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Steuben County READI Proposal

Project or Program Contact Information

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| Project/Program Name | Industry and Academic Collaborative Learning and Training Center |
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| Project/Program Contact | Gretchen Miller |
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| Project/Program Contact Email | millerg@trine.edu |
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| Project/Program Contact Phone | (260) 665-4312 |
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| Relationship to Project/Program | University Representative/Project Manager |
|---------------------------------|---|

Project or Program Location

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| Address | One University Ave. Angola, IN 46703 |
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| County | Steuben |
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Project or Program Details

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| What type of project/program? | Both |
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| What is the duration of the project/program? | 12 month construction; programming ongoing |
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| Is this a hybrid project and program? | Yes |
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| Select project/program focus areas. (You can select multiple) | Grow the Workforce Downtown Vibrancy Entrepreneurship & Innovation |
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Share a description of the project/program.

The proposed Industry and Academic Collaborative Learning and Training Center will be housed on Trine University's Angola campus, Steuben County, to serve as a hub to facilitate business and industry, as well as displaced and incumbent worker career exploration, collaboration, training, and educational development. Trine's goal of developing virtual and online programming, combined with hands-on activities and instruction, in technical fields will address the increasing skills needed in industry today while addressing the workforce skills gap. Industry certification will be incorporated into associate and bachelor degrees and further growing relevant technical training resources in Trine's programs to bridge the gap to smart manufacturing.

This proposal seeks to provide technical training resources to skill up the region's workforce and partner with industry to create a nimble hub to meet the needs that are ever changing. This proposed concept perfectly aligns with the READI program and the 2030 Northeastern Indiana strategic plan, addressing the critical issue of workforce development and training and ultimately impacting the focus areas of growing the workforce, community vibrancy, entrepreneurship and innovation, as well as increasing the population, educational attainment, and increasing wages.

With this project, Trine will also add a technical training department to focus on skilling up community, incumbent, and displaced workers through advanced manufacturing programs and equipment. Training will have a focus on the installation, integration, support, and troubleshooting of mechanical, electrical, CNC and automated equipment within regional manufacturing environments. Course content will include but not be limited to programmable logic controllers (PLC), motor drives, pneumatics, hydraulics, electronics and robotics. Additional programming covering basic advanced manufacturing, robotics and mechatronics, operations and problem solving will be included to develop a firm foundation necessary for employment in industry. Focusing on developing employability and soft skills will aid in employment retention and career growth, which will have a lasting impact on our region and state.

The proposed project's impact and anticipated outcomes would be to assist with economic resilience, create a facility that promotes and enables a prosperous and innovative-centric economy, and builds a skills-training center that addresses the needs of the regional business community, particularly in the manufacturing sector. This project's focus on certification programming that is accessible to distressed and displaced residents within the region and tri-state area is a strong fit with regional priorities. Its impact would not only be felt locally in our community, but the tri-state area and beyond.

Why is this project/program regionally significant?

Educational attainment is essential to the regional economy and the workforce. Data for the region was reviewed as it relates to the number of people over the age of 25 and the level of education obtained. The data shows that the region is ahead of the state in both high school graduates and associates degrees. Regionally, 38.6% of residents over the age of 25 have a high school diploma as their highest level of education attainment. The entire state has 33.5% of residents with this level of attainment. The data also indicates that 9.9% of residents have an Associate's degree compared to 8.7% of all Indiana residents. The region is behind the state when it comes to Bachelor's degrees and graduate degrees. The percentage of residents with a Bachelor's degree is 12.2% compared to 16.5% for all of Indiana. Graduate degrees or more have been obtained by 6.1% of residents compared to 9.4% of all Indiana residents. Per capita income lags behind both the state and nation. As a whole per capita income for the region is 90.8% of the state, and 78.6% of the nation. There will need to be a focus on implementing strategies that will lead to per capita income increasing across the region. The number of households in poverty across the region is lower than the percentages for the state and nation.

Employment across all industries within the region indicates that the largest employing industry is manufacturing which accounts for nearly 25% of all employment. The employment concentration in this sector, combined with a strong current economy, has contributed to high levels of employment across the region. Regional stakeholders have emphasized the need to align workforce training with current regional job opportunities, particularly in the manufacturing sectors that are struggling to attract a younger workforce. The next highest sectors with the highest levels of employment are Health Care and Social Services, Retail Trade, and Accommodation and Food services.

This project aligns with the CEDS for the region. The number one goal in the CEDS is Support and Address Regional Workforce Development and Attraction Issues. This project will directly address this goal and improve readiness of the workforce so that ongoing attraction efforts will have a better chance of succeeding.

How does this project/program relate to the identified focus area(s)?

Grow the Workforce: The Center will provide the platform for enhanced collaboration with regional partners providing educational opportunities for the development of the current and future healthcare workforce. The proposed project's impact would assist with economic resilience, create a facility that promotes and enables a prosperous and innovative-centric economy, and builds a skills-training center that addresses the needs of the business community, particularly in the manufacturing sector. This project's focus on certification programming that is accessible to distressed and displaced residents within the region and tri-state area is a strong fit with READI's priorities.

As this is a project that supports the planning and implementation of infrastructure for a skills-training center that addresses the regional hiring and skills training needs of our region, particularly in the manufacturing sector - with a specific emphasis on the expansion of apprenticeships, internships, and work-and-learn training models; the proposed project supports job creation and business expansion.

Downtown Vibrancy: Providing high-quality educational, training, and employment opportunities aids in the improvement and ensuring of quality of life and quality of place, essentially cultivating the vibrancy of the location, whether it be in downtown or its respective surrounding area. The proposed Center's efforts will provide for a source for recruiting, cultivating, and/or retaining employees and/or businesses - or their respective workforce- who will aid in the vibrancy of and investment into their respective communities and downtowns.

Entrepreneurship & Innovation: Trine's Allen School of Engineering and Computing and Trine Innovation 1 exist to connect innovators with university resources, and the new expansion of the Steel Dynamics, Inc. Center for Engineering and Computing will provide students the opportunity to work more extensively with cutting-edge technologies such as augmented and virtual reality. All of these resources will be collaboratively and strategically aligned with proposed efforts of the Industry and Academic Collaborative Learning and Training Center as we continue innovative research in all fields, specifically, in this proposed programming, in the manufacturing industry. The facility will be a state-of-the-art learning and teaching environment that will be home to an active learning lab with maker space to foster creativity will be housed in the center as well as labs and classrooms for biomedical engineering and the sciences. In addition, a state-of-the-art artificial intelligence /virtual reality/robotics lab will be featured furthering our efforts to increase extended reality resources and programming on campus. The industry and academic collaborative learning center will find its home within this facility as well as the newly proposed technical training department.

What is the project/program timeline?

The project's timeline is as follows:

- Equipment lead time is approximately 90-120 days from placed order
? Depending on placed order, equipment would be on campus in late Fall 2021; with training to being shortly thereafter
 - Training the Trainer cycle: Amatrol annual training June and July;
Training: Fanuc Robotics year round
 - Marketing and promotion of proposed programming; to include class enrollment on and off-site - 6 months
 - Construction is underway on the Steel Dynamics Inc. Engineering and Computing engineering expansion that is slated to open Fall of 2022
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List the partners involved in this project/program.

A multitude of business and industry partners have indicated their interest and demonstrated need to partner in regards to the opportunity to upskill and train their current and future workforce through potential programmatic offerings that would be included within the concept of operations under development. While the collaborative business and industry partner list is quite long, some of these include: Cameron Memorial Community Hospital, Parkview Health, Metal Technologies Inc., Steel Dynamics, Inc., City of Angola, 80/20, Color Master, Hendrickson Suspension, Hudson Aquatic Systems, Micropulse, and the City of Fort Wayne. We will also work with our business and industry partners to educate and assist them with available state and federal funding sources, such as the State of Indiana's Next Level Jobs program.

In addition, the following partners have completed forms in support of the project: Asama Coldwater Manufacturing, APT Manufacturing, Cardinal IG, Edgerton Forge, Indiana Materials Processing, Metal Technologies, Inc., Rieke Packaging, Steel Dynamics Inc., Tempus Technologies, Weiland Case, and WL Molding.

The Quality of Life Plus Program brings together America's brightest engineering students at leading universities nationwide to create life-transforming assistive technology for our country's injured and ill veteran heroes. Through a partnership, the newly proposed industry and academic collaborative learning center will house a QL+ lab on campus, offering opportunities not only for our college and high school students, but also for those community, incumbent or displaced workers skilling up in the newly proposed technical training department. Trine University is currently the only QL+ program in the state of Indiana and one of very few in the entire Midwest. Only 20 approved programs exist in the United States.

Through due diligence, Trine University has identified and established partnerships with the following training and equipment providers to implement and provide for programming and services within the concept of operations under development: Aidex, Amatrol, 180 Skills, APT Manufacturing Solutions, Circuit Stream, and Mursion. Supportive partners also include The City of Angola, Steuben County, and the Steuben County Economic Development Corporation.

This initiative, along with the expansion of the university's Allen School of Engineering and Computing and Innovation One, in which this center will be housed (until potential phase 2 additional construction) has been financially supported by numerous private donors, businesses and regional foundations. These include: The Don Wood Foundation (formerly the 80-20 Foundation), Cardinal IG, Steel Dynamics Inc., Metal Technologies Inc. and The James Foundation, as well as numerous others.

Project or Program Finances

What is the total amount of READI program funds requested? 1,000,000

Upload a file with project/program finances. <https://www.formstack.com/admin/download/file/10991037260>

What is the sustainability of the project/program? Share your 3-year plan.

Trine University has been educating and preparing students for over 138 years. The institution's capacity to provide a first-class education and experience is evident with the sustained career-placement rate and momentum in remaining the fastest growing private institution in the state of Indiana for the past eight years. The commitment to thriving and differentiating our institution is a driving force that permeates our various schools. This culture along with a supportive board of trustees, dedicated administration and employees, and supportive and collaborative community partners provides for the capacity and ability for sustaining this initiative. Additional financial support will be generated through program revenue, community participation (investments and partnerships), as well as workforce development/training funding available both through the state and federally for participating industry partners. In addition, multiple fundraising asks have been made to various donors to consider investment and endowment of particular areas of the initiative.

The university and our partners are committed to the project's sustainability - and growth- and helping to ensure the future viability of enrollment, career placement, and ultimately, the financial condition of the institution, the proposed center, our region, and state. As we progress through implementation timeline, as well as our strategic plan to add additional programming and potentially in the future, construction of a \$6 million center, all evaluative measures will be continuously assessed and monitored with strategic plans and revisions executed to enable sustainability, growth, success and perpetuity of the initiative in keeping aligned with the needs and demands of the training and workforce development needs of business and industry in our region and state.

Describe the return on investment for this project/program.

The return on investment for this project is the securing of additional investments to aid efforts in making Northeastern Indiana and the state a magnet for talent and economic growth. This project, through matching funding, will propel investment in our region's and state's quality of place, quality of life, and quality of opportunity.

This project's ROI:

- Directly meets the objectives and the focus areas of the READI program set forth by the Northeastern Indiana RDA of growing the workforce, community vibrancy, and entrepreneurship and innovation.
- Directly meets the objectives and goals set forth by the 2030 Northeastern Indiana strategic plan of growing the population, educational attainment, and increasing wages comparatively nationally.
- Supports the region and state with quality workforce development, training, education and skilling-up options
- Business and industry feedback supports the following estimated impact on the overall proposed project: 94 jobs created, 171 jobs saved, and spur \$47 million in private investment (not all-inclusive data; this is from just 7 responding industry partners).
- Additional benefits noted by respective business partners:
 - o APT has continued to grow over the years in robotics and automation. Trine will become a great resource for us. There are many manufacturers that will greatly benefit in NW Ohio, NE Indiana and South MI.
 - o Project could assist in obtaining new customers and new parts to forge.
 - o Having access to a training facility will help us elevate the skills and training of our employee base, which will allow us to think of yet more out of the box growth opportunities for our company.
 - o Yes, offering programs to enhance skills to existing employees, as well as creating a deeper talent pool for area employers, enables MTI to continue to compete on a global playing field.
 - o Allows them to remain competitive in their market to support growth, enhancing the skill-sets of their employees so that they can be compensated higher which helps in employee retention.
 - o SDI continues to develop robotics at their fabrication plant and this will require additional skilled maintenance employees.
 - o This will allow for our organization to become a lot more nimble and efficient. This will create more opportunity for growth for region and organization. Trine's project is a win-win for everyone.

Project or Program Assets

Share an image of the project/program. (Option 1)

<https://www.formstack.com/admin/download/file/10991037263>

Share an image of the project/program. <https://www.formstack.com/admin/download/file/10991037264>
(Option 2)

Share an image of the project/program. <https://www.formstack.com/admin/download/file/10991037265>
(Option 3)



FOCUS on CAREER PATHWAY

ON-DEMAND TRAINING

STACKABLE CERTIFICATIONS

ASSOCIATES DEGREES

BACHELOR'S DEGREE

MASTER'S DEGREE



ME/EE/MRE (BS)



TRINE UNIVERSITY

KETNER SCHOOL OF BUSINESS

BSBA / MBA



MET / IET (AS,BS,MS)

ALL TRAINING HOURS WILL BE TRANSFERABLE TOWARDS DEGREE PROGRAMS

TRINE innovation 1

Technical & Professional Training Department

CLASSROOM



VIRTUAL



HANDS—ON



**Traditional- Incumbent - Displaced
Learners**

Industry and Academic Collaborative Learning and Training Center

| Project Cost/Budget – Construction Projects (if applicable) | | | | | | | |
|--|--|----------------------------|----------------------------|----------------------------|------------------|------------------------|-----------------------|
| Description | | Cost – Fiscal Year 2021 | Cost – Fiscal Year 2022 | Cost – Fiscal Year 2023 | Cost – Fiscal | Totals Per Category | % of Total Expense |
| Acquisition/Rights-of-Way Expense | | \$ 500,000 | \$ - | \$ - | \$ - | \$ - | 4% |
| Design/Inspection Expense | | \$ 750,000 | \$ - | \$ - | \$ - | \$ - | 6% |
| Legal/Financial Expense | | \$ 250,000 | \$ - | \$ - | \$ - | \$ - | 2% |
| Infrastructure Construction Cost | | \$ - | \$ 500,000 | \$ - | \$ - | \$ - | 4% |
| Building Construction Cost | | \$ - | \$ 10,000,000 | \$ - | \$ - | \$ - | 80% |
| Other Construction Costs | | \$ - | \$ 500,000 | \$ - | \$ - | \$ - | 4% |
| | | \$ 1,500,000 | \$ 11,000,000 | \$ - | \$ - | | |
| Total Construction Expenses Project Cost <i>(all fiscal years)</i> | | \$ 12,500,000 | | | | | |
| Project Cost/Budget – Programs (if applicable) | | | | | | | |
| Description | | Cost – Fiscal Year 2021 | Cost – Fiscal Year 2022 | Cost – Fiscal Year 2023 | Cost – Fiscal | Totals Per Category | % of Total Expense |
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| | | \$ - | \$ - | \$ - | \$ - | | |
| Total Program Expenses Project Cost <i>(all fiscal years)</i> | | \$ 0 | | | | | |
| Funding Source | | | | | | | |
| Description | | Cost – Fiscal Year 2021 | Cost – Fiscal Year 2022 | Cost – Fiscal Year 2023 | Cost – Fiscal | Totals Per Category | % of Total Expense |
| READI | | \$ 1,000,000 | \$ - | \$ - | \$ - | \$ 1,000,000 | 8% |
| Other Funds \$ | | \$ 4,000,000 | \$ - | \$ - | \$ - | \$ 4,000,000 | 32% |
| Private/Philanthropic Funds \$ | | \$ 7,500,000 | \$ - | \$ - | \$ - | \$ 7,500,000 | 60% |
| Local Government Funds \$ | | pending | \$ - | \$ - | \$ - | \$ - | 0% |
| Project Income Totals per year | | \$ 12,500,000 | \$ - | \$ - | \$ - | \$ 12,500,000 | |
| Total Project Income <i>(all fiscal years)</i> | | \$ 12,500,000 | | | | | |
| Total Project Cost <i>(all fiscal)</i> | | \$ 12,500,000 | | | | | |