

Region 9 Works Council

Chairperson: Chris Lowery

Signature: 

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City: Batesville

State: IN

Zip: 47006

Fiscal Agent

Name of Organization: Community Education Coalition (CEC)

Contact Person: John Burnett

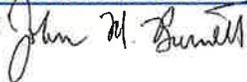
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A. Statement of Regional Need

1.) Which primary employment sectors and associated pathways will be the focus of the project? Why?

The primary employment sectors and associated pathways that will be the focus of this project are manufacturing sectors with skilled trades and technician pathways.

Manufacturing employs 30% of Southeast Indiana's workforce; wages are 20% higher than the average of all other industry sectors; jobs in STEM related fields are growing four-times the rate of other career sectors; and according to the Department of Workforce Development, Southeast Indiana needs to fill 500 STEM jobs every year through 2018. American manufacturing today is a high-tech endeavor requiring workers to possess more education, skills and knowledge than ever before. Advanced manufacturing also offers challenging and rewarding careers. However, many young people today lack an interest and understanding of advanced manufacturing careers and the local career technical education programs available that are aligned not only with college- and career-readiness standards, but also with the needs of employers, industry, and labor. They provide students with a curriculum based on integrated academic and technical content and strong employability skills.

Recognizing that there is no "one size fits all" solution, the EcO₁₅ regional network remains focused on the creation of locally customized STEM seamless pathways with the objective of helping individuals pursue valuable education pathways and careers transitioning smoothly from high school through a college program while also supplying our manufacturers with a highly skilled 21st century workforce.

Over the past six years, the EcO₁₅ regional support team and now the newly formed Region 9 Works Council, has continued to meet with key industry stakeholders and educators (both secondary and post-secondary) seeking their input to understand in detail, the workforce expectations and requirements of local manufacturers. With this information, we now have a better understanding of the alignment required between the manufacturers' workforce requirements and the educational programming available.

Monthly meetings have helped identify the scope of several STEM seamless pathways projects that will serve as "pilots" that can also expand throughout region 9. Those pilot projects include the following:

- **EcO₁₅, Columbus Area Career Connection, Ivy Tech, Cummins, Faurecia, Toyota and Caltherm**-working together to develop and implement marketing strategies to recruit more students to specific career and technical education courses and post-secondary degree programs that lead to three specific high-demand, technical, manufacturing careers: CNC Operators/Maintenance Technicians, Electronics, and Computer-Aid Designers. The work is now focused on the future state (understand the current CTE and postsecondary curriculum, identify industry needs and gaps that exist, and understand employability competencies).
- **EcO₁₅, Aisin, and Ivy Tech**- A new school-to-work program will enable Aisin to hire young, Jackson County talent now, to develop its workforce for the future and give students an incentive to pursue a career in manufacturing. The program aims to assist graduates who might not have the money and scholarships to attend college and who want to begin a career sooner rather than later. After students are hired and complete a full-time work experience this summer at Aisin, they will be required to attend a 12-week Manufacturing Skills Standards Certification program. The program will be conducted in

the fall through Ivy Tech Community College at the new advanced manufacturing and technology lab at the Jackson County Learning Center in Seymour.

- **EcO₁₅, Southeastern Career Center, and Cummins-** Due to the EcO₁₅ network and engagement of industry partners, Cummins Inc. provided one of their Southern Indiana Placement Services (SIPS) representatives to partner with the Southeastern Career Center in Versailles to expand its Diesel Technology program. This partnership was made due to Cummins' critical need to find Mechanical Engineering Technicians (METs) responsible for performance and endurance testing on multiple and single cylinder engine components and systems.

Since Cummins partnered with the SECC diesel tech program in the fall of 2012, enrollments have continued to increase from 37 first year students to 49 first year students and 5 on the waiting list and second year student enrollment has increased from 15 students to 35 students. Cummins has hired two SECC seniors for Technical Support Specialist positions and three SECC students for School-to-Work positions at the Cummins Technology Center. Three additional students were hired for the School-to-Work program and started in June.

2.) *After conducting an informal environmental scan of activities related to the project, what gaps exist in the region that this project will fill?*

Transforming students, parents, counselors, and administrators perception of career and technical education (CTE) is essential to this process. Employers turn to CTE as an important source of talent that they need to fill skilled positions within their companies. Most students are not sure what educational program will help them find a good job. Students have very little coaching from their parents and counselors about possible career opportunities and how to assess their aptitude for different potential careers. This is a systemic problem – students need information and tools to help them see the pathway from education to employment.

Counselors fall under the umbrella of the Indiana Department of Education (IDOE) whose objectives and goals are not always in alignment with the objectives and goals of the Indiana Department of Workforce Development (IDWD). In many cases, they represent opposing forces within the state's governmental structure. Vocational/Technical segments of schools corporations, which do fall under IDWD reporting structure, are focused on career or vocational preparedness for their students. Academic middle and high schools are more focused on collegiate preparatory and ISTEP performance, often with little thoughts as to applicability to current or emerging workforce needs. The situation is exacerbated by realizing a school's federal funding is directly tied into the result of its ISTEP performance. This focus negates providing accurate career opportunity information to a future focused segment of the school population, which should be the cornerstone of the regions effort to recruit and retain the area's talented and motivated youth into the region's ready workforce. Additionally, counselors often lack business or industrial experience and may be unaware of the real and emerging career markets, as well as what skills may be required to secure those careers.

The industry engagement in the identified seamless pathway pilots is beginning to help "sell" the tremendous need for skills in the workforce to some of our toughest critics- counselors, parents and students. Yet, a gap still remains. Now more than ever, our region needs industry partners to actively engage in the educational system. Employers need to be more actively engaged in the recruitment and marketing strategies being developed.

B. Project Description, Performance Measures, Evaluation, Sustainability.

- 1.) *What initiative(s) does the Works Council Plan to undertake to increase CTE Awareness throughout the region and in local communities?***

The Works Council will work with the Region 9 Eco15 organization increase CTE awareness in the 10 county region. Currently the Eco15 organization has 7 official project coordinators that represent the 10 county region. Within the 10 counties are teachers and counselors at 28 high schools that serve as Dream It Do It Champions. The Champions are responsible for organizing, leading and sponsoring events that promote all STEM education and careers. Currently there exists a disconnection between industry needs and education administration. Many school corporations support CTE curriculum; however, it is sometimes viewed as a secondary pathway for students.

This grant will make available funding to provide greater support in one, all, or a combination of the following:

- I. Provide more funding to support targeted promotional and communication projects about Skilled Trades and Technician Pathways utilizing the Eco15 and DIDI Champion network (All projects will be selected and approved by Works Council consensus).
- II. The Works Council members would like to have a regional promotional video developed highlighting regional industry and business partners with a focus on specific critical Skilled Trade and Technician career fields.
- III. Contract with an appropriate firm to conduct research and focus groups that will provide the reason for the disconnection that exists between students, parents, school corporations and CTE.

2.) What are the primary outcomes that this project aims to achieve?

The primary outcomes that this project aims to achieve are to:

- a. Increase level of understanding, awareness, and interest in pursuing careers in technical pathways that lead high demand and high wage jobs.
- b. Change the paradigm that the four year college path is the only viable option ensuring a future that leads to a higher standard of living.
- c. Incur less college debt, time in school, and increase the pipeline of qualified graduates that match the market demand.

3.) What partners are collaborating to address this need, and what will be their role?

The following is a list of partners who are collaborating in this effort:

Eco15 (Regional support Team, County Coordinators, Community Foundations, and Economic Development Corporations, and Dream It. Do It. Champions)

Regional School Corporations

Rising Sun Foundation

Dearborn Community Foundation

Community Education Coalition

Columbus Area Career Connection

Southeastern Career Center

Honda Manufacturing of Indiana

Hillenbrand Corp.

NTN

Toyota

Caltherm

Cummins Inc.

EnKei America

Batesville Tool & Die

Ivy Tech Community College (region)

What are the responsibilities of each partner?

Each partner is collaborating to participate and support the following Eco15 the following regional projects:

- a. Career Marketing for Maintenance/CNC Technicians, Electronics and Computer Assisted Design.
- b. Pathway for Production Operators to Industry.
- c. Southeastern Career Center Diesel Technology Program

4.) *Please describe the grant proposal timeline.*

Timeline: 2014-16 school years (compare year over year of targeted cohorts)

5.) *Please describe the major deliverables.*

The primary outcomes of this research would be to better understand how our network can organize a series of events and outreach activities that will address the following:

- I. Provide more funding to support targeted promotional and communication projects about Skilled Trades and Technician Pathways utilizing the Eco15 and DIDI Champion network (All projects will be selected and approved by Works Council consensus).
- II. Develop a regional promotional video highlighting industry and business partners with a focus on specific critical Skilled Trade and Technician career fields.
- III. Contract with an appropriate firm to conduct research and focus groups that will provide the reason for the disconnection that exists between students, parents, school corporations and CTE.
- IV. Utilize student expressed aptitude data from FREE career assessment reports given to all students in every high school and middle school (grades 6-12) across the state. *Indiana Career Explorer (ICE)*, powered by *Kuder® Navigator*, features interactive and reliable tools to make career planning fun, engaging, and relevant.

The issue our region is experiencing is that not every school has made this FREE assessment a priority, and they haven't allowed for staff training to better understand how to aggregate the data and pull student interest reports. Also, most counselors in our region have a very high student load, which proves detrimental to any extra time focused on career planning outside of course scheduling ensuring graduation and college attainment.

6.) *What outcome based measures will the grantee utilize to evaluate how well grant outcomes and objectives were achieved?*

- Increase CTE specified course enrollment
- Increase in technical honors diplomas
- Increase school-to-work/work experience opportunities for students prior to graduating high school
- Increase in the number of industries providing specific work opportunities for specified CTE courses

7.) *What additional plans does the Works Council have for ensuring a substantive evaluation and sustainability plan?*

EcO₁₅ will amplify existing momentum by partnering with the Region 9 Works Council to develop an action plan to increase the percentage of local residents with high quality certificates, associate degrees and bachelor's degrees, to recruit targeted students into the CTE courses identified as a part of the seamless pathways pilots, and develop a series of outreach activities that will address those needs identified by the Council.

This awareness grant will enable the continuation of successful programs in place from the EcO₁₅ initiative and secure the gains reached thus far. An additional need our region would like to address would be to partner with EcO₁₅ and the Region 9 Workforce Board to help identify schools currently without school-to-career and high school drop-out prevention programs, such as JAG and i-Grad. JAG (Jobs for America's Graduates) is a school-to-career program implemented in four out of our ten counties focused on keeping young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities, or to enroll in a postsecondary institution that leads to a rewarding career.

I-Grad is a unique program embedded in Bartholomew County schools with the bold goal of achieving a high school graduation rate of 100% by 2017. Formed as a partnership between Cummins Inc., the Community Education Coalition, and Ivy Tech Columbus, i-Grad serves all students with academic barriers in 8th through 12th grades.

These programs provide our region with access to structured programming that results in students graduating high school and pursuing high-demand careers. These programs would connect nicely with the targeted STEM Seamless Pathways pilots and ICE career assessments as a viable career option for at-risk students.

C. Budget Narrative

The line items in this budget are intended to address the following items:

- I. Provide more funding to support targeted promotional and communication projects about Skilled Trades and Technician Pathways utilizing the Eco15 and DIDI Champion network (All projects will be selected and approved by Works Council consensus).
- II. The Works Council members would like to have a regional promotional video developed highlighting regional industry and business partners with a focus on specific critical Skilled Trade and Technician career fields.
- III. Contract with an appropriate firm to conduct research and focus groups that will provide the reason for the disconnection that exists between students, parents, school corporations and CTE.

The Works Council will determine the strategy to implement the requested funds to address the line items mentioned above. Due to time limitations the research project could not be quoted by a service provider and had to be estimated. The Dream It Do It Marketing & Outreach/Event budget line item will be used to fund DIDI Champion projects that are selected by the Works Council. It is based off of Eco15 Communications & Outreach Coordinator, Dream It. Do It. Southeast Indiana Program Manager, Stephanie Weber's 2014 budget.

Form 2: Application Budget Detail Sheet

Explanation of Expenditure	Amount Requested
Dream It Do It Marketing & Outreach/Event Budget - DID Champion Stipends, Events & Advertising	\$30,000
Region 9 CTE/Technical Careers Highlight Video - Quote Attached Research report to determine the reason for the disconnection that exists between students, parents, school corporations and CTE (budgeted costs, if can't be provided for amount, this element could be subsidized by Dream It Do It line item)	11,600 23,400
Total Funds Requested	\$65,000

Joust Multimedia
Send payment to:
3970 Waycross Dr.
Columbus IN 47203
United States



Community Education Coalition
Stephanie Weber

Estimate # 000296
Estimate Date March 14, 2014

Estimate Total \$11,600.00 USD

Item	Description	Unit Cost	Quantity	Line Total
Script Writing	Development of script outlining cohesive storyline and dialog of skit.	500.00	1	500.00
Storyboarding	Planning phase in which composition and flow are established before production.	600.00	1	600.00
Video Shoot	Estimated time needed for scheduling and shooting various scenes needed for skit. Also includes costs of hiring actors as needed for skit.	4,800.00	1	4,800.00
Motion Graphics	Animation and title graphics designed and animated. Includes up to 2 rounds of revisions.	2,500.00	1	2,500.00
Video Editing	Cutting and arranging raw video footage and audio into 5 minute HD video. Up to two rounds of revisions included.	3,000.00	1	3,000.00
Video Delivery	Exportation of final video to HD (1080) Quicktime and Windows Media movie files and Youtube.	200.00	1	200.00

Estimate Total \$11,600.00 USD