Report to Lilly Endowment Inc.
Talent Opportunity Success Grant #2009 0298-000

Community Foundation of Greater Fort Wayne
through its supporting organization
Community Partnerships Incorporated
For the Period Ending February 29, 2012

Contacts

David J. Bennett, Executive Director
Community Foundation of Greater Fort Wayne
555 East Wayne Street
Fort Wayne, IN 46802
260-426-4083

Leonard J. Helfrich, Talent Initiative Director
Northeast Indiana Fund
200 E. Main St., Suite 910
Fort Wayne, IN 46802
260-469-3472
This was another year of accomplishment for the Talent Initiative. We continued to implement our initial strategies and create collaborations, leverage, and alignment among not only our project partners, but also other regional entities.

We also looked to the future, not only beginning our planning for the next phase of the Talent Initiative (hereinafter “Talent Initiative 2.0”), but also agreeing to take a leadership role in implementing our region’s visioning and strategic planning process, Vision 2020. Given the networks, collaborations, and alignments that have sprung from Talent Initiative’s efforts already, our Board agreed that the Talent Initiative would undertake the convening role of the Talent Pillar of Vision 2020, and that our future strategies would align with those of the region as exemplified by the Lumina Foundation for Education’s “Big Goal” of a regional degree and certification attainment rate of 60% by the year 2025 (starting from less than 35% in Northeast Indiana). Likewise, our Communications Campaign will align its goals with those of the Talent Pillar.

After a brief summary of our strategies and projects below, we will detail our efforts, accomplishments, and challenges strategy by strategy, and will append metrics we have developed to measure our progress.

In a nutshell, here are the results of our initial grant strategies:

**WorkOne Northeast (WorkOne)** has supported training activities for 3,342 workers, exceeding the grant expectation of 1,200. Of that total, 77% were workers receiving “up-skilling” training for their current or future jobs in cooperation with their employers (incumbent workers) and 23% were unemployed (transitioning) workers. As our program continued, it became clear that the incumbent worker training aspect was unique and that our Talent Initiative dollars could be leveraged to obtain transitioning worker dollars elsewhere. Thus, by the end of the program, our last dollars were 100% allocated to incumbent worker training.

**Ivy Tech Community College-Northeast (Ivy Tech)** completed the final $500,000 installation of the $2.6 million dollar commitment from Lilly Endowment and Talent Initiative. Enrollment in academic classes utilizing the advanced manufacturing equipment purchased with these funds has grown from 49 students in Spring 2010 to 174 students in Spring 2012. The Ivy Tech Corporate College (non-credit training programs) has also begun to utilize the equipment.

**Indiana University-Purdue University Fort Wayne (IPFW)** continued its progress in establishing the Center of Excellence in Wireless Technology, but was stymied in its search for the Associate Director of the Center of Excellence in Systems Engineering. The Information Analytics and Visualization Center and Wireless Technology labs have been completed and are generating new hands-on educational experiences for students and increased opportunities for collaborative research with...
local defense industry partners. In late 2011, the Wireless Center entered into a Collaborative Research and Development Agreement with the Naval Research Laboratory in Washington, D.C. The Systems Engineering lab is awaiting hiring of a new Director of Systems Engineering.

A fifth New Tech High School joined the four already up and running. And we recruited a sixth, in DeKalb County. Three of our schools were named Exemplary by the New Tech Network, meaning that they are held up as models for new schools and serve as National Demonstration Sites. Thirteen of the teachers in Northeast Indiana New Tech schools have been certified as New Tech Distinguished Teachers. Our region-wide Professional Development Project-based Learning Grant Program had a very successful first year and introduced the concepts of Project-based Learning (PBL) to 910 teachers, administrators, and university faculty.

Finally, our Communications Campaign continued its efforts to build awareness of science, technology, engineering, and math (STEM) programs in Northeast Indiana and to instill a widespread attitude of motivation to upgrade work-related skills and continuously seek self-improvement. At the same time, and practicing what we preach about regional alignment, our Board voted to support unifying our 2012 Communications Plan with that of Vision 2020.

Importantly, we have continued our efforts at regional (and state) alignment and collaboration. Most notably, we have leveraged our collaboration efforts by taking on the role of convener of the 21st Century Talent Pillar of our regional visioning process, Vision 2020, and we have agreed to work with the Governor’s Education Roundtable to establish best practices in areas of concern to state educators.

Our regional economy has continued to improve. Previously, we reported the significant loss of manufacturing jobs in the region as a result of the recession. Between 2007 and 2009, Northeast Indiana lost 19,473 manufacturing jobs or a 24.4% decline. That trend has reversed in the past two years as the region has regained 5,598 manufacturing jobs, with nearly 2,000 of those being created in the past year. Total employment in the region has also been on the rebound, with 6,382 jobs being added since 2009.1 Our manufacturing sector has been a leading factor in this recovery. In comparative terms, the Fort Wayne metropolitan area was identified by The Fiscal Times as having the highest percentage rate of annual job growth in both September and October of last year among the largest 100 metropolitan areas in the United States – “For the second month in a row, Fort Wayne stood atop the rankings as it continues to benefit from the rebirth of auto making and high levels of defense spending.”2

We believe our strategies have assisted in this improvement, at least in some small way. More importantly, you will see that we have aligned our efforts with those of economic development, workforce development, industry, education, and civic agencies (and in fact helped develop such alignment) such that we as a region are working together toward our regional and Talent Initiative goal of reversing the decline in our residents’ per capita income.

---
1. Data for annual employment estimates provided by EMSI
2. “The Ten Best Cities to Find a Job” by Merrill Goozner; The Fiscal Times; December 7, 2011
As we mentioned in our prior reports, Northeast Indiana has experienced a persistent and steady decline in per-capita personal income relative to the nation, and also to the State of Indiana. Stabilizing and then reversing this trend is the objective of the Talent Initiative. The Talent Initiative is designed to accelerate regional initiatives to transform and expand the availability of highly skilled workers, technicians, and graduate-level talent for the region.

To focus its efforts, the Talent Initiative identified two industry sectors within the region (defense/aerospace and advanced manufacturing) as providing compelling opportunities for near-term impact. Even in this difficult economy, the defense/aerospace sector of the region continues to grow and has identified the potential availability of thousands of new and replacement high technology jobs for the region during the next five years. Just in the last year, for example, at least 10 contracts worth a total of more than $704 million have been awarded to the defense and aerospace companies in Northeast Indiana. Details of activity in the Defense & Aerospace Sector of Northeast Indiana are included in Appendix A.

Also, new and experienced engineering talent in a variety of disciplines will be necessary, as will strong technical skills, for advanced manufacturing. Employers who want to expand are driven by the need for a high quality talent pool for research, development, and production activities. Not only are these activities critical to the current needs of defense/aerospace contractors, they are also in high demand by other regional employers requiring advanced manufacturing skills.

To take advantage of this significant opportunity, the Talent Initiative implemented a continuum of specific and parallel strategies designed to expand the “talent pipeline” available to support high quality jobs in Northeast Indiana. It aligned its efforts and collaborated with other local organizations, and caused others to do so as well. Our strategies are:

**Strategy 1: Retraining the Adult Workforce for 21st Century Advanced Manufacturing Skills** - The immediate goal of Strategy 1 is to expand this retraining to upgrade the skills of not less than an additional 1,200 adult workers.
Strategy 2: Enhancing the Ivy Tech Advanced Manufacturing Program – In 2008, Ivy Tech initiated an Associate of Applied Science Degree in Advanced Manufacturing. In order to maintain relevance and to enhance the scope and capacity of the Advanced Manufacturing Program, the Talent Initiative is upgrading the equipment upon which students are trained. Providing these students with state-of-the-art skills requires exposure to state-of-the-art equipment that is being used today by many Northeast Indiana companies.

Strategy 3: Increasing the Pipeline of Regionally Developed Engineering Talent by Building Capacity in Higher Education – A key tactic of this strategy is to increase the capacity of the industry-related higher education engineering programs at Indiana University-Purdue University Fort Wayne (IPFW). Specifically, this includes enhancing the Systems Engineering Program, the Wireless Technology Program, and adding Computer Simulation-Based Laboratories. The goal of Strategy 3 is to expand engineering-related programs at IPFW in partnership with the defense/aerospace employers in Northeast Indiana.

Strategy 4: Preparing K-12 Students for a Knowledge-Based Economy – Especially if considering a career in engineering or advanced manufacturing, students must have a strong background in science and mathematics. The goal of Strategy 4 is to prepare K-12 students for a knowledge-based economy by increasing achievement in STEM-related courses. The Talent Initiative will encourage this by facilitating K-12 schools in implementing Project-based Learning models with an emphasis on STEM-related fields, including supporting the launch of STEM-focused New Tech High Schools in Northeast Indiana, and offering the opportunities inherent in a Project-based Learning environment to as many Northeast Indiana students as possible.

Collaboration, Alignment, and Convening – As the Talent Initiative has undertaken these strategies, one of the most notable benefits that has been achieved by the Talent Initiative is the regional alignment around both our own efforts and around the 21st Century Talent Pillar of Vision 2020. Our project partners collaborate regularly now and our New Techs have developed their own regional network, undertaking such activities as cross-training.

Vision 2020, Northeast Indiana’s regional visioning effort, is stewarded by the Northeast Indiana Regional Partnership. One of Visions 2020’s five “Pillars” is 21st Century Talent. As an example of the leveraging of the Talent Initiative’s success, that Pillar’s planning and execution efforts will be convened by the Talent Initiative. In an extensive, cross-sector, and regional effort last year, our region decided to adopt the Lumina Foundation’s Big Goal as our Talent goal for Northeast Indiana. The Vision 2020 effort and our adoption of the Big Goal will be described later in this report. Not
only will we align our efforts to achieving the Big Goal but we have convened groups of both CEO- and Executive Director-level people and key implementers to seek their alignment to our region’s Big Goal. This is the first time such groups have come together in this way. In addition, we have re-oriented our Communications Campaign to reflect our and our region’s decision to pursue the Big Goal as our overriding objective.

A word about finances. You will find attached hereto as Appendix B a Financial Report. In a visit by you on September 9, 2011, you asked us to address the disposition of any remaining funds in this, our annual report to you. We have done so in notes to the appendix, on page B-2.

You will see that we are proposing that we retain $310,075 until we determine our strategies in Talent Initiative 2.0 later this year. We expect to bring you a recommendation on how to spend this amount by the end of the year, to the extent we are suggesting any amount be moved out of its line item.

Incidentally, we should point out that you may wonder how we are operating when the “Governance and Management” line shows -0-. That account was paid out to Northeast Indiana Fund (NIF), which has operational oversight of the Talent Initiative, over the original term of the grant, and NIF received the last payment late last year. At our current spend rate, we have enough funds in “Governance and Management” to last us until late 2013. (But you should also be aware that we have received other operating grants in the meantime, so not all of that balance is attributable to the original Endowment grant.) If we believe the amounts attributable to your grant will not be expended by the current termination of the grant, we would discuss with you later in the year at the time we come to you with a recommendation as to the unallocated amount above.
Our Strategy No. 1 is to upgrade the skills of current workers, specifically to meet the needs of the defense/aerospace and advanced manufacturing industries, with a focus on STEM skills. As you know, as of last year, WorkOne had already exceeded the goal of 1,200 training activities set out in the original grant application. As a further update, through the end of February 2012, WorkOne had used Talent Initiative funding to supply training activities for **3,342** workers. Of this total, 2,588 were incumbent workers employed by 144 different employers in the region, including Northeast Indiana’s six large defense contractors and 29 of their suppliers. The remaining 754 workers were dislocated or underemployed workers (“transitioning workers”). Of the 2,457 workers whose training is complete, 90% have earned at least one industry-recognized certification or degree, or are awaiting the appropriate exam.

Talent Initiative and WorkOne have agreed that all trainings must result in a degree or certification that is recognized in its respective industry. Our goal is to make certain that workers have skills and credentials that will be valuable to any employer, not just to the worker’s current employer. Trainings have been provided by 160 different training institutions vetted by WorkOne, and included numerous certifications and degrees.

As to transitioning workers, WorkOne can document a 71.5% employment rate for those who have completed training activities supported with Talent Initiative resources. This calculation is based on a check of the number of trainees noted as “working” in the official Indiana wage record system, and does not include workers whose employment has not been reported to the state.

---

**AccuTemp Products, Inc.**

AccuTemp is a leading supplier of steam-heated commercial cooking and warming equipment to the foodservice industry and has around 50 employees at its Northeast Indiana headquarters. A pinnacle certification in their industry is the Certified Foodservice Professional Program (CFSP), a designation which only 1,300 people have received in over 20 years of the program’s existence. In most instances, one or two employees will train for this test on their own time, but AccuTemp wanted the opportunity to up-skill more of their employees so they contacted WorkOne Northeast for assistance. Using Talent Initiative grant funds, WorkOne Northeast created a program to offer this advanced foodservice industry training to their entire corporate and support staff. Twenty of its employees who took the prestigious CFSP examination passed on their first attempt. As a result, 40% of AccuTemp’s employees now have this accreditation – more than any other foodservice equipment company its size in the world.

Scott Swogger, President & CEO of AccuTemp (a newly minted CFSP himself) said, "As a rapidly growing business in Northeast Indiana, our goal is also to assist the community in which we operate by improving our ability to attract, hire and retain the most talented individuals in our area of the country. This investment, with the help of WorkOne Northeast and the Talent Initiative, will ensure our continuing success into the future as well as assisting the success of our community through the creation of highly trained and professionally certified individuals."
The $5.7 million set aside in the original grant to WorkOne will be allocated by the end of March 2012 and spent in all meaningful respects by the end of the second quarter. You may recall that originally WorkOne had estimated that the typical worker training would cost $4,000. However, the actual figure has come down to $1,662. This much smaller amount has a number of reasons: Given the training dollars available, WorkOne’s ability to negotiate much better training costs; the design and implementation of “cohort” training classes (see sidebar); and the growing number of employers in the region who desire specific certifications rather than traditional longer training programs.

**Targeted Skills Training for GED Students**

_Last year, we mentioned a number of innovative programs WorkOne was undertaking with Talent Initiative dollars. One of them was targeted skills training for GED students so that their skills training is delivered at the same time as the GED training. That model is now being used without Talent Initiative dollars, but we provided the successful pilot._

_In that pilot:_

- WorkOne worked with Anthis Career Center (Fort Wayne’s adult education provider) to offer a series of welding classes to GED students who wanted more than just a GED – these students wanted a GED plus a skills credential to increase their chances of securing employment upon completion of their GED program.

- WorkOne funded three AWS-certified welding courses at Anthis using Talent Initiative resources. The Anthis program was not certified when WorkOne first began discussions. However, WorkOne brought Anthis and Ivy Tech Community College together so that the Anthis program now has a certification component provided by Ivy Tech.

- In total, 30 GED students participated in these three welding classes (10 per class). 23 of the 30 GED students passed their AWS welding certification exam and became “certified” welders.

- While we do not yet have complete data on placements, we do know that at least 14 of these students began work in a manufacturing environment where their welding skills most certainly were viewed as an asset.

WorkOne has continued to leverage its Talent Initiative dollars, and views this as a significant outcome of the original grant. In just the last year, it has been able to gain nearly $1.5 million in federal job training resources. And, working with Ivy Tech Community College – Northeast, it helped Ivy Tech win a $270,000 federal grant to provide training into the advanced manufacturing career pathway. WorkOne also received nearly $400,000 in grants from the Indiana Department of Workforce Development to provide skills training to workers displaced by Navistar in Fort Wayne. These funds were integrated with Talent Initiative funds to provide a wide range of STEM training activities to 150 Navistar workers. Finally, WorkOne worked with Questa Foundation to supply nearly $500,000 in Questa loans to workers.
As you can see, by upgrading the skills of our existing workers, both incumbent and transitioning, we are not only meeting the immediate needs of our defense/aerospace and advanced manufacturing employers, but also creating a system that will benefit all the workers and employers of our region. It also fills the talent pipeline and protects those jobs in place as we implement our longer-term strategies.

**Impact on WorkOne Itself**

While the number of workers provided with training support and the outcomes that have been achieved are impressive, a less-anticipated outcome of the Talent Initiative investment has been the impact on the skill development and workforce system of Northeast Indiana. Our WorkOne partners are being recognized for many of these changes, which include:

- **Accelerated Training.** The “cohort” approach we mentioned earlier was implemented. This approach to training takes a small group of transitioning or incumbent workers with the same training goals and trains them as a cohort. It takes a curriculum that would typically operate on a semester basis and accelerates it to be delivered in a four to eight week timeframe.

- **A Regional Commitment to Certified Training Programs.** WorkOne insisted that all trainings must result in an industry-recognized certification or degree. This provided workers, if not job security, then “skills security.” For example, before Talent Initiative, workers seeking a certified soldering training would be taught by a vendor from outside the region. Training at Ivy Tech Northeast now supplies that certified training.

- **Enhanced Employer Relationships.** WorkOne had not worked with many of the 144 employers who received Talent Initiative funding for their workers. WorkOne has been able to leverage those relationships to the benefit of other workforce development programs in the region. Most notably, and as a very real example of the leverage of the Talent Initiative funds, many of these same employers now look to WorkOne for support with hiring activities, which has created expanded opportunities for Work One to refer and place unemployed workers.

- **Workforce Programs have truly become Demand-Driven.** As WorkOne has worked so much more with employers, it has developed a whole new understanding of employer needs and expectations. As a result, WorkOne Northeast has been truly transformed into a demand-driven system.
Ivy Tech Community College—Northeast

Ivy Tech completed the acquisition of its advanced manufacturing equipment in 2011. Now that the program has been underway for two years, you will see a marked increase in enrollment on the academic side in the classes which use the Advanced Manufacturing equipment.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>ENROLLMENTS</th>
<th>SECTIONS</th>
<th>UNIQUE STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>49</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>84</td>
<td>9</td>
<td>68</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>141</td>
<td>12</td>
<td>103</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>152</td>
<td>15</td>
<td>123</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>174</td>
<td>21</td>
<td>138</td>
</tr>
</tbody>
</table>

*Spring 2011 numbers differ from last year’s report due to dropouts subsequent to the report and a change in how Ivy Tech calculates the data. In addition, the Corporate College (training programs for employers) has had 37 students who have completed its Certified Production Technician program.*

In December 2011, Ivy Tech had its first Advanced Manufacturing graduate, and two more are expected in May 2012. The first graduate, who was a worker displaced in 2009 when he came to Ivy Tech, obtained a Quality Technician position at Rathburn Tool & Manufacturing in Auburn, Indiana.

Since the arrival of the new equipment, enrollment has increased in advanced manufacturing and other engineering coursework, and new programs and certifications have been added. They include:

- Certificate in Industrial Technology (Machining concentration)
- Certified Production Technician
- Certified Logistics Technician/Certified Logistics Associate
- NIMS (National Institute for Metalworking Skills) Machine Tool Program
- Advanced Manufacturing Technical Certificate (starting Fall 2012)

Many of these programs and certifications have been developed in collaboration with WorkOne, as we mentioned in that section.

Speaking of collaboration, we encourage collaboration among our project partners. Ivy Tech has been a great example of such collaborations, not only with Talent Initiative programs, but generally. In addition to the projects undertaken with WorkOne, described in that section, Ivy Tech has worked with many of our school districts to provide young students with an introduction to advanced manufacturing. The Corporate College has continued to work with local employers to fill their needs.

“Having a background in manufacturing, the ADMF [advanced manufacturing program] was a good fit for me. Everything I have learned at Ivy Tech I have seen in my past work experiences, but never got to work with because of my lack of education.... the ADMF program has taught me the core principles in the modern manufacturing environment. I would recommend this program to anyone interested in turning their job into a career.”

-Ivy Tech Advanced Manufacturing student
The advanced manufacturing curriculum certifications and degrees offered by Ivy Tech are helping to fill the talent pipeline to our Northeast Indiana employers and at the same time provide meaningful and financially sound employment to our residents. Importantly, they tell our employers that we want to meet their needs, a message they can take to their home offices, for those with home offices outside Northeast Indiana.

New Work with Ivy Tech, Medical Device, and Orthoworx

In March, Ivy Tech contracted a leader in Lean and Six Sigma strategies, The New Excellence, to work with faculty at the Steel Dynamics Inc., Keith E. Busse Technology Center and several medical device manufacturing firms to begin a new project using our funded advanced manufacturing equipment.

The group of industry leaders will work to integrate critical elements of advanced medical device manufacturing and environmental work practices with existing programs and equipment. Through collaboration with industry leaders, a specific medical device will be selected as a pilot project. The group will utilize their combined knowledge in facility and performance factors to simulate the environment of our region’s medical device industry cluster. The outcome will be an even more rich experience and familiarity for students preparing to join the medical device and advanced manufacturing industry.

The project will also function as an introduction of the region’s industry leaders to OrthoWorx and the advanced manufacturing training facility located in Warsaw.
Indiana University – Purdue University Fort Wayne (IPFW)

Our third strategy in building the talent pipeline in STEM-related careers in Northeast Indiana is to increase the home-grown engineering talent in the region by significantly enhancing selected engineering programs at IPFW. Working with local defense employers, IPFW is enhancing its programs in Systems Engineering and Wireless Technology. We are enhancing these programs by financing the hiring of Associate Directors in each of these two curricula, and by funding the start-up of laboratories in each of these curricula plus one in Computer Visualization that crosses discipline boundaries. The addition of the two Associate Directors is designed to give these programs credibility, capacity, and intellectual heft, leading to a national reputation for both. We also aim to enhance both programs to be responsive to regional defense/aerospace employers and increase IPFW’s ability to attract grants as well as top teaching and graduate talent. Integral to the professorships, the labs will enhance the region’s reputation in engineering and provide opportunities for research and collaboration between industry and IPFW.

We have seen some good progress with our Wireless Technology Center and our Information Analytics and Visualization Center. Unfortunately, we have continued to experience some disappointments with our Systems Engineering Center, regarding IPFW’s inability to hire a suitable Associate Director of Systems Engineering.

First, the more positive news. Our Wireless Technology Center Associate Director has been in place for a year now and is working out very well. He and the Director report that in their first year they have had three papers published. For example, the paper “Generalized prefix for OFDM systems over quasi-static channels” was published in IEEE Transportation Vehicular Technology in November 2011. (Since the other papers have equally opaque titles, the writer of this report will omit them for purposes of this report.) That said, many of these papers and federal grants received point to the Wireless Technology Center becoming a center of study of radio interoperability, especially for our military. That makes perfect sense since many of the radios used by the military are developed and manufactured in Northeast Indiana. In fact, the Wireless Center has for two years now organized a national Tactical Communications and Interoperability Conference. (“Interoperability” refers to the ability of different radio and other communications devices to talk to one another. You may be surprised to learn that many of the communications devices used by the military and other federal agencies do not talk to one another.)

In a similar vein, in December 2011, a Collaborative Research and Development Agreement (CRADA) was signed between the Wireless Technology Center and the Naval Research Laboratory in Washington, D.C., for joint research in software-defined radios. IPFW indicates that this is the first CRADA between IPFW and a federal research laboratory.

The Wireless Technology Center will have had three graduate students graduate since its inception. The first one is now a Ph.D. student at IPFW (under a special agreement with West Lafayette) and remains at Raytheon, where we believe he may be a future leader. In May of last year, the second one graduated and is currently at Intel in Scottsdale, Arizona. Although we might
have preferred he remain in Indiana, we recognize that not everyone will remain here, and in fact, part of making sure our Center is nationally-regarded is having its graduates seeded throughout the nation. Our next graduate student will graduate this May.

All these results are exactly what we hoped to achieve. The Wireless Technology Center is becoming a center of the study of Wireless, recognized by industry, their colleagues, and government.

Information Analytics and Visualization Center
The Information Analytics and Visualization Center (IAV Center) has been very active across disciplines. Its mission is to provide resources for faculty and students to engage in research in visualization, information processing, visual analytics, and virtual reality technology. It actively seeks partnerships with regional business and with government. In just its first year, it has:

- Received or has pending grant applications in the total amount of $200,000 with agencies such as the National Science Foundation, and the Indiana Department of Education. Two of the grants are with the Security and Software Engineering Research Center and the subjects center on Command and Control Applications for the military.
- Published four journal articles
- Presented at professional societies and local industry
- Engendered a number of diverse projects including (1) creating a new software platform for development and evaluation of visualization techniques, (2) in conjunction with Fort Wayne Community Schools, developing a new 3-D curriculum in astronomy, (3) in conjunction with Engineering Department faculty and an orthopedic company, studying structural composites used in that industry, and (4) designing their own software for the equipment.

Just as with the Wireless Technology Center, the IAV Center is becoming known on a regional and national scale.

I mentioned our disappointment with the Systems Engineering Center. Enrollment has continued to climb, as you will see in the metrics appendix, and the curriculum is being taught by Systems Engineering faculty, so progress is being made. We are very concerned, however, that IPFW has not been able to hire an Associate Director. Full deployment of the funds for the lab has been awaiting that hire. In addition, the former Director has returned to teaching, leaving two vacancies. So, at this point, IPFW is attempting to hire both a Director, which is a position funded in part by the defense industry and in part by the university, and the Associate Director funded by the Talent Initiative.

We have been monitoring this situation for some time. IPFW is hobbled by two facts. We and IPFW want the hire to work closely with the defense industry, so he or she needs to be a U.S. citizen. That severely limits the pool of available candidates. Further, because the defense industry wants the person to have acquaintance with business and not just academia, many of the candidates IPFW has interviewed come from business—their salary requirements are above the usual amount at a state college.

IPFW just finished recruitment of a candidate who ultimately turned down the offer, based on salary. We have asked IPFW to meet with us to determine, with the defense industry, a way forward on this frustrating search.
K-12 – New Tech High Schools

Watching the progress that Northeast Indiana’s New Tech High Schools have made over the past three years has been particularly rewarding. New Techs were a West Coast education phenomenon just a few years ago, and today they are growing and thriving in the Midwest, with Northeast Indiana boasting the second highest concentration of New Tech High Schools behind New York City. The Talent Initiative has funded six New Tech High Schools in the region, five of which are currently operational and the sixth which is set to open in Fall 2012. The schools are:

- New Tech Academy at Wayne
  Fort Wayne Community Schools
  Allen County

- Lakeland’s Leading EDGE
  Lakeland School Corporation
  LaGrange County

- Viking New Tech
  Huntington County Community School Corp.
  Huntington County

- Jet Tech
  Adams Central Community Schools
  Adams County

- Eagle Tech Academy
  Whitley County Consolidated Schools
  Whitley County

- DeKalb New Tech
  DeKalb County Central United School District
  DeKalb County
  (Opening 2012)

This year saw the first class of juniors at two schools and an inaugural freshman class in another. Overall the enrollment numbers currently stand at: 604 freshmen, 492 sophomores, and 262 juniors for a total regional enrollment of 1,358. Interest and enthusiasm about the New Tech model are growing which is exciting and promising for the long-term sustainability of these schools in the region.

The STEM-focus of these schools and the job demands of the region coincide, which will prove beneficial to the economy of Northeast Indiana. What will prove even more beneficial is the caliber of students these schools are producing. The New Tech model focuses on the 21st Century student, someone who is able to problem-solve, communicate effectively, work collectively and embrace the use of technology in a variety of applications. New Techs abandon the traditional lecture model and seek to engage students in their learning, creating a stronger teacher-student connection and challenging students to take ownership of their education. The excitement the students exhibit when they are able to work on a project that truly interests them enriches the process and creates much more fruitful learning.
Project-based learning (PBL) is a core component of teaching in New Tech High Schools. It makes students focus on a driving question and then create their own processes for answering that question. Math is a subject where people often question how well PBL can be applied; however, geometry students at Viking New Tech in Huntington created a PBL math project that took them all the way to City Council. Students were asked to redesign the city of Huntington in a way that would attract more tourism, make the city more interconnected and draw business. Students were required to apply mathematic principles throughout the project. Students utilized geometric line and angle relationships to plot out their downtown designs. Students redesigned roads to mimic city blocks, brought in new businesses to increase competition and even installed a train station. The two best projects were given the honor of presenting their redesigns to City Council. This is a good example of students applying material to a real world situation and elevating the project beyond the classroom.

Students at New Tech Academy in Fort Wayne were also able to extend their learning beyond the classroom by hosting a free health fair for the community. Students created displays on topics ranging from diabetes to immunizations and they presented their information to visitors coming for health screenings. The screenings were performed by doctors and other medical experts who were on site. Speaking about their topics repeatedly and to a variety of people requires students to intensively research their topics and be prepared for questions, a much deeper level of learning than simply memorizing for a test.

Talent Initiative Virtual Internship Pilot

Fidelity to the New Tech model requires that each school provide internship opportunities to its juniors and seniors. This creates the need for a huge number of high school internship opportunities in the not-too-distant future—raising the question: How will we satisfy this need? Clearly, finding the answer required some innovative thinking, so we put it to a group of the most innovative thinkers we know: New Tech students.

The Olin B. and Desta Schwab Foundation of Fort Wayne awarded the Talent Initiative a small grant to work with students from each of the four New Techs that require internship opportunities next year. We’ve asked the students to help us design a virtual group internship pilot. By connecting small groups of students to employers remotely, this pilot will address the problems inherent in high school internships—particularly among rural districts. Over the past few months, our Program Manager has met with students and teachers from all four schools. In each case, the school has assembled groups of self-selected students eager to design and participate in a virtual group internship program. Every group is taking a different approach, and as a result we expect to receive a number of different internship designs.

But our efforts are not just about a design. Each group will prepare its “team resume.” Talent Initiative will then distribute it to our defense industry and other recipients of Talent Initiative workforce training grants as prospective employers. We already have a few employers who have agreed to hire teams who create a good team resume. One of them says they typically only offer internships to college students. But they’ve been impressed enough with New Tech students that they’d like to participate in this pilot.

Ideally, this project and these innovators will help us create a pilot for many more internship opportunities benefiting Northeast Indiana students for years to come.
School districts who have implemented New Tech remain committed to the model. The past year saw construction on New Tech campuses. Jet Tech in Monroe made significant renovations to transform the school's physical layout into a “Main Street” model, with one main thoroughfare and offices, classrooms, the library, etc. extending off of the main hall. The new library is completely modernized and the classrooms are designed to allow cross-curricular teaching, a teaching style frequently used in New Tech High Schools.

The Marshall Community Center in Columbia City received a complete makeover to become the home of the high-tech Eagle Tech Academy this past year. Walking into the school’s entrance reveals a large common area complete with flat screens, tables and chairs for group work, and a podium and projector for presentations. Classrooms are spacious to accommodate cross-curricular teaching and students have access to technology at every turn.

New Tech Network, the nationwide model and support organization for New Tech High Schools, is also taking notice of the success of Northeast Indiana’s New Techs. As we mentioned in the Executive Summary, three of our New Tech schools were named Exemplary/Demonstration sites. They host tours for school and community leaders across the Midwest; in fact, in January and March, New Tech Network hosted its national training sessions for new school leaders in Northeast Indiana. Three week-long sessions were held this winter and two of them were in Northeast Indiana. This brought school leaders from Iowa to Australia to see how Northeast Indiana has successfully implemented the New Tech model. This is a phenomenal recognition for Northeast Indiana and further evidence that New Techs are here to stay in Northeast Indiana. In a similar vein, the Director of Viking New Tech serves on the New Tech Network Directors National Advisory Team.

Generally, the New Techs report more student engagement, better presentation skills, more teamwork, and better oral and written communication skills. The teachers themselves experience education in a different way. At Lakeland, teachers are working together to help each other improve their craft. Teacher-led workshops have become the norm. And all our schools have engaged with local businesses like never before. For example, at Eagle Tech in Whitley County, a local business has created an engineering course for Eagle Tech that meets state standards, and will utilize the business’s technology, materials, and personnel to train high school staff to create a meaningful and relevant course for their students.
Northeast Indiana education is being affected by the New Tech model and our region’s students now have access to opportunities that weren’t even imagined three years ago. The Lilly Endowment funds have put Northeast Indiana on the map as a model for New Tech High Schools.

Some Reactions to New Tech

“This has been a fantastic approach to learning. My son is challenged and I feel his high-ability needs are finally being met. He is developing life-long leadership skills.”

-Parent - Viking New Tech

“I had the privilege to be an intern at Design Collaborative [an architectural firm]. I was exposed to a culture that we try to mimic here at New Tech. Work ethic, collaboration, oral and written communication … the real world experience was great and reinforced my desire to continue studying in the engineering field.”

-Student - New Tech Academy at Wayne

“Before attending New Tech, I was bored in school. I always received decent grades but I was never challenged. For the last 3 years I have been challenged by my teachers and peers and have become actively engaged in my learning. I am eagerly pursuing knowledge in the engineering field - an area I had no clue I had an interest in until attending New Tech.”

-Student - New Tech Academy at Wayne

“The Talent Initiative put financial resources from the private sector, not government, on the table and said any schools that are willing to innovate, there’s some seed money to do that. Without that support, we would not have been able to implement New Technology High School at Huntington North.”

-Jeremy Gulley – Principal, Huntington North High School

These photos were taken at three different New Tech High Schools in Northeast Indiana and as you can tell, collaboration, critical thinking and teamwork are skills emphasized across them all.
K-12 – Professional Development Grant Program

As you may recall, rather than design and host our own PBL trainings, we decided to seek applications for grants from our region’s public and private school districts as well as our region’s colleges and universities. This gave them the opportunity to consider their level of commitment to this teaching methodology and how they could best implement PBL in their district or institution. We believe that this decision allowed us to reach a larger number of educators, and led to a more systemic acceptance of PBL than would have been possible if we simply recruited individual teachers or schools. Watching these efforts bear fruit throughout the first year of the Professional Development Grant Program has been extremely rewarding.

The summer of 2011 marked the beginning of the two-year grant program. Roughly two-thirds of our training efforts took place in 2011, with the remaining third scheduled for Summer/Fall of 2012. To date, the program has provided PBL training to 910 teachers during 41 sessions, and we anticipate another 15 sessions in 2012. All told, we expect to bring PBL training to more than 1,300 Northeast Indiana educators by the end of 2012—representing a critical mass of educators.

In the interest of conserving space in this report, we have chosen to highlight below only a few of the 19 grants for which we approved funding. For a complete list of the approved Professional Development Grants please refer to pages 17 and 18 of the March 31, 2011 report submitted by Talent Initiative to Lilly Endowment Inc.

The recipient of our largest professional development grant, Region 8 Education Service Center (Region 8), has focused its comprehensive program on coordinating three-day, intensive PBL 101 workshops conducted by the Buck Institute for Education (BIE). These workshops give educators the tools to promote the growth of 21st Century learners by teaching through real-world problems and encouraging students to take active roles in their education. For example, after attending PBL 101, a ninth-grade geometry teacher in Wabash County entered her class on the first day of school dressed as a construction worker to introduce her project titled, “On your mark, get set, Van Gogh.” This project had students studying, analyzing, and eventually designing geometric buildings and art structures. In addition to Ms. Atchison, more than 300 educators from 20-plus school districts have gone through Region 8-facilitated PBL 101 workshops, establishing a PBL footprint in all but one of the 11 counties covered by our grant program. Beyond merely organizing PBL 101 sessions, Region 8 is operating additional programs designed to promote sustainment and institutionalization of PBL in Northeast Indiana.

Another example of a demonstrated commitment to PBL is the partnership between Lakeland Community Schools in LaGrange County and Garrett-Keysor-Butler in DeKalb County (GKB). Lakeland Middle School, which feeds into Lakeland’s Leading Edge New Tech, sent a majority of its teachers to Region 8’s PBL 101 workshops and plans to train all of its teachers in PBL by 2013. GKB is already a regional leader in PBL and has been implementing the methodology for years. Together the two districts are taking a collective leadership role in regional professional development efforts. Lakeland and GKB have joined forces to spearhead the planning of a first-ever Northeast Indiana PBL Summer
Institute, designed to bring together educators from across the region who understand that PBL is a key strategy for creating an effective and engaging classroom. Both districts requested funding for such an event, and as a condition of the funding we required that they collaborate. Talent Initiative has also offered to provide additional funding for the Summer Institute for costs that rise above and beyond the amounts granted to the two districts. If successful, we anticipate sustaining this Summer Institute into the future.

Our schools felt, and we agreed, that we would reach many more teachers if school districts did not have to pay for the hotels and travel that become necessary when attending PBL opportunities in other parts of the state, yet we wanted to make sure that we complemented existing trainings. With that in mind, the date for the Summer Institute was specifically chosen to not interfere with CELL’s PBL Institute and Eco15’s PBL Academy, and our schools are cooperating with CELL in their planning. The Summer Institute will include breakout sessions from BIE, CELL, and local PBL experts, as well as collaborative sessions and panel discussions. The event will also offer Professional Growth Points (PGPs) to educators that attend. We see this as a first step in our joint efforts with CELL and Eco15 to establish the entire state as a center of PBL.

---

**PBL’s Benefit Beyond Test Scores**

One of the hallmarks of PBL is its encouragement of 21st Century skill development in students. In many cases, this means stronger public speaking skills or increased critical thinking. In others however, the change can be far more fundamental.

One middle school student touched by the Professional Development Grant Program exemplifies such fundamental change. Last year, this student had 10 serious office referrals. This year, however, after taking a leadership role in a PBL project, she has not received a single disciplinary referral. The following is her account of what prompted the turnaround:

“What I learned by doing our Thinking Errors’ PBL was that I need to think before I react. I used to just react quickly no matter who I hurt. The PBL helped me realize that when I stopped to think before I reacted that people started to look at me differently. I stopped hurting people’s feelings and I felt like a role model. I started treating students how I wanted to be treated and gave my teachers more respect as well. I also learned more about effort. I never realized it, but, before the PBL and my Thinking Errors class I never put forth much effort in school. I couldn’t keep my grades up and I got in trouble in class. My Thinking Errors teachers put a lot of faith in me during the PBL. They saw that I could be a leader and I was pushed to do my best. I liked being looked at in a positive light and I started doing better in school. The PBL’s title was Dare to be Different. I looked at it as a challenge to change. It changed my behavior and my attitude. Some of my friends saw me change and started trying to be better too. I’ve been trying to have a better attitude for years but nothing ever happened until I participated in our PBL. This project was wonderful, it changed me for the better and I am thankful I got to be a part of it.”

---
We are extremely proud of the progress of our K-12 grantees, but as mentioned above, recipients under this grant program were not limited to K-12 school districts. Given that a majority of the teacher candidates at Northeast Indiana colleges and universities remain in the region for their careers, we concluded that a good way to institutionalize PBL in our region would be by introducing it to pre-service teachers while they are preparing themselves for their careers. One of our more extensive higher education projects to this end was undertaken by Trine University.

Trine has designed and constructed a Center for Excellence in Project Based Learning (CEPBL) at its Franks School of Education. The purpose of the CEPBL is twofold: 1) provide a classroom for Trine pre-service teachers to learn how to successfully implement PBL into teaching methods, and 2) provide a center where in-service teachers from Northeast Indiana can meet to receive ongoing support and professional development in PBL.

Construction of the CEPBL is still underway, but is expected to be completed by April 15th, 2012. Dedication of the facility is tentatively scheduled for April 24th, 2012. The CEPBL contains a model classroom equipped with specially identified technology and modular furniture designed to encourage the group learning that promotes 21st Century skill development in students.

In pursuit of similar goals, Indiana University-Purdue University Fort Wayne (IPFW) organized a PBL 101 workshop, plus one day of higher education focused training, for 23 faculty and nine K-12 teachers. Project teams were assembled to include both university faculty and K-12 teachers to ensure that projects developed represented authentic conditions found in K-12 classrooms and could be implemented during the current school year. Following the training, faculty members began using projects in classes within the School of Education, to mixed reviews. Because of their lack of experience with PBL, pre-service teaching candidates experiencing the methodology for the first time expressed varying levels of satisfaction and comfort with it. Many indicated that they wanted clearer directives of what to do or that they preferred to work alone rather than in groups. Considering these attitudes would otherwise have carried over into the students’ professional teaching careers, this pre-service exposure to PBL provided exactly the disruptive innovation needed to spur ongoing development. Currently, the students’ confidence in PBL is growing as they continue to work with it.

Leading up to commencement of the Professional Development Grant Program, we anticipated that well designed proposals and diligent implementation would lead to the expansion of PBL methodologies beyond the New Tech High Schools and into other local school districts and our colleges and universities. We did not anticipate, however, that this program would position Northeast Indiana to be a significant partner in state-wide PBL efforts— an ancillary benefit to be sure. To that end, Talent Initiative is working with our counterparts at CELL, IUPUI, and EcO 15 to align our individual PBL efforts to capitalize on our collective strengths. For instance, through ongoing collaborations and sharing of best practices, we are working to establish state-wide PBL project
repositories, educator networks, and mutually beneficial professional development opportunities, and to develop PBL evaluation and certification methods for teachers, classrooms, and schools. Ultimately we aim to create self-sustaining PBL expertise so that our efforts do not remain reliant on out-of-state players, positioning Indiana as a (if not the) national leader in PBL.

PBL Project – Entrepreneurial Ideas

A recent project undertaken by a group of teachers at Churubusco Middle School might just end up creating the next great Indiana-run company. This cross-curricular project required every 8th grade student at the middle school to develop a business plan based on an original invention. It can only be described as a great success, and even got some ink along the way.

Four teachers, one each from the Math, Social Studies, English, and Science departments, worked together to develop a project that required students to design the concept for an invention, to come up with a marketing plan for selling it, and even to build the prototype. In the end, students created products as diverse as The Arm Pillow (a pillow with a sleeve for the napper on the go) and CrazyHeads (customizable headbands onto which the wearer can snap individualized decorations that match any mood).

This innovative and certainly entrepreneurial project caught the eye of Steve Franks, entrepreneurship blogger and Director of Programming at the Northeast Indiana Innovation Center, and even got a write up in Whitley County’s newspaper The Post and Mail.

You may find Franks’s full blog at http://stevefranksinnovation.com/ and The Post and Mail article at http://www.thepostandmail.com/content/fledgling-edisons-churubusco-students-try-their-hands-inventing
In 2011, the communications campaign focused on building on the foundation that was laid with the launch of the campaign in September 2010. The four projected outcomes remained the same:

- Build awareness of the STEM programs offered through the Talent Initiative
- Increase enrollment in funded STEM programs at all levels
- Educate the region about available STEM opportunities within the aerospace/defense and advanced manufacturing industries
- Promote, instill, and sustain a widespread attitude of motivation to upgrade work-related skills and continuously seek personal improvement

One of the most noteworthy achievements over the past year was the launch of The Roadmap on the www.TalentMadeHere.com website. This new, interactive web tool focuses on STEM education and training and provides a wealth of local and national resources broken down by the person’s grade and/or age as well as what they are looking for: financial aid, school options, general planning information, etc. A great feature for on-the-go users is the ability to email The Roadmap to themselves so they always have easy access to the resources. The Roadmap was funded in part by a grant from the Olin B. and Desta Schwab Foundation. (www.TalentMadeHere.com/Roadmap)

The Roadmap has received increasing hits on the website and is the most viewed page outside of the homepage. Several regional websites have posted links to The Roadmap on their websites. Fort Wayne Community Schools has adopted The Roadmap as its pathway-guide to career/college for middle school students, replacing an outdated tool they had used previously. They also emailed the link to The Roadmap to all principals and guidance counselors in their school system.

The website continues to receive updates to keep its material relevant. Two new modules were added, one for students interested in engineering and the other highlighting STEM careers. The engineering module highlighted engineering majors and careers as well as Project Lead the Way engineering courses. The STEM career module offered a variety of web resources that allowed students to search through STEM careers, sort them by degrees and interests, and watch videos.
Another successful achievement was the launch of a video featuring the Talent Initiative-funded engineering labs at Indiana University-Purdue University Fort Wayne (IPFW). One four-minute video was created along with two 30-second spots, and a TV media buy was purchased to showcase the videos across the region. The videos feature Talent Initiative spokesman Curtis on the IPFW campus touring the engineering facilities and interviewing students about why they chose engineering, what opportunities IPFW is offering them and emphasizing the future career opportunities that an engineering degree can lead to in Northeast Indiana. (Videos may be seen at www.TalentMadeHere.com/videos.)

The Talent Initiative took advantage of a new communication tool this year in partnership with Fort Wayne Newspapers called Newspapers in Education. Through this program, we were able to place a full color broadsheet in the Fort Wayne’s Journal Gazette, which was delivered to participating schools in addition to regular subscribers. Each issue focused on a different aspect of STEM and highlighted the STEM schools, companies and services available in Northeast Indiana, particularly noting Talent Initiative project partners.

Overall the Talent Initiative received significant media coverage of approximately 50 articles or stories over the past 12 months covering everything from the implementation of the New Tech model in Northeast Indiana to the Professional Development Grant Program and the activities of various grantees across the region. The results of earned media efforts and paid media buys can be seen in the 2011 survey that shows one in every three respondents in the sample had seen or heard advertising with the tagline Talent Made Here. Additionally, respondents were asked if they had ever seen or heard advertising with Curtis (the TI spokesperson) and nearly one in four respondents indicated that they had. As we develop the next iteration of the Talent Made Here campaign, we will look to leverage this awareness and build on its messaging.
**The Joint Communications Campaign for 2012**

In 2012, the Talent Initiative is partnering with Vision 2020 on our mutual mission of developing, attracting and retaining talent in Northeast Indiana. To that end, the Made Here Campaign 2.0 was developed with the following objectives to build on the success of the first campaign.

- Work toward achieving the Big Goal (increasing the number of residents with high quality degrees and credentials to 60% by 2025)
- Support the needs of industry by focusing on labor market value degrees/credentials, especially STEM-related degrees/credentials
- Support industry needs in attracting high quality talent to the region
- Support industry needs for a skilled workforce by retaining more high quality talent in the region
- Increase pride in Northeast Indiana and its assets
- Create a cultural shift in the region to where completing some type of post-secondary education is expected

This iteration of the campaign will focus on the following strategies:

- **General Outreach:** Continue to raise awareness of the Talent Initiative, and of Vision 2020
- **Build Awareness of the Big Goal:** Target regional leadership, build awareness and catalyze action. The Big Goal was identified as one of Vision 2020’s top seven priorities by the Regional Opportunities Council (ROC); and as convener of the Talent Pillar, the Talent Initiative has also adopted it as one of its key goals moving forward.
- **Engage Non-Completers:** Target those who have dropped out of degree or certificate programs in order to provide the resources, options, and inspiration to return and complete their degree or certification. The Lumina Foundation for Education, which developed The Big Goal, has found that focusing on students who started post-secondary education but did not complete it will be key to reaching The Big Goal.
- **Attract Top Level Talent & Retain Young Professionals:** Position Northeast Indiana as a region on the move, with an incredible quality of life and terrific professional opportunities. CEOs for Cities reports that people are most mobile during the 25-34 year old age range; as a result, it is important to create messaging that will encourage them to put down roots in Northeast Indiana.
The Talent Initiative committed $218,000 of its own funds for this iteration of the campaign in 2012 and with that has been able to leverage an additional $255,000 (to date) from partners to fund the full campaign.

These two advertisements are placed in tandem in a local news publication.

The above billboard is one of two designs that are displayed in 19 locations across Northeast Indiana.
As important as our strategies and programs have been, an added bonus continues to be the opportunity the Lilly Endowment grant has provided to create the environment for true regional collaboration to grow. Instead of just providing funds to individual grantees, the Talent Initiative has acted as convener and resource to bring parties together.

Continued networking and communications within the region have been integral to the Talent Initiative’s success. The Talent Initiative Director has spoken about the program on numerous occasions to a wide variety of audiences. We present on the goals of the Talent Initiative, the importance of filling the talent pipeline with STEM-related talent in our region, and the necessity of collaborative and aligned action to achieve success in our region’s economic development efforts. Examples of our speaking opportunities include hosting a breakout session at the annual CELL education conference in Indianapolis, speaking at a state-wide meeting of the New Tech Network, speaking at the regional meeting of the Indiana Grantmakers Alliance, and appearing on local radio and television programs.

We have also helped facilitate connections between outside groups. For example, the economics department at Indiana University-Purdue University Fort Wayne (IPFW) and the Northeast Indiana Science, Technology, Engineering, and Math Education Resource Center (NISTEM) had expressed interest in learning about ways that economics could be integrated into STEM learning. Economics students from IPFW traveled to Science Central and met with NISTEM staff. There students were able to experiment with a hands-on application that involved collecting data, graphing the results in different ways, and discussing extrapolations of the outcomes on future generations of people. Similarly, we helped a school district that was considering fielding a First Robotics team.

As in previous years, the Talent Initiative hosted quarterly project partner meetings. These meetings allow the partners to step away from their day-to-day duties and gain perspective on all of the work they have accomplished. To take these meetings beyond just quarterly updates, each meeting highlights the work of one of our partners – a guest speaker, a panel, a tour – that put a face to the work being accomplished. One meeting featured a panel of three Viking New Tech students. Another highlighted the abilities of the Information Analytics and Visualization Center and how IPFW could partner with others in using it. Similarly, our next meeting will be at Ivy Tech where the Technology Center and the equipment we funded will be featured.
The Talent Initiative has become seen as a credible and respected convener of regional education and workforce development agencies. This has been perhaps a not-fully-intended outcome of the initial grant, but an important one. During the last year, for example, we have been contacted by a number of regional and state groups to partner on projects.

- Given our Professional Development Project-based Learning Grant Program, we have joined with CELL and Ec015 to discuss development of a state-wide network of PBL practitioners, creation of a home-grown state-wide competency in training, coaching, and assessment of PBL, and collateral assets such as a PBL library for Indiana teachers.
- The Woodrow Wilson Foundation sought us out as their point of contact in opening up their efforts to Northeast Indiana.
- The Cole Foundation asked us to develop a program to encourage utilization of the 21st Century Scholars Program in our four northern counties.
- The Education Roundtable asked us to work with them and accept small planning grants to look at our state goals and determine how we might reach those in our region.
- After seeking us out to discuss with them issues of student career planning, the Schwab Foundation in Allen County made specific grants to the projects which interested them, but also awarded an unsolicited $40,000 in general operating funds.
- We co-hosted a 21st Century Talent Conference of regional education and business leaders. Our Director gave a keynote on our current assets; principal speakers were an education thought leader and a representative of the Lumina Foundation. This conference was an informal kick-off of our regional Big Goal activities.

Most importantly, and as a good example of the leveraging of the asset to Northeast Indiana that the Talent Initiative has become, we were asked to undertake the convening role of the Talent Pillar of our region’s visioning effort, Vision 2020. Given Talent Initiative’s belief in avoiding duplication of efforts in the region and its fostering of collaboration and alignment among the region’s players, it seemed a natural step to deploy this regional resource that we have developed over the last three years with Lilly Endowment support. This effort will fully utilize the convening and collaboration strengths Talent Initiative has developed while certainly adding to its mission. You will read more about Vision 2020, the Talent Pillar, the Big Goal, and Talent Initiative’s convening efforts in a later section of this report.
Our region’s defense and advanced manufacturing industries are as involved as ever in Talent Initiative. Please recall that the compelling opportunity presented in the original grant was our belief that, in the next number of years, thousands of high-skill, quality jobs would become available in our region, especially in the region’s defense industries. We expected that due both to increased opportunity and because many engineers and other high-skilled employees will reach retirement age in the next few years. But because of continuing uncertainty created by the federal budget issues, our defense industries have not been hiring as we might have expected. And, due to the economic downturn, and thus fewer retirement-aged persons retiring, those replacement opportunities have not happened as quickly as we might have imagined. Despite all that, however, some additional hiring is occurring and as the economy picks up, we expect retirements to increase as well. We need to be prepared for this, and so our goal has remained to fill the talent pipeline with home-grown talent, so that those jobs stay in our region.

We have mentioned in previous reports a number of instances of close collaboration between industry and our talent development efforts. For example, we pointed out that WorkOne has worked with 144 regional employers to design and supply Talent Initiative-funded trainings; that includes the six major defense employers as well as 29 of their suppliers. Our New Techs continue to recruit defense industry engineers to work with New Techs – to sit on project panels as judges, and to speak with students regarding the work and career opportunities available within the defense sector here in Northeast Indiana. As we pointed out last year, as Ivy Tech chose the equipment for its advanced manufacturing training facility, it did so with the input of local industries who sit on an industry council to make sure that the equipment is of the type that industry wants its employees trained on. Further, Ivy Tech has worked with our New Techs and industry to develop outreach and education programs for potential engineers. Similarly, industry has worked hand in glove with IPFW in equipping the labs, developing the job descriptions for the Associate Directors, developing projects for research, and in applying for Department of Defense and other grants. Indeed, as frustrating as it has been for all of us to have been unsuccessful in bringing to IPFW the Associate Director of Systems Engineering, it is also true that industry, who has been part of the hiring process, says that they want to work closely with the Associate Director and they would rather wait for a good candidate than take lesser candidate to fill the position.

All of our large defense contractors are directly involved in these efforts, along with their suppliers and a good number of advanced manufacturers. Intelligent businesses know that they are well-served by a well-trained talent pool that is interested in STEM careers, and that it is incumbent on them to help in its development. We have good and smart businesses in Northeast Indiana and we know that they will remain actively involved in the region’s talent development efforts. We will keep them engaged in all our efforts.
The Talent Initiative has been monitoring the progress and performance of the major strategy areas since each component has been initiated. While many of these metrics have been referenced in earlier sections of this report related to each project partner, they are reiterated here to provide a comprehensive overview.

The project proposal submitted to the Lilly Endowment in February, 2009 set forth a series of preliminary metrics related to each segment of the talent pipeline process. As was noted in last year’s report, we have learned much about measuring the performance of each program strategy since that time and the metrics have correspondingly evolved. However, we did feel that, over time and with the collection of new data, our original metrics appendix was becoming cumbersome. So this year, we have inserted representative charts in this text and adopted as our appendix the metrics chart we first presented in our interim report to you in September 2011. It is attached as Appendix C. As one would expect, we have the most information for those components which were the first to be implemented.

**WorkOne Northeast**

Through the end of February 2012, 3,342 individuals have enrolled in Talent Initiative supported training activities. This exceeded the original project goal of 1,200 individuals by more than two and one-half times. At this time last year, 1,439 workers had been enrolled; thus 1,903 have been enrolled in the past twelve months. These numbers provide a large base of individuals to measure how this project component has performed. The total of Northeast Indiana residents that were able to benefit from the training fall into two major categories: (1) incumbent workers employed by companies within the region and (2) transitioning workers for whom additional training would improve their employability.

---

**NORTHEAST INDIANA WORKERS ENROLLED IN TALENT INITIATIVE SUPPORTED WORKONE TRAINING/EDUCATION PROGRAMS (BY QUARTER IN WHICH THE TRAINING STARTED)**

*Note: Data only cover two months*
Of the 2,588 incumbent workers who have been supported with training assistance, 1,905 have completed their respective training programs. These individuals are employed by 144 companies across Northeast Indiana, including 35 engaged in defense contract work. Another 92 companies with Talent Initiative supported workers are directly engaged in advanced manufacturing. These employers came from every county across the region except LaGrange County.

Of the 754 transitioning workers who have enrolled in a training program supported by the Talent Initiative through February, 552 have completed their training. The majority of the remaining 202 individuals are in the process of completing their respective training. Of those transitioning workers who have completed their training, WorkOne can formally document a 71.5% placement rate into a job. WorkOne is aware that additional dislocated workers have become employed but not been able to obtain official confirmation, thus the 71.5% employment rate is very likely a low number compared with actual experience. This percentage has increased from that reported last year (66%), perhaps due in part to the improvement in the regional economy. Given the very difficult economic situation Northeast Indiana, and the nation, has experienced throughout the three-year course of this program, we find the rate at which these transitioning workers have found employment to be one of the truly rewarding aspects of the Talent Initiative.

Combining the incumbent and transitioning workers, through February 2012, 2,457 workers (of the total of 3,342 enrolled) have finished their training activity. Of that total, 2,216 workers or 90.1% of all workers trained, have earned at least one industry-recognized certification or degree or have
completed their training activity but still need to complete a certification exam. An additional 704 workers are still actively engaged in training activities supported with Talent Initiative funds.

We had originally hoped to be able to measure the change in the average wage earned by workers who completed education and training programs. Unfortunately, due to disclosure rules and difficulties with self-reporting, it has been virtually impossible to track accurate before-and after-wage data.

Ivy Tech Community College—Northeast

Use of the Talent Initiative supported manufacturing training equipment at Ivy Tech Northeast continues to grow as the related academic programs are being implemented. As of the 2012 Spring Semester, there are 174 enrollments in 21 class sections, representing 138 students utilizing this equipment as an important component of their educational experience. At this time last year Ivy Tech had initiated an Associate of Applied Science (AAS) in Advanced Manufacturing and program. Over the past year Associate of Applied Science programs in Industrial Technology and Machine Tool Technology have been added and both programs utilize the advanced manufacturing equipment. The Associate of Applied Science program in Engineering Technology program will soon be utilizing the equipment as well. Technical certificate programs are also now being offered in Industrial Technology and Machine Tool Technology – all programs utilizing the Talent Initiative funded equipment. An Advanced Manufacturing Technical Certificate is scheduled to be offered in Fall 2012. In December 2011 Ivy Tech graduated its first student with an AAS in Advanced Manufacturing. Two more students are on track to graduate from the program in Spring 2012. The utilization of the equipment by the Ivy Tech Corporate College program is also growing. Last year 8 individuals in non-academic programs utilized the equipment. Over the past year that has grown to 37 individuals.
As the program and course offerings have increased so has the number of students having access to training on the equipment. As these programs become more fully recognized by current and potential Ivy Tech students it is anticipated that equipment utilization will concurrently increase as will the number of students graduating with either an Associate degree or a technical certificate in applicable programs. Given the gradual ramping up of these programs, we are still at least a year away from being able to effectively measure the reaction of area employers to enhanced training the new equipment provided.

**Indiana University-Purdue University Fort Wayne (IPFW)**

As was stated in last year’s report, the strategy to enhance both the Center of Excellence in Wireless Technology and the Center of Excellence in Systems Engineering has the dual focus of increasing the number of students gaining academic credentials in those two engineering specializations and in intensifying the research interaction with defense communication companies located in Northeast Indiana. On the educational focus, the number of students enrolled in the graduate Engineering program at IPFW has been growing (from 37 in 2009 to 50 in 2011). However, the number of students with a concentration in systems engineering has remained static (21 in 2009, 17 in 2010, and 20 in 2011). The program did graduate 16 students with the Systems Engineering concentration in 2011. The number of students enrolled in the Masters of Engineering program with a concentration in Wireless Technology has been on the increase (0 in 2009, 5 in 2010, and 10 in 2011). 2011 was the first year that IPFW graduated Masters of Engineering students with the Wireless Technology concentration, with five graduates. As was the case with the new Ivy Tech programs, it appears that it takes some time for enrollments to build. There are also 14 non-degree students taking graduate engineering classes at IPFW, providing an opportunity for those in the workforce to continue life-long learning while continuing with current employment.

In 2010 IPFW received a three-year National Science Foundation grant to support a cohort of students in Masters of Engineering program with a concentration in both Wireless Technology and Systems Engineering. There are now seven students enrolled in this graduate program specifically designed to meet the engineering needs of Northeast Indiana.

An important component of the Systems Engineering capacity being built at IPFW is to provide an opportunity for area engineers to obtain an INCOSE (International Council on Systems Engineering) certificate. There are now 24 Northeast Indiana engineers with the INCOSE certification, up two from last year and up 10 from 2009.

It is more difficult to track specific numbers with the defense communications industry focus. However, three items are worthy of note: (1) obtaining the CRADA between the Wireless Technology Center and the Naval Research Lab described earlier in this report; (2) the growing recognition of the annual Tactical Communications and Interoperability Conference; and (3) the continued collaboration with local industry leaders and IPFW in expanding the Software Defined Radio capacity as part of the Wireless lab.
K-12 – New Tech High Schools

As the five New Tech High Schools now in operation move into their first, second, or third years, more information regarding their success becomes available. As noted in last year’s report, we have had the opportunity to utilize the research work on New Techs undertaken by the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis.

As noted earlier in this report, enrollment in the Northeast Indiana New Tech High Schools has steadily risen as both the number of school with programs underway has increased and as respective schools add new classes of students. Last year (2010-11 school year) there were 770 New Tech students. This year total enrollment has reached 1,358. The goal set forth in the 2009 grant proposal was to have 1,000 students enrolled in New Tech schools by 2012.
Dual credit courses are being offered and taken by Northeast Indiana New Tech students. During the 2010-2011 school year, students in three of the four schools had students enrolled in dual credit courses. The presence of Project Lead the Way appears to be a significant factor in increasing the number of students in dual credit courses. We are collecting information on the number of New Tech students enrolled in Advanced Placement courses but it is yet too soon to fully report this data and to draw any conclusion.

The Year End Reports prepared as a part of the CELL New Tech Implementation Study are providing a wealth of information on the respective New Tech schools for which 2010-2011 reports are available (Adams Central, Huntington, Lakeland, and Wayne). We will continue to use these reports to assist in tracking the performance of our New Tech schools. Three of the four New Tech schools that were in operation in 2010-2011 have been designated as Exemplary programs by the New Tech Network and 13 teachers in our New Tech schools have been certified as New Tech Distinguished Teachers.

**K-12 – Professional Development Grant Program**

As noted earlier in the report, the Project-Based Learning Professional Development grant program began in earnest during the summer of 2011 and will be ongoing during 2012. To date, 910 teachers, administrators, and university faculty have experienced training in project-based learning through the grant program. Over the course of the next two years we will attempt to measure the extent to which these individuals are implementing PBL in the classrooms across the region.

**Communications Campaign**

Over the past two years the Talent Initiative has been engaged in a campaign effort to increase the region’s awareness of STEM programs; of STEM-related employment opportunities available within the region’s aerospace/defense and advanced manufacturing industries; and of the need to personally seek an increase in work-related skills. The impact of this communications effort has been measured by both the amount of traffic on the Talent Made Here website and through periodic surveying. Since the website has been in operation (beginning in September 2010), there have been 13,467 unique hits to the site. One can access the Talent Made Here videos both on the website and directly from our You Tube channel. To date, there have been 1,898 unique video hits and they have received 6,263 views through the You Tube channel.
Surveys of Northeast Indiana residents were conducted on behalf of the Talent Initiative by the Center for Social Research at IPFW in both the Fall of 2010 and the Fall of 2011. The primary focus of the 2011 survey was threefold: to gauge the respondent knowledge base of Talent Initiative goals (awareness of STEM, PBL, TalentMadeHere.com and local university programs); to investigate respondent opinions on issues relevant to the scope of the Talent Initiative; and to compare metrics between the 2011 survey and the 2010 survey. Due to the timing of the respective surveys, with the first being undertaken after the Communications Campaign had begun, it was difficult to determine the before/after impact of the Campaign. The two surveys did provide considerable information regarding general community awareness, and gaps in awareness, to be addressed in future communication efforts. The extensive survey results have reviewed in detail by the Talent Initiative staff.

Note that traffic to our website increases and decreases with exposure provided by the Communications Campaign. We expect with the launch of the Joint Communications Campaign for 2012 that the number of our visitors would increase again.
Leveraging the Talent Initiative Funds

Since its inception, the Talent Initiative has, in addition to the four key strategy efforts, emphasized three additional long-term objectives for the program:

- To leverage the initial $20 million grant from the Lilly Endowment with additional resources
- To utilize the resources of the Talent Initiative to promote alignment and collaborative relationships among those directly and indirectly involved in its implementation
- To build sustainability of the programs launched by the Talent Initiative

The progress on the latter two of the long-term objectives is extensively discussed elsewhere in this report.

Additional leveraged funds in support of the Talent Initiative goals include $40,000 in operating support from the Olin and Desta B. Schwab Foundation. Ivy Tech Community College Northeast has obtained a $270,000 grant from the U.S. Department of Labor that supports work entry into the advanced manufacturing career pathway. IPFW has obtained commitments for $166,000 in additional funding to support the Wireless Technology Lab and the Visualization Center. An additional $360,000 in applications for such funding is currently in review. Perhaps most significant has been WorkOne’s ability to leverage nearly $1.5 million in federal job training resources to provide STEM training activities in support of defense industry and advanced manufacturing skill sets. WorkOne also received nearly $400,000 in grants from the Indiana Department of Workforce Development to assist skills training for displaced Fort Wayne Navistar workers and has worked with the Questa Foundation to supply nearly $500,000 in Questa loans to Northeast Indiana workers. Lastly, approximately $225,000 outside funding has been committed to date to support the 2012 Communications Campaign.
Vision 2020 Background

As we have said, per capita income in Northeast Indiana has been on the decline for nearly 40 years. In fact, in 2009, Northeast Indiana fell to 79.5% of the national average. As a result, the Northeast Indiana Regional Partnership (Partnership) and its many partners decided to take action in 2010, creating a regional initiative called Vision 2020. The initiative began with a six-month visioning process in January 2010 that collected input from over 1,000 individuals from the 10-county region about their thoughts on the future of Northeast Indiana. As a result of these meetings and the benchmarking of successful regions across the country, five key areas were identified as having the most significant economic impact on the region. Those five key focus areas are called The Pillars of Vision 2020: 21st Century Talent, Competitive Business Climate, Entrepreneurship, Infrastructure and Quality of Life. Under the leadership of the Regional Opportunities Council (ROC), the Partnership has worked to create regional alignment and find additional Vision 2020 partners who can act as champions in implementing strategies around the five pillars. While there are multiple pillars and strategies, there is one collective goal—to transform Northeast Indiana’s economy and create a globally competitive region, changing the regional story in the process. With multiple organizations, businesses and individuals moving Vision 2020 forward, maintaining alignment in our efforts is critical for long-term sustainability. A unified mission and vision for Northeast Indiana ensures that as we develop strategies within each pillar, we are doing so with focus, continuing to align with our core purpose for years to come.

Mission for Northeast Indiana: To develop, attract and retain talent.
Vision for Northeast Indiana: Northeast Indiana is a top global competitor, exceeding the expectations of businesses and residents.
**Why The Big Goal?**

In order to transform the regional economy, a vibrant, highly-trained workforce with skills to meet the demands of 21st century jobs will be required. Vision 2020, Talent Initiative, and the Regional Opportunities Council (ROC) have identified The Big Goal as being paramount to building the foundation that will allow the region to reverse the downward slide of Northeast Indiana’s per capita income. According to a study conducted by the Georgetown University Center on Education and the Workforce, by 2018, 60% of jobs in the U.S. will require postsecondary education. And yet, as of 2009, the percentage of the Northeast Indiana workforce (adults, ages 25-64) with a two or four year degree or higher was just 31.5%. If we cannot sustain the requisite talent pool our businesses are demanding, the result is simple. Businesses will leave. The regional economy will suffer greatly. And our per capita income level will continue its severe downward slide.

**Building Consensus Towards The Big Goal**

In January 2011, Vision 2020 began the work of identifying which strategies and goals were critical to transforming the regional economy within each of the five pillars. As to the Talent Pillar, a group of community leaders working in the areas of education and training were convened to identify ways to transform the workforce of Northeast Indiana and build a culture focused on life-long learning. Leaders represented the education spectrum from early childhood education to adult worker retraining. The Director of the Talent Initiative played a critical role in this facilitation work as a trusted regional player with experience in bringing groups and institutions together through collaboration. That group of leaders worked to define the overarching goal and develop strategies for building consensus around an identified goal. The Talent Initiative helped to focus these efforts through its knowledge of the regional educational landscape and in particular those individuals who would need to endorse the overarching goal. Two of the fundamental tenets of Vision 2020 are alignment and focus. If regional leaders and organizations are not able to channel their energy, support, and resources in a streamlined and coordinated fashion, our ability to succeed will be impeded. In the end, after much discussion and study, the group identified The Big Goal, originally developed by the Lumina Foundation, as the overarching goal for the Talent Pillar. The group felt that it provided the right framework for alignment and focus.

Once the taskforce identified and gained consensus around The Big Goal, they took the next steps to build consensus with key education leaders throughout Northeast Indiana before asking for adoption of the Big Goal by Vision 2020’s ROC. Taskforce members, including the Director of the Talent Initiative, met with Superintendents, Presidents of areas colleges, and key corporate and
social leaders to vet the concept of regional adoption of The Big Goal prior to its first introduction to the ROC in September 2011. After a three month vetting process, the ROC publicly adopted The Big Goal as the top priority for the 21st Century Talent Pillar.

**The Role of the Talent Initiative**

As this process was unfolding, initial discussions were taking place as to which entity could assume leadership responsibility for convening the region’s education and training community around The Big Goal and the identification and implementation of strategies designed to achieve it. Given its history as a convening body that has created collaborations and alignment among regional parties, the Talent Initiative surfaced as the strongest organization to do so. The Community Partnerships, Inc. board gave its support to the Talent Initiative taking on the role as chief convener of this effort and Talent Initiative staff began working with Vision 2020 to implement the transition of leadership.

**How Will We Achieve The Big Goal?**

A core group of regional leaders, including leaders from Vision 2020 and the Talent Initiative, researched best practice models for building the infrastructure to reach The Big Goal. In the end, they settled on the collective impact framework exemplified by the Strive Partnership of Cincinnati and Northern Kentucky. The objective of the collective impact framework is to create a "cradle to career" roadmap to success that uses evidence-based decision-making and collaborative action to achieve a shared community vision of talent development. It is based on the theory that the kind of large-scale social change necessary to achieve outcomes like The Big Goal can only come from effective cross-sector coordination, rather than from the isolated interventions of individual organizations.

In February 2012, the ROC voted to fund the Strive Design Institute as a first step in developing a solid action plan for reaching The Big Goal. The Strive Design Institute is a process that will enable regional leaders to make decisions based on data; identify strategies that will have the greatest impact; consider where there may be gaps; and outline a set of concrete action items that will enable the region to meet bold goals related to educational outcomes by leveraging existing assets and targeting new investments. To sustain the leadership needed for this effort, an Education Leadership Council (ELC) is being formed—an executive-level, cross-sector leadership team that will oversee the process of turning the region into a dynamic engine for growth and prosperity through talent development.

The behind the scenes work is well underway with our first regional planning meeting this past week, and now The Big Goal is going public with the Joint Communications Campaign we described earlier.
TALENT INITIATIVE 2.0 / GOING FORWARD

A notable outcome of your original grant has been the creation of the Talent Initiative as a credible, impartial, skilled intermediary body which first brought together its project partners around the goal of building the talent pipeline in STEM-related careers in Northeast Indiana. As you have read earlier in this report, that experience has now been leveraged to convene regional entities around Northeast Indiana’s determination to successfully reach the Big Goal. Given the importance of this Goal for our region, and the availability of the Talent Initiative as that credible backbone organization, it seemed a natural progression for the Talent Initiative to use its experience as a convener for the benefit of Northeast Indiana.

At the same time, we strongly believe that, beyond that impartial, convening role related to the Talent Pillar, we should build on our prior successes outlined in this report by maintaining a program role. Thus, we are examining how we will proceed from a program perspective in Talent Initiative 2.0.

We have formed a Working Committee and have determined that we will recommend to our Board that our Guiding Principles remain that we will create programs that are:

- Demand Driven by our target industry sectors
- Transformational
- Focused
- Designed to leverage prior accomplishments

We will accelerate education and training initiatives in STEM with the Goals of:

- Increasing the output of highly-skilled workers, technicians, and graduate level talent to meet the needs of our target sectors
- Increasing job quality
- Reversing the decline in regional per capita income

Our Target Industries will remain Defense and Advanced Manufacturing, but we will add Medical Device. We add Medical Device because we see the importance of working with Orthoworx and Kosciusko County and bolstering their efforts to anchor the orthopedics industry based in Warsaw.

It is now our task to determine our recommendations for possible Strategies and Programs. We know, for example, that our grants in support of the incumbent worker training program created a unique opportunity enabling Work One to increase the skills of thousands of incumbent workers in our region. Due to restrictions applicable to other Work One funding sources, this critical need could not have been met without that support. This program also yielded economic development benefits for the region by providing our economic developers evidence that our region understands that
business needs skilled workers and we are willing to help provide them. There are many like opportunities we could undertake with an expanded and enhanced incumbent worker training program.

As to K-12, we are examining what focused strategies and projects we should undertake in areas of concern both to local educators and the state. We mentioned earlier that we have been contacted by the state’s Education Roundtable. It is very concerned about the sometimes rough transition from high school to post-secondary many students experience. Probably not too coincidentally, we have been looking at the lack of real career counseling in our schools. We are currently evaluating a unique program that would address both of these problems.

So, we are just at that point where we are looking at those strategies and projects. Our Working Committee’s goal is to bring a recommendation for Talent Initiative 2.0 and its projects to our Board in the next few months, along with a funding strategy. We expect that we will present an entire package of Guiding Principles, Goals, Target Industries, and Strategies and Programs to potential funders and seek their participation.

Again, we thank Lilly Endowment for the gift you made to the people of Northeast Indiana. As we have walked this road, we have been gratified by the ability it has given to us to bring people together around our region’s talent development issues at the same time it has markedly laid the groundwork for a notable increase in STEM careers and skills of our residents.
APPENDIX A: DEFENSE/AEROSPACE INDUSTRY ACTIVITY IN NORTHEAST INDIANA

The following is a summary of major contract announcements and events involving/impacting the defense communication and aerospace industry in northeast Indiana between March, 2011 and early March, 2012. It is not intended to be inclusive of the total volume of Defense-related business in Northeast Indiana. The amount of defense-related contract announcements between March, 2011 and March, 2012 were significantly impacted by delays in the adoption of federal budgets.

<table>
<thead>
<tr>
<th>DATE</th>
<th>FIRM</th>
<th>AMOUNT</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>March, 2011</td>
<td>General Dynamics C4 Systems</td>
<td>$2.3 million</td>
<td>to provide prototype computer communications functions to the U.S. Army</td>
</tr>
<tr>
<td>April, 2011</td>
<td>ERAPSCO (USSI)</td>
<td>$55+ million</td>
<td>to provide sonobuoys to the U.S. Navy, nearly half of the work will be performed at the Columbia City plant</td>
</tr>
<tr>
<td>May, 2011</td>
<td>ITT Communications Systems</td>
<td>$569 million</td>
<td>to provide SINGARS radios to the U.S. Army</td>
</tr>
<tr>
<td>July, 2011</td>
<td>All Rite Distributing</td>
<td>$11 million</td>
<td>to provide machine gun mounts to the U.S. Navy</td>
</tr>
<tr>
<td>Sep., 2011</td>
<td>Stuart Manufacturing</td>
<td>$8.5 million</td>
<td>to provide cable assemblies and wiring harnesses to the U.S. Navy</td>
</tr>
<tr>
<td>Nov., 2011</td>
<td>ERAPSCO (USSI)</td>
<td>$15.6 million</td>
<td>to provide underwater sensors to the U.S. Department of Defense, approximately 47% of the work will be performed in Columbia City</td>
</tr>
<tr>
<td>Dec., 2011</td>
<td>ITT Exelis</td>
<td>$5.1 million</td>
<td>to provide radio depot modernization for an undisclosed international customer</td>
</tr>
<tr>
<td>Dec., 2011</td>
<td>Whitley Manufacturing</td>
<td>Not Disclosed</td>
<td>to fabricate a training center for the U.S. military</td>
</tr>
<tr>
<td>Jan., 2012</td>
<td>ERAPSCO (USSI)</td>
<td>$38 million</td>
<td>contract modification to produce sonobuoys for the U.S. Navy and the Taipei Economic and Cultural Representative Office, 53% of the work to be undertaken in Columbia City</td>
</tr>
<tr>
<td>Feb., 2012</td>
<td>BAE Systems</td>
<td>Not Disclosed</td>
<td>to provide flight control computers for Bell Helicopter, production to be in Fort Wayne</td>
</tr>
</tbody>
</table>

OTHER ANNOUNCEMENTS/EVENTS IMPACTING THE DEFENSE/AEROSPACE INDUSTRY IN NE INDIANA

March, 2011 Raytheon eliminates 60 jobs at its Fort Wayne operation due to “weaker product demand”

April, 2011 C&A Tool invests $11 million in Churubusco and adds 18 jobs to provide parts to the aerospace industry
<table>
<thead>
<tr>
<th>Date</th>
<th>Company</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July, 2011</td>
<td>Navistar</td>
<td>announced the layoff of 200 contract workers at its Fort Wayne facility as part of the relocation to Lisle, IL</td>
</tr>
<tr>
<td>Aug., 2011</td>
<td>Raytheon</td>
<td>announced the elimination of “several dozen” positions at its Fort Wayne facility</td>
</tr>
<tr>
<td>Oct., 2011</td>
<td>Navistar</td>
<td>announces the elimination of 133 jobs at its Fort Wayne operation as part of the relocation of its Fort Wayne Truck Development and Technology Center to Lisle, IL (ultimately impacting 1,400 employees)</td>
</tr>
<tr>
<td>Nov., 2011</td>
<td>ITT Exelis</td>
<td>ITT Exelis is formed with the breakup of the ITT Corporation. The new firm continues the employment of approximately 1,700 at its Fort Wayne operation.</td>
</tr>
<tr>
<td>Nov., 2011</td>
<td>BAE Systems</td>
<td>announces the relocation of 75 jobs from Irving, TX related to the production of commercial aircraft electronics</td>
</tr>
<tr>
<td>Nov., 2011</td>
<td>ITT Exelis</td>
<td>cuts 200 jobs at its Fort Wayne operations as work on the SINGARS military radios winds down</td>
</tr>
<tr>
<td>Nov., 2011</td>
<td>ITT Communications and Force Protection Systems</td>
<td>reduces employment in Fort Wayne by 110</td>
</tr>
</tbody>
</table>
Appendix B: Financial Report

Community Foundation of Greater Fort Wayne
Grant # 2009 0298-000
Reporting Period March 1, 2011 - February 29, 2012

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Total Project Budget</th>
<th>For Period 3/1/2011 to 2/28/2012</th>
<th>Cumulative</th>
<th>Budget Less Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilly Endowment, Inc.</td>
<td>$20,000,000</td>
<td>$0</td>
<td>$20,000,000</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$20,000,000</td>
<td>$0</td>
<td>$20,000,000</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Strategy 1: Adult Workforce Retraining**
Retrain not less than
1,200 Adult Workers
$5,731,693 $2,962,927 $5,731,693 $0

**Strategy 2: Upgrade Talent Pool in Advanced Manufacturing**
Ivy Tech Capital Upgrades
And Program Enhancements
$2,622,000 $454,649 $2,622,000 $0

**Strategy 3: Enhanced Higher Education**
Capital Upgrades - Creation and Upgrade of Labs
$1,500,000 $257,902 $1,052,610 $447,390
Systems Engineering Staff - Endowed Faculty
1,500,000 0 1,500,000 0
Wireless Communication Staff - Endowed Faculty
1,500,000 0 1,500,000 0
$4,500,000 $257,902 $4,052,610 $447,390

**Strategy 4: Enhanced STEM Education K-12 Level**
STEM New Tech High School, Project-based
Learning and Professional Development
$5,000,000 $3,152,200 $4,669,925 $330,075

**Governance, Measurement & Other**
Governance and Management
$845,873 $344,388 $845,873 $0
Communications Campaign
750,000 118,146 750,000 0
Measuring Success
200,000 2,835 119,500 80,500
Contingency
350,434 $254,195 294,730 55,704
$2,146,307 $719,564 $2,010,103 $136,204

**Total Expenses**
$20,000,000 $7,547,242 $19,086,331

**Revenue Less Expenses**
$0 $7,547,242 $913,669

Current Cash Balance:
$913,669

---

David J. Bennett  
Executive Director  
Community Partnerships Inc.
Notes on funds remaining in Community Foundation of Greater Fort Wayne accounts:

- **$447,390** – This represent funds committed to IPFW for use in building its Systems Engineering lab. They will be disbursed when the new Director and/or Associate Director is/are hired.
- **$330,075** ($224,000 + $106,075) – This represents:
  - $224,000 attributable to the state-wide New Tech discount received as of 7/1/11. We had agreed to support our schools up to $450,000, and budgeted for the same. The actual amount due New Tech Network was $410,000 per school. $40,000 savings x 6 schools = $240,000. We also allocated to this account $16,000 for an early planning trip to Texas by Talent Initiative and representatives of our various schools and thus have remaining in this account $224,000.
  - $106,075 in the Professional Development Grant Program budget. Of these funds, we have allocated a total of **$100,000** to fund (1) Noble County Externships ($1000), (2) our 2012 Graduate Retention Program ($24,000), (3) Ivy Tech’s Science Materials Camp for 2012 ($25,000), (4) set aside funds to sponsor our PBL Summer Institute this year and/or next ($25,000), and (5) set aside funds to funds to fund programs we believe will arise during our state-wide PBL collaborations such as a state-wide PBL teacher network and a state-wide PBL project library ($25,000). Thus, we have unallocated in this bucket only $6,075.
- **$55,704** – With a year remaining until the termination of our grant period, we feel it prudent to keep $55,704 in Contingency, at least until later this year.
- **$80,500** – We have paid out enough to fund metrics through March 31, 2014 (in the belief that our most comprehensive results may yet be two years out), but $80,500 remains in this account.

Conclusions:

- Of the **$913,669** currently in cash, we consider the amounts in red above to be already allocated. They total **$603,094**.
- The remainder totals **$310,075**, which consists of the amounts in blue. We believe they are not materially allocated at this time. At this point, we intend to hold that $310,075 until we know better what our Talent Initiative 2.0 programs will be. To the extent we would like to move them to a different line item once those programs are known, we would of course seek your consent. At any rate, we will have a proposal for their use well before the termination date of our grant, March 31, 2013.
### Appendix C: Talent Initiative Metrics

#### Strategy 1: Number of Workers Retrained with 21st Century Advanced Manufacturing Skills as of August 2011 (WorkOne)

<table>
<thead>
<tr>
<th>Report Date</th>
<th>Total workers supported with 21st C. Skills</th>
<th>Total that have completed planned training activities</th>
<th>Total still actively engaged in training activities</th>
<th>Incumbent Workers</th>
<th>Dislocated or Underemployed</th>
<th>Different Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 29, 2012</td>
<td>3342</td>
<td>2457</td>
<td>704</td>
<td>2588</td>
<td>754</td>
<td>144</td>
</tr>
</tbody>
</table>

#### Strategy 2: Ivy Tech Enrollment in Advanced Manufacturing Program

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>ENROLLMENTS</th>
<th>SECTIONS</th>
<th>UNIQUE STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>49</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>84</td>
<td>9</td>
<td>68</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>141</td>
<td>12</td>
<td>103</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>152</td>
<td>15</td>
<td>123</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>174</td>
<td>21</td>
<td>138</td>
</tr>
</tbody>
</table>

#### Strategy 3: Enhancing Systems Engineering and Wireless Technology in Northeast Indiana (IPFW)

##### Number Of Systems Engineers Working in NEI

<table>
<thead>
<tr>
<th>Year</th>
<th>Engineers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td>4</td>
</tr>
<tr>
<td>2009</td>
<td>14</td>
</tr>
<tr>
<td>2010</td>
<td>22</td>
</tr>
<tr>
<td>2011</td>
<td>24</td>
</tr>
</tbody>
</table>

##### Enrollment in Systems Engineering Program

<table>
<thead>
<tr>
<th>Year</th>
<th>MS Engineering</th>
<th>Systems Engineering Concentration</th>
<th>Non-Degree Students Taking Grad Engineering Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>37</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>2010</td>
<td>39</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>2011</td>
<td>50</td>
<td>20</td>
<td>14</td>
</tr>
</tbody>
</table>

##### Enrollment in Wireless Technology Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
</tr>
</tbody>
</table>

##### Population graduating with MS in Engineering with Concentration in Systems Engineering or Wireless Technology

<table>
<thead>
<tr>
<th>Year</th>
<th>Systems Engineering</th>
<th>Wireless Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>2011</td>
<td>16</td>
<td>5</td>
</tr>
</tbody>
</table>
### Strategy 4: Preparing K-12 Students for a Knowledge-Based Economy


<table>
<thead>
<tr>
<th>School</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne</td>
<td>95</td>
<td>96</td>
<td>94</td>
<td>--</td>
<td>285</td>
</tr>
<tr>
<td>Lakeland</td>
<td>175</td>
<td>176</td>
<td>168</td>
<td>--</td>
<td>519</td>
</tr>
<tr>
<td>Viking</td>
<td>124</td>
<td>103</td>
<td>--</td>
<td>--</td>
<td>227</td>
</tr>
<tr>
<td>Jet Tech</td>
<td>98</td>
<td>117</td>
<td>--</td>
<td>--</td>
<td>215</td>
</tr>
<tr>
<td>Whitley</td>
<td>112</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>112</td>
</tr>
<tr>
<td>DeKalb C.</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>604</td>
<td>492</td>
<td>262</td>
<td>0</td>
<td>1358</td>
</tr>
</tbody>
</table>

#### Number of Educators Trained in PBL through the Professional Development Grant Program

<table>
<thead>
<tr>
<th>Professional Development Grant Program</th>
<th>Number of Sessions</th>
<th>Educators Trained as of 9/1</th>
<th>Sessions Remaining</th>
<th>Estimated Remaining Teachers to be Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 8 PBL 101</td>
<td>11</td>
<td>288</td>
<td>11</td>
<td>290</td>
</tr>
<tr>
<td>FWCS PBL 101</td>
<td>9</td>
<td>270</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Leveraged FWCS Coach Training</td>
<td>1</td>
<td>10</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>IPFW PBL 101 for Higher Ed</td>
<td>1</td>
<td>35</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>USF PBL 101</td>
<td>1</td>
<td>25</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Leveraged PBL 100</td>
<td>2</td>
<td>52</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Industry to Educators Externships</td>
<td>2</td>
<td>46</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>CSR Coaching Training</td>
<td>2</td>
<td>12</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>NSRF Coaching Training</td>
<td>3</td>
<td>13</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Ivy Tech Materials Science Camp</td>
<td>1</td>
<td>25</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Indiana Tech CSI &amp; PBL</td>
<td>1</td>
<td>24</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Huntington Schools PBL Training</td>
<td>1</td>
<td>27</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Huntington Schools Externship</td>
<td>1</td>
<td>13</td>
<td>1</td>
<td>51</td>
</tr>
<tr>
<td>Huntington PBL Trainer Certification</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>LSP STEAM Camp</td>
<td>2</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>PBLead</td>
<td>2</td>
<td>65</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>41</td>
<td>910</td>
<td>15</td>
<td>417</td>
</tr>
</tbody>
</table>

*Note: It is projected that the Professional Development Grant Program will provide STEM/PBL professional development to 1,327 educators by the end of 2012.

Additionally, the following programs received support from the PD Grant Program:
- The Center for Excellence in PBL at Trine University will be dedicated on April 24, 2012
- Manchester College is creating systems for PBL teacher evaluation
- University of Saint Francis, Manchester College, and IPFW are creating PBL Curricula for both K-12 classroom and higher ed
- Two Support Team Coaches hired by Region 8 ESC for a period of two years each, are providing ongoing professional development in PBL
- Significant research on various aspects of PBL is being conducted by CELL at Ulndy, IPFW, Manchester College, and the Buck Institute for Education