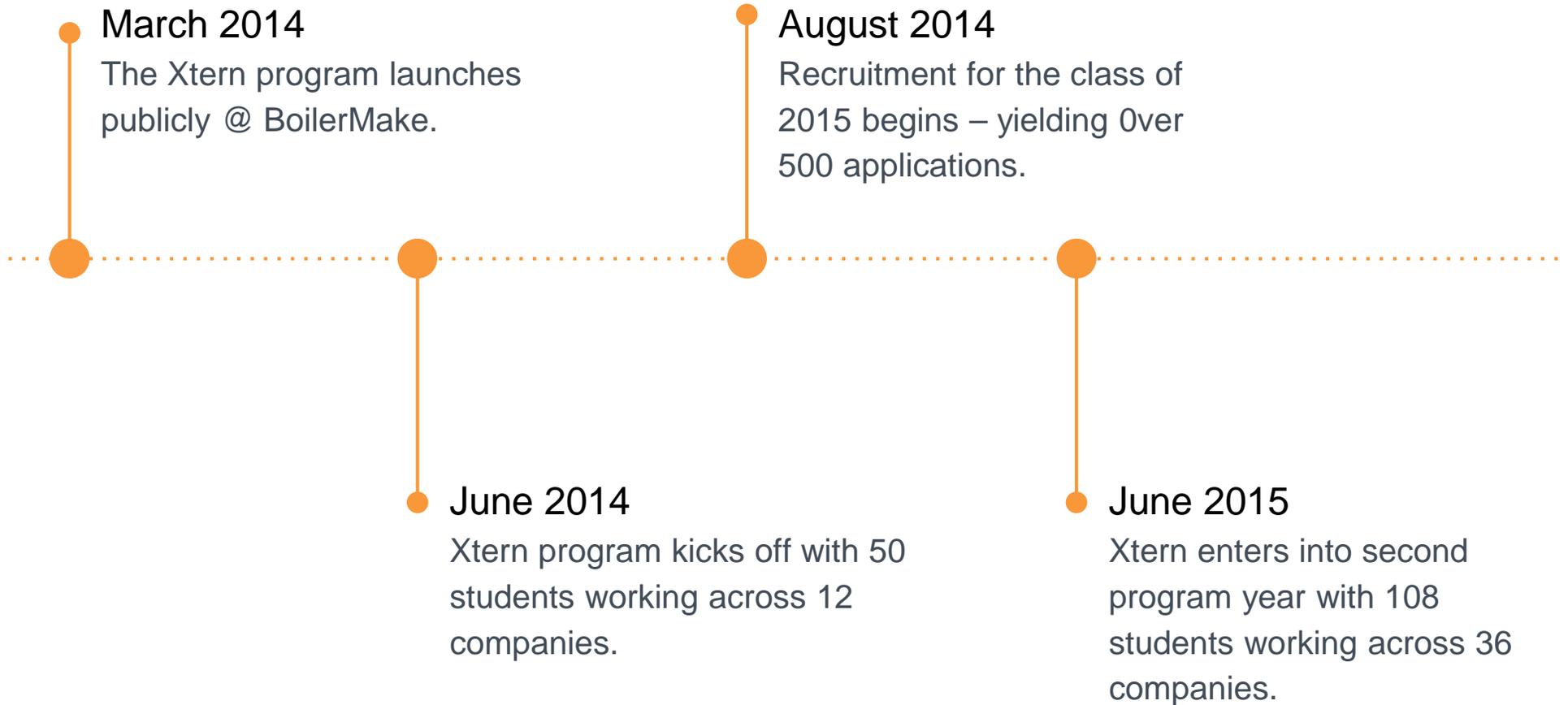


XTERN

THE ULTIMATE TECH INTERNSHIP EXPERIENCE

Xtern 2014 Video

Timeline: Xtern Launch and Growth



Xtern: Quick Stats

- 591 applicants from 14 states and 33 colleges + universities
- 158 total Xterns working across 37 companies
- Only 22% of Xterns had a positive impression of Central Indiana prior to participating in Xtern. 98% report a positive impression after Xtern.
- Prior to Xtern, 12% of participants reported they were likely to choose a career in Indy. After Xtern, 78% are likely to choose a career in Indy after graduation.

MODEL OF COOPERATIVE EDUCATION

Vincennes University

Charles Johnson, Interim President

The logo for 'Elevating' features the word 'ELEVATING' in a bold, blue, sans-serif font. The letter 'G' is significantly larger and positioned to the right of the other letters. A crane hook is suspended from the top of the 'G', as if it were lifting the letter.

Work & Learn in Indiana



The background features a large, semi-transparent watermark of the Vincennes University seal. The seal is circular and contains a central torch with a flame, surrounded by a laurel wreath. The text "VINCENNES UNIVERSITY" is arched across the top, and "1801" is at the bottom. The motto "CONSTRUIRE POUR SERVIRE" is written in a smaller arc above the torch. The entire seal is rendered in a light blue color.

Vincennes University

Employer-driven work and Learn models

November 10, 2015

Employer-driven work and Learn models



2013

Toyota Advanced
Manufacturing
Technician Program
Fort Branch, IN



2014

Career Advancement
Partnership
Jasper, IN



2015

Advanced
Internship in
Manufacturing
Lafayette, IN

Toyota advanced manufacturing technician program



“Of all the colleges that we work with across the country, Vincennes University has the best Advanced Manufacturing program.” *Toyota Corporate*

- Two-year degree in Advanced Manufacturing Automation Technology
- Paid work experience from a global manufacturer
- Manufacture 300,000 vehicles per year
- \$4.1 Billion Facility with 5,000 employees



Evansville
COURIER&PRESS

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Toyota to increase Highlander production in Princeton, will add 200 jobs

BY: Carol Wersich
POSTED: 11/14/14
UPDATED: 11/14/14
TAG: local |

Toyota Indiana Adding 300 Jobs to Build More Highlanders

Popular SUV Added to Second Assembly Line, Improving Production Flexibility

Toyota AMT COURSE SCHEDULE

1st Semester (Fall)

Monday and Friday: Work at Toyota

Tuesday – Thursday: Classes at Vincennes University

2nd Semester (Spring)

Monday and Tuesday: Work at Toyota

Wednesday – Friday: Classes at Vincennes University

3rd Semester (Summer)

Monday – Friday: Work at Toyota

4th Semester (Fall)

Monday – Wednesday: Classes at Vincennes University

Thursday and Friday: Work at Toyota

5th Semester (Spring)

Monday – Wednesday: Classes at Vincennes University

Thursday and Friday: Work at Toyota

6th Semester (Summer)

Monday – Wednesday: Classes at Vincennes University

Thursday and Friday: Work at Toyota



A model worth replicating

- First AMT Graduation: May 2015
- 100% Job Placement
- Starting Salary Average: \$50,000/year



Career advancement partnership

Center for Technology, Innovation and Manufacturing

A Partnership Between Vincennes University Jasper Campus and Regional Manufacturers



OFS BRANDS



Kimball
International

THERMWOOD
First in CNC Routers



The Herald

DuboisCountyHerald.com

Jasper Engines expanding, adding 235 jobs

April 30, 2014

MasterBrand
Cabinets, Inc.

Evansville
COURIER & PRESS

**MasterBrand Cabinets to expand
Ferdinand plant, add 262 jobs**

CAREER ADVANCEMENT PARTNERSHIP

Career advancement partnership

- Results in an Associate of Science, Technology
- Students have paid employment on Mondays and Fridays and attend classes at VUJC on Tuesday, Wednesday and Thursday
- Starting pay during the program is \$12/hour with incentive raises for grades and attendance each semester.
- Employers are providing partial tuition assistance for program participants





After graduation, the two year Associate Degree from both programs can be expanded to a four year Bachelor Degree in fields such as Engineering, Technology or Business.



ELEVATING
Work & Learn in Indiana



INDIANA
CAREER
COUNCIL

CLOSING REMARKS

**Jackie Dowd, Chief Operating Officer
Department of Workforce Development**

Encourage colleagues and friends to watch a recording of today's symposium, as well as review presentations at

www.in.gov/icc/WL.htm