EDUCATION AND JOB TRAINING: PREPARING FOR THE 21ST CENTURY WORKFORCE

HEARING

BEFORE THE

SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE
HOUSE OF REPRESENTATIVES

ONE HUNDRED SEVENTH CONGRESS

SECOND SESSION

HEARING HELD IN ANGOLA, INDIANA, MARCH 22, 2002

Serial No. 107-53

Printed for the use of the Committee on Education and the Workforce

81-206 pdf

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HEARING ON

EDUCATION AND JOB TRAINING:

PREPARING FOR THE 21ST CENTURY

WORKFORCE

FRIDAY, MARCH 22, 2002

U.S. HOUSE OF REPRESENTATIVES,

SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS

COMMITTEE ON EDUCATION AND THE WORKFORCE,

WASHINGTON, D.C.

The subcommittee met, pursuant to call, at 9:16 a.m., at Angola High School, 755 South 100 East, Angola, Indiana, Hon. Howard P. "Buck" McKeon [chairman of the subcommittee] presiding.

Present: Representatives McKeon and Souder.

Staff Present: Whitney Rhoades, Professional Staff Member.

Chairman McKeon. The quorum being present, the subcommittee on 21st Century Competitiveness will come to order.

We are meeting here today to hear testimony on preparing the workforce for the 21st century. First of all I would like to apologize for being late. This administration is really trying to be on time, but I'm not used to the snow, I guess. Southern California.

I would like to thank Angola High School for hosting this hearing today. I'm pleased to be here and I appreciate your hospitality. I'm eager to hear from our witnesses. But before I begin, I ask the unanimous consent the hearing record remain open 14 days to allow member statements and other extraneous material referenced during the hearing to be submitted in the official hearing record. Without objection, so ordered.

OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Chairman McKeon. I especially want to thank Mr. Souder for hosting his congressional district today. I have a brief statement, and then we'll yield to Mr. Souder for his statement.

Good morning. I would like to welcome all of our guests and witnesses to the 21 Century Competitive Subcommittee Hearing on Education, Job Training, Preparing for the 21 Century Workforce. We want to thank you all for attending here today.

I would especially like to thank Congressman Souder for requesting that we hold this hearing in order to learn more about successful technical education programs and successful job training programs here in Northeastern Indiana. It is my first time here. I arrived last night after the sun went down and I didn't get to see a lot of it. However, I have seen some beautiful things this morning.

Mr. Souder is a vital and involved member of our subcommittee since his election in '94. We have worked together on this subcommittee and I have really valued his insights and leadership. He knows I have always gone to him when we have important matters to discuss because I really value his wisdom and his understanding of the issues. He has been very reliable in passing important legislation in the subcommittee and the full committee. You are to be commended on having such a great representative here in your district.

The purpose of this hearing is to discover how vocational and technical education and job training work together to better prepare workers for the 21st century workforce and to learn about successful educational and job training activities and initiatives taking place here in Indiana. Our witnesses today will share with us their knowledge about the role that local vocational-technical education and job training programs have played in better preparing Indiana workers to meet the challenges of the emerging new economy.

The main federal law that authorizes and funds many vocational and technical education programs is the Carl D. Perkins Vocational Law and Technical Education Act of 1998. The Perkins Act currently funded at $1.18 billion provides federal assistance for secondary and postsecondary vocational education. In the last authorization of the act in 1998, students were held to higher standards in both their technical skills and academic skills.

We all agree that technology skills are the key to a successful future. To maximize these skills, students must have strong academic skills to support the technology skills. To accomplish this, the act strengthens the academic components of vocational-technical education by asking states and local school districts to describe in their state and local applications how they plan to improve the academic and technical skills of students participating in vocational-technical education.

The act also requires that states describe how vocational-technical education students will be taught the same challenging academic proficiencies as all other students. With an increased emphasis on academics and technology, vocational education students will be better prepared for extended educational and employment opportunities.

In my congressional district back in California our local community college, the College of Canyons, has been a leader in the vocational education arena and has made a concerted effort to train workers for the various companies in the local industrial center. If the companies say, for example, that they need workers who are proficient and work a particular machine, then COC will train workers for them.

I think it's vitally important we continue to highlight these successful endeavors. We must also seek public input from the secondary schools, community colleges and adult education on what the federal role is in closing the achievement gap between low- and high-income students and that we explore what works in high schools, adult education programs and community colleges to increase graduation rates, decrease dropouts and work toward successful employment.

In addition, in 1998 Congress passed the Workforce Investment Act to integrate the nation's job training system that formerly was fragmented, contained overlapping programs and did not serve either job seekers or employers well.

WIA seeks to integrate employment, education and training services at the local level in a more unified workforce development system. The system operates through one-stop career centers at which numerous programs must make their services available. The one-stop centers are local centers that offer job preparation and placement services to job seekers and opportunities for employers to find workers. The 17 mandatory partners include vocational education, veterans' employment and training, welfare to work and Wagner-Peyser employment services, vocational rehabilitation, unemployment insurance, trade adjustment assistance and adult education just to name a few. In addition, direct WIA services also provided to dislocated worker, adults who are mostly low-income individuals seeking better employment, and youth. WIA services for workers include core services such as successful job listings and assistance with job search, intensive services such as one-on-one career counseling and skills assistance and job training. WIA also provides rapid response employment services for workers who are laid off.

WIA also created a stronger role for the private sector in the workforce system. Local workforce investment boards, which are required to have a majority of their members representing business, direct all WIA activities.

I just got word yesterday that the President had in his budget cut WIA, but now in the supplemental that he sent to us, he has replaced the money and put in an increase, which is great because when we are in a recession it's not time to cut back these kind of services. We need to have more opportunities for people to find jobs and improve in their current jobs.

Again I want to thank Congressman Souder for his desire to host this hearing on these issues and thank the witnesses for testifying before this subcommittee here today. And I would now turn the time over to Congressman Souder for his opening statement.

WRITTEN OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX A

OPENING STATEMENT OF REPRESENTATIVE MARK E. SOUDER, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Mr. Souder. First I would like to thank the chairman for coming in to Northeast Indiana, staying at the beautiful Potawatomi Inn on Lake James last night to at least this morning.

Congressman McKeon has been the leader in all of the workforce development job training, vocational education issues since the Republicans became a majority and has been very concerned as I have, and we have talked numerous times that now is not the time to reduce spending in the job training side. So I'm glad to hear the President is addressing that and the emergency is clear. We are going to have to address it one way or another because it's one of the proudest achievements of the Republican Congress is how we have remembered these programs. And the last thing we want to do is try to streamline and make them more efficient, to cut them back in a time we are struggling economically. So I thank him for his leadership and persistence and willingness to come here.

We do occasional field hearings as well as in Washington. It's good to see the comprehensive nature of the interaction with the programs. I believe that here in Steuben County I have talked with Assistant Secretary D'Mico and others because I believe this is an unusual integration of wall-to-wall programs here in this county, particularly for a small-size county.

And a number of the people we have here today testifying come from Fort Wayne and larger communities as well. But this is an unusual integration of programs that individuals and communities do not think of their job training programs based on how we in government have our subcommittee assignments and what is authorized and what is appropriated. What they think is we have people who need training and to try to see the type of integration we have done and then see how it's actually implemented here at the grassroots level between labor department, education department and others.

At the Angola Plastics Technology Center we have seen a comprehensive approach. I think the secretary of education and the secretary of labor realize that there needs to be more integration between the different programs. We're going to hear some of that today.

On the first panel we have representatives from the unique vocational education and job training system focusing here in Steuben County. Tri-State has developed an impressive partnership with Angola High School to provide advanced technology training for students. Students can earn college credit for joint courses as they prepare themselves for careers in technology. I think that Dr. Earl Brooks, President of Tri-State, is here as well as Mr. Steve Grill,

the principal of Angola High School, the witnesses from these institutions. And Tri-State through the enthusiastic and talented leadership of Dr. Brooks has plans that we are working with and hopefully we can get additional funding for the technology center and other advancements as this premier long-time engineering business school advances and leads the way here. Steuben County is at the intersection, and you could see last night, of I-69, which is the primary way through Indiana from Michigan south and the Indiana Toll Road that is 80 and 90 connecting to the east-west systems of the United States.

That plus the natural lake system has been a strong growth area and has tremendous potential for future growth both for soft technology in addition to the kind of manufacturing base we have. So these two institutions have been a leader.

Mr. Craig Adolph and Mr. Travis Kenz are here from the Angola Plastics Technology Center. The center received a $514,000 grant from the Department of Labor to train 1000 workers including 900 in the plastics industry and 100 displaced from other fields with 100 plastics firms within a 30-mile radius of the center. The Angola facility will train employees to meet the needs of the community and help keep a viable workforce here in Steuben County.

On our second panel we're going to take a broader look at vocational education and job training at Northeast Indiana. We'll hear from Mr. Steve Corona, President of JobWorks out of Fort Wayne, Indiana. I think that Steve was here when the first plant moved into Northeast Indiana around 1850.

Steve is the most experienced person in job training. He is also on the Fort Wayne School Board and has seen the plant role here, the Plastics Technology Center and Steve is our expert because of his longevity and persistence. Many people tire and he has not tired and I appreciate his leadership.

We also have Mr. Tim Holcomb with the Four County Vocational Cooperative and Mr. Ron Flickinger with the Anthis Career Center in Fort Wayne. Mr. Holcomb represents Vocational Education programs in Lagrange, DeKalb, Steuben and Nobel County as the four northern, northeast counties in the State of Indiana. And Mr. Flickinger represents Area 14 Vocational Program. They will highlight the successes they have seen.

Finally we have Mr. Dick Boyd, the director of Central United High School District. In November of 2000 a 1.75 million dollar grant was awarded to Northeast Indiana to train workers in computer networking. Mr. Boyd has been involved in training students with this grant money. We expect to hear from these witnesses how they've been successful in preparing people for work. Through both vocational education, job training and an innovative combination of the two, communities can help train workers to keep businesses in this area.

We not only have to recruit new businesses, but we need to upgrade and keep our current businesses at the technological cutting edge. I would like to thank the witnesses for taking time to testify before our subcommittee, both for their insights and what works in training the 21st century workforce and what the Congress needs to do to further improve and refine the programs. I thank the chairman again for coming and look forward to the testimony today.

WRITTEN OPENING STATEMENT OF REPRESENTATIVE MARK E. SOUDER, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX B

Chairman McKeon. Thank you.

We will hear first this from Mr. Earl Brooks. Dr. Brooks is president, as Mr. Souder said, of Tri-State University of Angola, Indiana. He previously served as the Executive Vice President of Wesley College, in Dover, Delaware and Senior Vice President at Lincoln University in Harrogate, Tennessee. Dr. Brooks is a graduate of the University of Tennessee where he earned his master's and doctorate degrees.

Talking about all these universities I want to congratulate you on last night. I confess I had Duke. But I am sure I wasn't alone in Indiana. Did a great job. And that was a fantastic game. I got to see the highlights after the game, but you are to be commended for a tremendous job. I am now for Indiana to go all the way, except for Kansas.

Next we'll hear from Mr. Craig Adolph. Mr. Adolph is the economic development community resource officer of the ELOC Foundation Plastics Technology Center in Angola, Indiana. Prior to this position he served as chief executive officer of venture capital funding Breeden YMCA and was an Indiana State Trooper for 17 years.

Then we'll hear from Mr. Steve Grill, principal of Angola High School in Angola, Indiana, our host here. He has served as assistant principal, teacher and coach at several Indiana high schools for over 30 years. Mr. Grill earned a bachelor's degree from Manchester College and a master's degree in secondary education from Indiana University.

And finally we will hear from Mr. Travis Kenz. Is that how you pronounce that?

Mr. Kenz. Yes.

Chairman McKeon. Mr. Kenz is a former student of the Plastics Technology Center Program in Angola, Indiana.

And in Washington we have these fancy little lights that come on, and a green light comes on and tells you that you have five minutes. And when it gets down to one minute left, a yellow light comes on. When your time is up, that trap door opens. I don't think we have those here. I believe Whitney is going to hold up something to tell you when your time is getting close to the end.

But we will insert your full statements in the record. And anything else that you care to add, as I mentioned earlier we will keep the record open. So the time is now yours, Dr. Brooks.

STATEMENT OF DR. EARL BROOKS, PRESIDENT, TRI-STATE UNIVERSITY, ANGOLA, INDIANA

Mr. Brooks. Thank you, Mr. Chairman and Congressman Souder. First of all, let me say thank you for being here this morning and allowing us the opportunity to testify at this hearing. Mr. Chairman, particularly you. We welcome you to Indiana on such a fine, spring day. So we are glad to have you with us.

It is my pleasure to share with you some of the partnerships and collaborations that are going on not only locally but also throughout Northeast Indiana. To give you a brief background, Tri-State University is an institution I would say that is entirely devoted to people. It has a 118-year history of providing a quality higher education for students of a limited income, an institution whose faculty and staff conduct meaningful public service, and certainly an institution that reaches well beyond its campus boundary to promote the region's development. And it's much of that this morning that we would like to share with you.

Our total campus enrollment is 1475 students. Of those, 1250 are on the main campus here in Angola. We do have a non-traditional student population of 350 students, which is equal to about 24 percent of our overall enrollment at Tri-State University. As an intuition we have about a 48 million dollar impact in Northeast Indiana and the local economy. That's very significant not only in Steuben County but for the entire Northeast Indiana area.

Our programs are primarily promoted towards professional development in engineering, business and education. As Congressman Souder mentioned, we do have a movement afoot to move into technology centers and I'll address some of them.

Before I get into that, I would like to talk a little bit about our program with the Angola High School, which we defined as the Tri-State University Middle College Partnership with Angola High School. It's been a six- or seven-year partnership that again allows us to bring students from the high school to our campus for half a day of classes, also partnering with local businesses and corporations in conducting internships. We are looking to expand that beyond what we have done here at the high school to more of a county and Northeast Indiana basis. We do have some funding considerations and proposals out to help us expand that. I would say that all of those courses do carry dual credit options. So it gives the students an opportunity to have an advanced leg up on their higher education.

We also are looking at a number of first generation college students on our campus, and we are serving a number of first generation college students with the middle college program as well.

There are four core courses that they take here. We do have a scholarship component available which provides courses to high school students at a 50-percent discount. And certainly we think that has been very encouraging and certainly has contributed to the success that we have had over this in the last seven years.

Also as you are well aware in Northeast Indiana, Northwestern Ohio, Southern Michigan we serve a top manufacturing area related to automotive and various other constituencies. By us

providing a high number of top quality graduates in engineering, and sciences and technology, we have a significant number of alumni that is connected to that region.

So the next partnership I would share with you is one that has developed over the last two years. It's a partnership with the local Plastics Technology Center here in town. That partnership is a result, and I'm sure Mr. Adolph will talk more about it, of again more regional work. But it's an effort where we share our resources to integrate with workforce training, retraining, and as well as conferencing. But we also to take it from a basic skills level on into higher education. As a result of the work with them, we have expanded some of our programs into associate degree programs in the plastics area and some in engineering.

We think there is a three-fold effect here in what is occurring in that we are taking students from the high school level into middle college concept, getting them started early. We are also taking employment and workforce and working with plastics and then we are bringing those folks in, doing some retraining there. So we are taking it from basic skills, vocational, high school level and also hopefully turning some of those folks on to higher education in the process, but certainly contributing our resources and knowledge base to expand those offerings.

As the congressman mentioned, a lot of our efforts now are centered to support that. With the core technology center, that would be a major component of our campus. In addition to those things I mentioned with regard to workforce training, it also would assist us in serving the engineers in the technology base for our curricular activities on the campus. That turns out to be an 11 million dollar project that is a part of our new capital campaign. We roughly have a third of those dollars committed or in ask points at this point that we hope to move forward with.

So the partnership I think between Tri-State University, Angola High School and the Plastic Technology provides us an opportunity to maximize the strength and build on the resources of each institution. Rather than us trying to be in a fragmented approach and do our own things independently, we are able to share the resources of our laboratory, our equipment, our technologies, our classroom, our space, our library and our faculty. And I truly believe what is occurring here in this collaborative effort is a model that serves all of higher education very well, that of vocational basic skills as well as that of high school students and particularly students that attend Tri-State University.

Again we thank you for the opportunity to be here this morning and have an opportunity to share with you what has taken place in Steuben County in the Angola area.

WRITTEN STATEMENT OF DR. EARL BROOKS, PRESIDENT, TRI-STATE UNIVERSITY, ANGOLA, INDIANA – SEE APPENDIX C

Chairman McKeon. Thank you very much. Mr. Grill.

STATEMENT OF STEVE GRILL, PRINCIPAL, ANGOLA HIGH SCHOOL, ANGOLA, INDIANA

Mr. Grill. Welcome, Chairman McKeon and Congressman Souder, to Angola High School and the Metropolitan School District of Steuben County. It is a privilege for us to host you here today and to share with you some of the experiences that we have been very fortunate to have in this community.

I am speaking on behalf of the school board when I welcome you, and our superintendent Dr. David Goodwin, our assistant superintendent and former principal Dr. Rex Bolinger who shared a lot of expertise in developing this testimony and has had a great deal to do with the leadership and the initiatives that we have followed. And we have others in attendance, Dr. Studebaker and members of faculty and staff, are very important in the work that we do.

We have been very fortunate to receive a number of honors and I even brought some visuals along that I will share so the audience can participate a little bit.

Along with the potential testimony, I have submitted a statistical report that we produce annually. As you can see we report every year about the data that we have been able to collect on the progress our students are making. Also there are some flyers on the, some of the collaborative efforts that we have developed for the community.

We have been very fortunate to receive several honors along the way and including two years ago being designated by the US Department of Education as a New American High School, being nominated as a Blue Ribbon School in the state of Indiana and a National School Work Model that was awarded to us by the University of Minnesota whose Big Ten team is no longer in the tournament along with most of the others. And to tell you the truth, the development of my presentation today was halted somewhere along the line in the evening when I got caught up in Hoosier hysteria like everybody else in the state, I think. So we are very proud of what happened yesterday and wish them well.

But just to give you a little bit of background of some of our experiences, we could not have been named a New American High School or a number of the other awards if it hadn't been for the partnerships that we have with our community, Dr. Brooks representing Tri-State University, Mr. Holcomb with the Vocational Cooperative in this area, our many business and professional people in the community who share with us Breeden YMCA and Learning Center, the Plastics Technology Program Mr. Adolph will be talking about, and above all, the hard work of our students and staff. Our faculty comes committed every day to achieving the mission that we say we have which is to help every student be successful. I really believe we do that.

We began studying research in best practice in a number of areas. Our corporation has had a real commitment to studying data and using that in empowering staff development and things of that nature. We came to the conclusion at Angola High School that at some point restructuring

might allow us more flexibility, and we feel like it has.

We adopted in 1995 a four-by-four block structure in our schools; 90-minute class periods in which we believe we can delve more intensively into studies and help our students become more successful in meeting and exceeding standards.

One of the things we also looked at is how you expand the curriculum. And we began looking around our community at important skills and things of that nature that we needed to serve our community.

And we realized that schools and jobs require similar skills. And so our development led us to a number of partnerships as we expand in our community. I notice on here typical vocational offerings. Dr. Brooks has talked about our school/college connection. We have the community learning center concept with our Y and with our Plastic Technologies Center.

I want to talk just briefly about workplace orientation and workplace participation, some things that we have developed that are kind of unique here, I think. For one thing we get some real good support to help us financially at workplace orientation because that's for students who don't have transportation. I see Mr. Carl Swift here representing Ivy Tech State College and tech prep initiatives. He has been very helpful in that regard. But regarding just a number of things that have culminated with internships and things of that nature.

I brought a brief description of what workplace participation is like. I have many other things that I would like to share with you, however my time is fast fleeting because I got my signal a moment ago. But let me show you that we do have data that supports the kind of work that we have done. And of course I included many aspects of that in our annual statistical report.

But one of the things we have done is study everything related to career education and look at two different categories. Our grade point improvement for all of our seniors during their high school experience once they became involved in one of our career options, our attendance improvement once they became involved after the freshman or sophomore year in those kind of options and the statistical report will highlight numerous other data.

Let me say this again in closing. Dr. Bolinger was privileged to be a part of a commission on the senior year that was developed by the US Department of Education and that made a report last year. In it they reported on several things: the AAA concept: Alignment of the curriculum; P, meaning pre-K through year 16 as opposed to thinking about a high school as being four years, be totally controlled within this building; achievement, high standards, and the highest level possible, college prep type curriculum. We hope some day that will become the default curriculum at the high school level. That is one of our goals, alternatives and expanded experience of the career pathways and all the connections that we are talking about today, opportunities to learn in our community.

In a few extra minutes here I have been able to share with you what I enjoy being a part of every day and have been for a number of years. One of our students said, "Boy, in just a few weeks I'm finally going to graduate. And I will be out of school." And he was talking about the senior

year, which we sometimes look forward to seeing the end so we can move on. And I said, "You know, I have now been in school for almost 50 years. I'm not sure when I'll get out or if I even want to yet."

So thank you again. We are privileged to host you here and we wish you the best in your work.

WRITTEN STATEMENT OF STEVE GRILL, PRINCIPAL, ANGOLA HIGH SCHOOL, ANGOLA, INDIANA – SEE APPENDIX D

Chairman McKeon. Thank you very much.

Those slides we didn't get to see, will they all be in the record so we can get a copy of that?

Mr. Grill. They are in the statistical report I have submitted.

Chairman McKeon. Thank you. Mr. Adolph.

STATEMENT OF CRAIG ADOLPH, ECONOMIC DEVELOPMENT AND COMMUNITY RESOURCE OFFICER, COLE FOUNDATION AND PLASTICS TECHNOLOGY CENTER, ANGOLA, INDIANA

Mr. Adolph. Thank you, Mr. Chairman. Good morning Mr. Chairman and Mr. Souder. Thank you for allowing me to be before the subcommittee this morning. At the outset I would like to say a hearty thank you to Mr. Souder. He has been a leader in Congress and done a fine job for us in bringing all the abilities that we have here today.

My purpose today is to focus on the development of the Plastics Training Center and how it meets the community needs and how it retrains our current workforce for the 21st century. We appreciate the support that Congress has given our project through the United States Department of Agricultural, Indiana Workforce Development, the Carl V. Perkins Act and the US Department of Labor.

We have been very fortunate to have several grants given to us through our due diligence, and we have been allowed to train over 375 students and adults and the last 17 months.

The Plastics Technologies Center and Steuben Cisco Academy are both a 501c3 non-profit system run by the ELOC Foundation. The facility the systems are in were completed and occupied in October of 2000 and the purpose of the center as we said before is to provide affordable education for people at all levels and technology training we need to move forward. The facility consists of four classrooms, 6000 square foot laboratory and processing room. The four classrooms are all fitted with computer systems and have had Paulson Software that the company in Connecticut completely donated to our Plastics Technology Center with all other future updates.

So we have the most updated software in the country for our plastics processing companies.

The other program we started is very successful Steuben County Cisco Academy. We were the only two counties, LaGrange and Steuben County that were not represented. So we saw a need and started that program for the last school year. We have also started the new Microsoft MOUS program that the entire office sweeps or the administrative offices for all these companies, for their administrative assistants to go through the training.

When we started the Cisco program, we hoped that opportunity would be a part of the plastics center also. With our federal grant that we have landed with the help of Steve Corona for the $514,000, we felt we have transcended several different boundaries of state lines which are invisible to us by bringing in Ohio workforce, Michigan workforce and as well as Indiana workforce.

And in our partnership with this federal grant, we gave people the opportunity to become educated in plastics-related manufacturing, and the technological innovations will keep us moving in the digital world.

The partnership with Tri-State University is twofold. They allow us to have college credits not only for our high school students in the vocational program of plastics but also Cisco. But we have children who are in there as juniors who come back as seniors who take elevated levels of A Plus and other programs involved in technology as well as plastics and have college credit while they are still in high school.

The associate's degree program is very attainable for our students. Dr. Brooks has made it such as part of the college program.

Our Cisco Academy has gone through a different level. We now know that in the United States of America we use tangible results to measure success. Our students have a zero dropout rate for Cisco Academy. We have some of the highest average test scores of any program in the State of Indiana and we have also met two separate goals already in our program. One of going to the vocational trades programs, building trades where homes are being built by other vocational students. Our Cisco students are now running the wire for the PV, for the phone systems and for digital community systems within these new homes.

A self-induced economic development picture, our students are now helping build homes, wire homes and bringing us into the new technology where people are coming into our community for the jobs. They find the homes already connected. Our kids are making our economy better.

Our Cisco program is also going to a new level. They will be contacting the Habitat for Humanity program and will start wiring all Habitat for Humanity homes for the very same things they are doing for the building and trades and now gives all socioeconomic levels the chance and opportunity for all levels of students from kindergarten through 12 that opportunity for the digital world. We are very pleased with our progress. We still have a long way to go. But we are reaching out that if we successfully train one student who gets a job, we have done what we set out

to do.

We would like to thank you for allowing our testimony today, to come to our community and also to give you an opportunity to ask us questions. Our due diligence we need to work on to be very critical of our efforts to where we can go to the next level. Thank you very much.

WRITTEN STATEMENT OF CRAIG ADOLPH, ECONOMIC DEVELOPMENT AND COMMUNITY RESOURCE OFFICER, COLE FOUNDATION AND PLASTICS TECHNOLOGY CENTER, ANGOLA, INDIANA – SEE APPENDIX E

Chairman McKeon. Thank you. Mr. Kenz.

STATEMENT OF TRAVIS KENZ, FORMER STUDENT, PLASTIC TECHNOLOGY CENTER, ANGOLA, INDIANA

Mr. Kenz. Good morning, Mr. Chairman, members of the subcommittee. I'm pleased to be here to testify this morning before the subcommittee. My name is Travis Kenz. I'm a former student of the Plastics Technology Center, the Plastics Program. I graduated 2001 from Hamilton High School in Hamilton. My purpose today is to request the subcommittee to aid in its expansion center. It's my opinion expanding the center will benefit the public for education. At the center the student also learns how the machine works, maintenance basics, plastics process.

As a prior student enrolled in the Plastics Technology Center, I have learned how to recognize the difference between the different types of plastics. I have also learned how to set up injection mold machines and how to keep it running. The knowledge and experience I have obtained through the Plastic Technology Center has allowed me to obtain a job straight out of high school to work in the plastics factory as a mold technician.

After I was in the factory, even though we did not get hands-on experience with some of the stuff that was in the factory, it became pretty easy because I had learned most of it on the software that we had there.

At the job I got started out making 12.40 an hour that I thought was pretty good out of high school. Although I was only employed there for three months, I felt it was not impossible if it was not for the center. The reason I was employed there for three months is because of an injury I obtained in a car accident and I was discharged while on medical leave.

At the center I believe improvements could be made in the areas of more machinery and more variety of machines. I also believe that another teacher along with the ones we have right now would be beneficial so one teacher could focus on more areas than the other.

Thank you.

WRITTEN STATEMENT OF TRAVIS KENZ, FORMER STUDENT, PLASTIC TECHNOLOGY CENTER, ANGOLA, INDIANA – SEE APPENDIX F

Chairman McKeon. Thank you very much.

Are you okay now?

What is the population here in Angola?

Mr. Grill. As far as the city is concerned?

Chairman McKeon. No. The population of the Town of Angola, the City of Angola.

Mr. Grill. Steuben County has about 30,000 residents throughout the county. And there are in terms of high school organization, four different high schools that serve some or all of the county. The city's population probably is approaching 10,000 I would guess. Our mayor is in the audience. Mayor, correct me if I'm wrong.

Mr. Souder. I think he left. He was here just a little bit ago.

Mr. Grill. That's a pretty good estimate.

Chairman McKeon. So about 30,000 in the county and 10,000 in the city.

Mr. Grill. Close to.

Chairman McKeon. Wow.

And what is the population of the school, high school?

Mr. Grill. We have 873 students we started this school year. And it is growing. We have grown 150 students in the last ten years. A little more probably. But it is a manageable growth.

Chairman McKeon. I was on a high school board in our community for nine years. At the time we had three high schools. We now have four and we are building a new one. It's a rapidly growing part of the county, a city of about 150,000. And not one of them had a facility like this. This is really nice. You are fortunate to have this kind of a facility.

Mr. Grill. We are very appreciative of that. It's a demonstration of the kind of support that the community has for something they feel is important, education of our youth.

Chairman McKeon. How old is the school?

Mr. Grill. We have completed 12 years in this building. And I still call it the new high school. And we want to keep it that way. We appreciate it.

Chairman McKeon. It looks new. That's great.

Mr. Grill. Thank you.

Chairman McKeon. Did I understand I think in the opening statement you mentioned 30 plastic businesses within this area?

Mr. Adolph. Yes, sir.

Chairman McKeon. About how many employees work in those 30 businesses?

Mr. Adolph. I would venture to say probably the plastics companies here are in the average of about 50 to 100 employees apiece, and in our entire tri-state region there is a little over 100 plastics processors within about a two-and-a-half hour radius of this community.

Chairman McKeon. Did one company start and then others came?

Mr. Adolph. General Motors, Chrysler and Ford, all are within two hours of a circle of our entire environment. And anywhere from General Motors moving to Fort Wayne, like they have with the big truck and bus plant, to the expansion of some of the plastics industry programs outside of Willow Run, they all came here in the '70s when Michigan was raising taxes and Indiana was reigning well, and away they came. That's how we started the plastics.

Chairman McKeon. That's great.

So in this partnership to train, you have the university, the high school and business all working together. And you apply together for the grants that you have received. How many people did you say you trained?

Mr. Adolph. 375 in the last 17 months.

Mr. Grill. Of all ages.

Mr. Adolph. All ages. High school, all the way up to workers who have lost their jobs. I believe some of them are in their late 40s, early 50s.

Chairman McKeon. So you have been able to retrain people from other fields into, in that training process to get them a job in the plastics business.

Mr. Adolph. Yes, sir, that's what part of the program, is for, 100 workers that are displaced, to be trained under that federal grant for the plastics environment, yes, sir.

Chairman McKeon. In the voc ed, Mr. Grill, you talked about the students and I forget the exact number, but it looked like the ones that were in the process of working along with the education, their grades went up?

Mr. Grill. Yes. What we tried to do is study any number of offerings that we have that could be considered to have a career orientation to them that would mean experiences outside the classrooms in our building. And a part of that is vocational education.

We are going to hear some reporting about that later. But that includes building trades. That includes health occupations. We happen to have a growing class in that area. But it also includes our workplace orientation and participation classes. And Mr. Sniadecki who is in here has helped develop that.

And that's a job shadowing kind of situation for our ninth and tenth graders. It's one hour. We bus them to different workplaces that work with us as partners and they develop a curriculum for student to be exposed to. For juniors and seniors it's two hours. So a variety of things under that umbrella we are looking at. Of course we included in there our partnership with Tri-State University because we think it's extremely important to offer the complete spectrum of students the opportunities that will help them take that next step after high school.

Chairman McKeon. So the ninth and tenth graders are just kind of exposed. And then the eleven and twelfth, it's more independent and they actually spend time working.

Mr. Grill. Right. I can describe for instance one type of program. We have some industry here that might have a student for nine weeks. We have nine-week terms. And each week they would move from one department to another in that industry and we have a mentor who would help them understand the kind of education you need, the kind of job opportunities there are, whether it be accounting or shipping and receiving or production or management. You know, all those kinds of things they get exposure to. We also have a small business rotation, a banking rotation, and different banking institutions share in that experience. So there are just a wide variety of opportunities.

We are small enough that if we find someone who has some kind of unique interest, we are going to try to plug them into one of our partners in the community. Believe me people have been most supportive.

It has been more difficult in the last few months because of the economic downturn we went through and the fact that industry has had to pay attention to the bottom line and may not be able to make quite as much time available to us. But we have still been able to maintain. So we really appreciate that from everybody in our community.

Mr. Adolph. Chairman, a real life experience with this was a student that went through the initial program in the workplace participation and decided he wanted to go into accounting. He ended up going to Tri-State University and because of his grades was allowed to pretty much go on a full ride and got an internship as a freshman out of Tri-State University with the federal government and got hired by the federal government as a sophomore at Tri-State University. So it works and it

works very well here.

Chairman McKeon. Great. In my district we have some very rural areas. I am picking Inyo County, which is the second largest county in the state, area-wise, huge. But population of the whole county is about 17, 18 thousand and Mono County about the same thing. And then where I live at home now, we are cramped. We are moving in to temporary classrooms, just overflowing. We passed a bond issue to get more schools built in one county. I met with all the school superintendents up there. One of the school superintendents has one school; he's the superintendent, the principal, and the bus driver. One superintendent has Eastern Sierra. He has 500 students over about seven schools. He has a school that was built for 100 kids. He has 60 in it, and they are worried about declining enrollment.

I just bring that up to show you I heard this was a rural area. And I want you to know there are a lot more rural areas and people spread out in our country. Back there is a lot of desert. You drive and you see just sagebrush and nothing else for miles and miles. This is all pretty country here. I was telling the congressman before we started, I got up this morning and looked out the window and there was this beautiful lake. It looked like more water than in my district. I understand you have a lot of lakes.

This is a beautiful place. I really appreciate what you are doing because this is tremendous. People in my area heard about it, you would probably have an influx of people. So I'm not going to go home and brag about you. We can't afford to lose any more out of that area.

Mr. Souder.

Mr. Souder. Thank you very much. Let me say a couple different things. First that it's good to hear that Tri-State is looking at how to bring this to Prairie Heights and Hamilton and Fremont. Angola is a cosmopolitan center of a rural area to the degree that in Indiana we are overly cosmopolitan. I wouldn't exactly put that on the label.

But that it's important to make sure that all students in this county have that opportunity because growth is clearly around the intersection of the interstates. But there is a large reservoir of hard-working people that can be tapped into and need to have the economic opportunities the rest of the county has, too. Angola certainly pioneered the school not only with the awards that Mr. Grill talked about. They almost beat my old alma mater in basketball this year in Leo. I couldn't resist.

Mr. Grill. You would have to bring that up.

Mr. Souder. But they have probably the most extraordinary school violence awareness program that I have seen. I talk about it frequently. That at the time right after Columbine when the other schools, we were looking at it in the education committee. We had some hearings. We had the kids in and the principals from all those schools and we were having in much of the district false alarms and so on. That did not happen in Angola, partly because they had been three years before that already having peer counseling among the kids here at school, talking, and then when the kids group is out, they went to the counselor and then through the system. This is a not only a proud

community, this county is. It used to be that people could bring guns right into school and nobody thought about it. They would go hunting afterwards. But there was a way to sort through what is safe on school grounds, how things are changing in this community and elsewhere and how to avoid the abuse that leads into school violence. And they did a terrific job with that, the computer technology; the band here at this high school has won repeated awards. When you strive for excellence it's amazing how it spreads through a system. That's one of the commitments and bragging on the school I went to, because it is clear that for this size of community, it is an extraordinary opportunity. We want to see that spread through the rest of Indiana and examples in the rest of the county.

I also wanted to illustrate the diversity. My understanding is there are kids from 23 countries represented, something in that order?

Mr. Grill. We have a population that is changing. Some of those students would probably be students who are exchange students, who are involved in foreign exchange programs as opposed to families who have moved in. But certainly over half of those numbers are families that reside here now. And we have always had some important additions to our student population because of Tri-State University's location here and the diversity that that brings.

I was fortunate to be asked to work with the Department of Education in Maryland last fall for a while in terms of their work on school improvement. They had a number of teams in. So we shared the kind of districts they had. And I know that they have bigger problems than we do in terms of that, in terms of diversity, and that that's true in other places. But I also said this: That they have benefits from that, you know. We are a little bit isolated here, and I'm not sure that that is in our best interest either. I think it's important to have that diversity and the influences that can be very positive from that.

Mr. Souder. The chairman's state has been flooded with Mexican-American and Hispanic immigrants as well as Asian immigrants. We are seeing rapid growth here without necessarily the language training and the intermixing that that challenge presents. But the unusual thing that Tri-State and possibly Dr. Brooks is talking about this a bit is the Middle Eastern influence that has come in. I was told one teacher in Angola could speak Farsi, which, by the way, is more than we have in the entire border patrol that protects our country. But the historic contribution Tri-State brings is a very diversified population. That makes this unusual as well. As you know business engineering is also for the auto, electronics and defense industries.

Mr. Brooks. We have had as many as 275 students of the international population. It's down somewhat here in recent years, but currently I think we're represented by about 17 countries. We also mentioned partnerships in the community of what is happening between Tri-State and the high school with regard to Steuben County Literacy Counsel. When you speak about the Hispanic population influx, particularly in Northeast Indiana, that's certainly a strong component that the university is working with, too, as part of a partnership to serve again another need in the population here.

Mr. Souder. The chairman is also very active in the armed services area. Because of our electronics cluster and plastics also related to truck and auto we have also been in the origination

out of Magnet Wire out of Fort Wayne which led to a lot of electronic industry. This area is the largest defense contracting area in Indiana because of ITT Aerospace; Raytheon used to be and multiple other companies such as USSI, Moelmer who originated the handheld calculator. Mostly classified electronics. And that has an engineering base in this region that even though we have a lot of our manufacturing base, big challenge we have in job training is that we may not in the future have as many eight to ten dollar, twelve dollar jobs, but the engineering centers to the degree we can keep upgraded as to how to do the plastics technology, how to do the radio technology, and wiring.

There are a lot of specialty skills that we could still dominate because of the nature of the region in the cluster manufacturing. The goal of this type of integration is to figure out like Michael Porter's cluster theory. The chairman and I are both unusual because we are both business guys in Congress; both came out of retail business. I want to make sure we have those charts because the one he and I could relate to very strongly was one of the attributes of school and attributes of work because almost every businessman who knows the job training knows you need the technical skills. But many of the skills you have up there are really the toughest things to teach. Every successful job-training program I have seen in this country has fundamental questions like do you show up to work on time? How do you respond? And I'd like to hear both comments on that chart and maybe Dr. Brooks has any comments on how we can also continue to develop this region of the state in the coming age.

Mr. Grill. One thing I might relate is that several years ago and we may have some staff numbers out here that remember that. One of our staff development days, some of our corporation schedules several of those, some half days, a couple full days; all of our staff numbers were put on school buses, went out to various industrial sites and business sites and listened to supervisors and personnel managers talk to us about what they hoped our students would learn. Then we came back and shared that. And number one was good attendance, number two was the ability to work with others in a productive way. And we sell that every day with our students because that is also very important in the classroom. To be as successful as possible, it is extremely important to have that positive relationship and to be there. So this is just something I wanted to share.

Mr. Brooks. One strong component particularly of our engineering, science and technology programs that we still pride ourselves in is we have a very strong component still in internships and co-op opportunities for the majority of those students. For a lot of those students this becomes a fifth year for them. We have a 95-percent placement rate of graduates within six months following that. There is a reason for that. It's because of that long history of providing quality, hands-on graduates. Those are the folks who are going out in this region and serving the automotive industry and the other folks in the region and they come back here for a reason. It's some of those skills and training that you are able to integrate as part of their education that expands again beyond the traditional classroom setting. And that's certainly going to be a continuing factor for us as we continue to send folks out.

So what we are looking at doing not only at that level, but I think at the level working with the high school and Plastic Center is becoming comprehensive in our efforts at Tri-State. It's known while we talk about first generation college students, and Mr. Adolph gave a fine example of one a minute ago, coming through the plastic center, then coming through Tri-State but higher

education is not necessarily for everybody. While we are in that business, naturally we are a promoter and advocate of that. But also what we do is we have an obligation and service to go well beyond that to make sure that educational goals are attainable at whatever level.

Again, I think the model that we discuss here of combining all of our evidences, in an earlier question you asked about how do we approach in terms of funding opportunities, I think we approach together. Because one of the beauties of this collaboration and partnership going on is that we are maximizing and utilizing the strengths of each entity and institution here to make us more efficient in providing skills and education at all three levels. I think that is really a strength and attribute of what we are trying to accomplish here.

Mr. Adolph. One of the things we need to look at in our projects we have done is we need to be very self-critical and reevaluate so we can continue to retool also because technology can get stale. After 18 months you have no idea what you had yesterday. But the other concept is we need to make sure we regionalize our efforts. We start small. Then we start going out. We have already done that with a grant that has transcended state lines. Ivy Tech has a two-plus-two program with Ball State University and their plastics. Ball State is looking at building a new plastics technology center and new incubator. IPFW is looking for an incubator in Fort Wayne. Purdue has their incubator. IU has a school of informatics.

The world is becoming smaller every day. We need to make sure we form good partners through Indiana. Through the broadband opportunities, the program meeting and the Congress is promoting well we hope to be on the cutting edge and for other grants with the help of Steve Grown (phonetic) and others. We don't worry about the lack of capacity for teachers. We have connectivity.

So those are some of the areas we can continue to grow.

Mr. Souder. Thank you. I would like to make this point, which I'm sure we'll have variations of. But one of the most innovative things that Indiana did is when we were really struggling in the early '80s, and the big joke in Fort Wayne was last one out please turn out the lights, was then-Mayor Win Moses working with Steve Corona developed Indiana Northeast Development where we actively went out as alluded to earlier. I went out and recruited businesses from the states around us. Steuben County was among the most active. In fact at the inn where you stayed last night we started there, where we started in with the targeted industries who fit the clusters in other states, and we could create and try to have locations and a plane that could fly over and see those locations.

In the Town of Orland, at that time I started working with Dan Cotes on economic development. In the town of Orland, seven businesses came in. Little tiny town from Michigan, a man said in unemployment comp he could pay for his building in Indiana seven years ago. And we use our tax incentives in our hard-working workforce as incentive to bring them in. Fremont here in Steuben County had a secondary goal. He had tried to get businesses where they could stay invested in the school system and be in the community.

One of the big challenges we have is that we built much of our replacement growth on saying, okay, we are cheaper, and then we are going to try to get people in the local community. Now the question is how can we try to continue to keep the technology edge as the world changes almost monthly. As you and I heard when we were doing the workforce bill, remember this one gentleman from California said one of the problems is he put equipment in there when the things are stable and the kids come out of job training and they are not ready. He was talking and I remember that hearing, one of the first ones. It was dramatic. The guy said, "Look, they have to be prepared for what we are faced with." It's good to hear there is a commitment to you to upgrade that. Thank you very much.

Chairman McKeon. Are you doing anything with distance learning?

Mr. Adolph. That's what we are doing with broadband on a school connectivity project with Tri-State and the four school systems here and also looking at a footprint for all nine counties in Northeast Indiana.

Mr. Brooks. We currently have two branch campuses, one in Fort Wayne and one in South Bend in search of more non-traditional-based population. We do have our first offerings we started this past year with online course offerings and are looking now to expanding our video conferencing capabilities on campus. That's really a bigger piece of this middle college concept with the high schools, and although Angola is convenient to our campus, that perhaps as we expand this to Fremont and Hamilton and Prairie Heights and some of the other campuses in this county, that we'll be able to have that video conferencing capability to assist that with us as well.

Mr. Grill. In terms of distance learning, we have explored that, even become part of it. And until we get something developed locally, it's quite expensive for the number of students that can take advantage of it. That was our experience. So we just need more exploration, but we're surely looking for more opportunities in that area.

We are connected, as I know Tri-State is, with the Indiana Higher Education's Television System. So we have a number of people, adults who are taking classes with that. We have used it at the high school level. We don't currently need it because our staffing is fairly complete. But I think there are a lot of opportunities out there in that area.

Chairman McKeon. Our committee used to be named Postsecondary Education Training and Lifelong Learning, which I thought was great, because that's still our message. But this Congress, the name was changed a little. We did little changes with the committees. It's now 21st Century Competitiveness. But we still have the same mission from the old one, too, because you mentioned non-traditional students. As I go around visiting schools, universities, I find the average isn't 18, 19. It's 29, 32, and 35.

And when we re-authorized the Higher Education Act in '98, one of the things that we struggled with was the distance learning because we were trying to free up schools to be creative and do things, and there are still people who want to, you know, keep a lid on. And we'll be going into that re-authorization again in the next Congress. We'll continue working on that.

Have you heard of our Fed Up Initiative?

Mr. Brooks. No, I have not. Just to comment, though, on what you are talking about with non-traditional. I think the average age in our non-traditional program is 27, and most of those are in the older working adult population coming back and doing it in an evening or again non-traditional type of format.

Chairman McKeon. When I was in high school the important thing was to get a girlfriend and to get a car. Not necessarily in that order.

Mr. Brooks. That's not changed a whole lot.

Chairman McKeon. And in those days, you got a car. You could fix it yourself. And if you got out of school and you had a car and you had car payments, you had a girlfriend, that lead to marriage, and then you maybe went to work in a garage working on the cars. And you could do that. Nowadays that option isn't available because if you don't have certain knowledge of math and computer skills, you can't work on a car because it's just gotten so much more complicated. So education is just so important.

And continuing education is important because I think of my grandfather who spent his adult whole career working as a custodian in the LA City School District. And he retired and lived a couple years and passed away. But people don't spend their entire adult lifetime now living and working for one company. They don't work for one field because the companies sell off. They get rid of people. Industries change.

Right now you know what is big in plastics may be something else five years from now.

And as Mr. Adolph mentioned, you have to constantly be looking for the next thing. And education is the way that that would happen. And I commend you on what you are working on and the things that you are doing.

Dr. Brooks, if you will go to the web site and look up "Fed up." It's an initiative we are working on to cut federal regulation for higher education. And we instituted this program early this year. We set up a web site, and we are encouraging the schools to go to the web site. If there is any regulation you want to change, you put in the regulation. You just have to fill in the blanks and why you want it changed and how you want it changed. And we have had over 3000 responses. We are moving to make those changes and corrections. Some of them the secretary will be able to correct and change. And some will take legislation and we'll have a bill in the next couple of months to address a lot of those issues. And some of them are distance learning and some of them are just to take the wraps off and let you do your job.

Mr. Brooks. Sure.

Chairman McKeon. I appreciate Mr. Adolph opening himself up for criticism, to critique. I would not even presume to try to tell you anything. I appreciate your openness for that. But you know more what you are doing than we do coming out of Washington or out of California or

somewhere. Drop down here from a plane and tell you how to do a better job than what you are doing. No way.

But I think it's good to constantly be looking at what you are doing yourself and find ways to improve because if we sit around and pat ourselves on the back and say we are doing a great job, even though we are, we are not looking for ways to improve. We'll fall behind. So that is very important. It's good to keep an open mind and be acceptable of any kind of critique or ways to do better.

But what we are trying to work on in this committee and in Washington is to get the power out to you, get the decision making out to you because you are on the firing line. There is no way we can know in Washington how you can do your job better. We just want to make it easier for you, better for you so you can do a better job of training your students and your workers so that they can do better. And that's how the country is going to get better.

Do you have anything?

Thank you and we'll let you leave and let the next panel come up. We appreciate your comments.

All set?

We'll hear first from Mr. Steve Corona. Are you at that end, Steve?

Mr. Corona. Yes, sir.

Chairman McKeon. Mr. Corona is President of JobWorks in Fort Wayne, Indiana. JobWorks operates employment and training programs in nine counties. Previously served as president of the US Conference of Mayors and Employment and Training Counsel and is a television journalist.

Mr. Tim Holcomb okay. I'll go to Mr. Rupright first.

Mr. Rupright is vice president and chancellor of Ivy Tech State College in Fort Wayne, Indiana. He served as an instructor in Ionia, Michigan and Fort Wayne Community School System and Indiana University. Had a good night.

He has also been an executive for several companies including Firestone, International Harvester Company, United Technologies and General Electric. Had a busy career. Mr. Rupright holds a bachelor's and master's degree from Huntington College and St. Francis College.

Then we go to Mr. Tim Holcomb who is the vocational coordinator of the Four County Area Vocational Cooperative in Garrett, Indiana.

Then we have Mr. Rob Flickinger who is the Area 14 Vocational Education coordinator at the Anthis Career Center in Fort Wayne, Indiana. He has worked as an assistant principal, guidance counselor and teacher at the elementary, middle and high school levels for over 30 years.

Congratulations. Mr. Flickinger holds a bachelor's and master's degree in elementary education from the University of Montana and Indiana University respectively.

Finally Mr. Dick Boyd. Mr. Boyd is the director of education and technology in the DeKalb County Central Unified or United District in Waterloo, Indiana and an instructor of computer science for Indiana Purdue Universities, Fort Wayne. Previously he served in computer applications and computer programming at DeKalb County General United School District. Is United School District one that has elementary, high school, all in the same district?

Mr. Boyd. It's a K through 12 schools.

Mr. Souder. The reason they call it "United" is it was consolidated. Waterloo and Auburn is consolidated.

Chairman McKeon. In California we have unified districts that are K-12.

Mr. Holcomb. All of our schools are K-12 here.

Chairman McKeon. K through 12.

Mr. Corona. Yes.

Chairman McKeon. We have elementary, high school and unified districts. This is the beauty of traveling around the country. You learn there are lots of different ways to do things. That also shows the problem of trying to do things one way down in Washington.

Neither of us supports that philosophy. We are trying to get the decision making out of Washington.

Mr. Boyd holds a bachelor's and master's degree from Central Michigan State and Indiana University.

Okay. First will be Mr. Corona.

STATEMENT OF STEVE CORONA, PRESIDENT, JOBWORKS, FORT WAYNE, INDIANA

Mr. Corona. Mr. Chairman, Congressman Souder, thank you for this invitation. I know at the outset you mentioned your loyalty is to Duke.

Chairman McKeon. It wasn't really loyalty. I just thought they were going to win.

Mr. Corona. From this side of the stage that beautiful red tie looks like it has the IU insignia on it. So I like the tie.

Chairman McKeon. That's exactly what it was.

Mr. Corona. Our organization, Mr. Chairman, JobWorks was the organization that wrote the grant applications that you are hearing a little bit about, both the labor grant that helped fund the activities for plastics training at the center, and then in November of 2000 Congressman Souder and I were very happy to announce receipt of a second labor grant for $1,750,000 under the H1B Program. So we have used both of those grants to underwrite those activities. The congressman knows we are now, will be submitting a third grant to Labor next week, another H1B grant and again to focus on skill gaps in our local labor market and this time in health care.

In my written testimony I have four suggestions or thoughts for you and your committee with respect to the nation's workforce system. But first of all, I wanted to commend you and Congressman Souder for both supporting the current workforce system in funding at current FY '02 appropriation levels. I know that the administration is seeking a reduction of about $655 million in our system. And I know awfully well that the security of our country is important, but I would submit to you that the economic security of our nation is just as important. If those funding cuts are made, it would really undercut our efforts to help a number of people in Northeast Indiana.

The administration is also seeking to eliminate the skill training grants paid for by employers under the H1B visa program. OMB claimed these training programs are ineffective. I would submit to you that they are wrong. I would respectfully disagree with that and ask you to gather your own data and draw your own conclusions. We were a recipient of one of those grants, as I previously mentioned. I am pleased to announce that we have surpassed our pledge to Secretary Chao by 50 percent in the number of people that we are training under that program.

I also wanted to give you these four specific points about our workforce system. And they are in detail in my written testimony. But the four points are these: Signal an end to the philosophy of workforce and replace it with a firm belief in skill training, not only with the Workforce Investment Act, but with TANF re-authorization that comes up before Congress in perhaps committee this year.

Follow the example of one of our friends to the north just a couple of miles from Angola, and that's Michigan's Governor John Engler embraced the principle of local decision making by providing additional support to workforce boards and local elected officials. You have talked about that several times this morning.

I would submit to you that local decisions are the best decisions. When the state ran job-training programs, they didn't have an office in this county. Our county commissioners and Mayor Hickman of Angola wouldn't permit that. If we did not have local school boards and state school boards managed education, we would not be sitting in an auditorium of this magnitude. So I would again urge you to resist any efforts to undercut the support in the construction of workforce investment boards in this country.

At the very least as we take a look at re-authorization of both TANF and WIA I would urge you to grant WIBs the authority to expend TANF employment and training funds. That specific pot I think is most important. Governor Engler has done more, but I think that would be a terrific start.

The third issue would be to mandate a more equitable approach to support the operational costs of one-stop centers and what I call one-stop freeloading. We have a number of agencies there that don't pay their rent or their fair share of expenses.

And finally I would ask you to consider putting workforce boards on a diet. Make them lean and mean by having them shed a few members. I was talking to my colleague from Lake County where the cities of Gary, Hammond and East Chicago are located. Initially they had a workforce board with 105 members on it. They have reduced it to 65. But I would submit to you that that is still very, very unwieldy.

Let me get back to the final issue. And I guess it is this whole concept of local control and workforce boards. I think it resonates a broader thing consistent with local communities, and that is local control. My wife and I recently refinanced our mortgage on our house, and I deliberately chose a lending institution, a credit union that was locally owned and locally managed. And I just believe that that concept of local decision-making is very, very important. And I would hate to see changes made that would undercut what we now do. I mean, the reason that we are here today I think is to talk about workforce boards as the glue that has brought together secondary education, postsecondary education, and training for workers, both incumbent workers and dislocated workers. And we have done that in a true partnership as Craig Adolph mentioned, not just in Indiana. We have been working with five workforce boards in Michigan, Ohio and Indiana. So we really see workforce boards as the glue and the local managers of a system that we think is very, very good. And I appreciate your time. And go Indiana.

WRITTEN STATEMENT OF STEVE CORONA, PRESIDENT, JOBWORKS, FORT WAYNE, INDIANA – SEE APPENDIX G

Chairman McKeon. Thank you. Mr. Rupright?

STATEMENT OF JON L. RUPRIGHT, VICE PRESIDENT AND CHANCELLOR, IVY TECH STATE COLLEGE, FORT WAYNE, INDIANA

Mr. Rupright. I too, Congressman Souder and Mr. Chairman, thank you for the opportunity to come before you this morning. It's very rare that we get this kind of opportunity and a point that we haven't really heard discussed up until this point is the one I want to make right now. And that is another statistic. In the numbers that we have indicated, that Northeast Indiana will lose approximately 100,000 employees to retirement over the next ten years. In losing those 100,000

employees to retirement over the next ten years, fewer than 30,000 workers will be available to replace them. Now, where in the world will the difference come from? That's a major, major issue.

We submit a couple of things. One will be advanced technology that will need to be put in place to take up that gap. The other will be retraining. And with those two, we are still going to have to scramble to just keep even with the board.

Now, in regard to something about the college, Ivy Tech, that's the acronym that we are commonly known by, was only started a few years ago. We are very, very young compared to postsecondary institutions. We were formed by an act of the general assembly in 1963. We came to Fort Wayne and Northeast Indiana in 1968. So we have been here since that time.

We offer associate degrees, one-year certificate programs, apprentice programs, and I'm going to make another comment about apprentice programs in just a few moments, certification programs, full semester courses and continuing education seminars that are held by the college.

We have one department that I would like to emphasize, and that is corporate and community services. And this is a department that works with business and industry and will go out and specifically customize, design training programs to fit their needs and will offer training to them onsite if they so desire, or they can come to the campus, and we try to meet their needs and meet their demands.

We have also worked with several major corporations in the last few years. You heard in your previous testimony General Motors being one of them. General Electric has not been mentioned, but that had a significant impact in Fort Wayne and Northeast Indiana for several years. It still has an impact. There are currently approximately 4000 employees in the General Electric Corporation, and we would like to see that continue into the future.

I would like to speak to you specifically about another kind of training that we offer and that is ISO 9000, QS 9000, total quality management and statistical process control.

Now, in mentioning those, you can see that that is totally serving the manufacturing industry for the most part here in Indiana, but there is something that is needed before you get to that level, and that goes all the way back to my first comments about the numbers of employees that we'll be losing over the next ten years. And we need to have training in soft skill areas as well as in areas of, to prepare this workforce so that they can perform at a secondary level. And that's the homemaker for a large part that will be in that workforce makeup.

Last comment I would like to make is concerning apprentice training programs. And we are working not only with industrial apprentice training programs, but the building trades and craft apprentice training programs. We have a program that is spanning the state, and we feel that that is an extremely important issue.

Thank you very much and I appreciate the opportunity. If my mouth doesn't dry out in the process to get these words out, thank you very much.

WRITTEN STATEMENT OF JON L. RUPRIGHT, VICE PRESIDENT AND CHANCELLOR, IVY TECH STATE COLLEGE, FORT WAYNE, INDIANA – SEE APPENDIX H

Chairman McKeon. Mr. Holcomb.

STATEMENT OF TIM HOLCOMB, VOCATIONAL COORDINATOR, FOUR COUNTY AREA VOCATIONAL COOPERATIVE, GARRETT, INDIANA

Mr. Holcomb. Thank you, Mr. Chairman, Congressman. Thank you also for the opportunity. I think what you'll hear from my testimony is that the partnerships, and I'm proud to say all of these folks here are partners of ours and how we get things done through partnerships. Although Ron and I serve the same role in different areas, we are uniquely different. But I think the thing that is very much the same is the rubber meets the road with us. We are down where the training takes place, very proud of the vision of our Four County superintendents, ten superintendents that establish and support our cooperative. They have designed the cooperative for vocational training for the youth, the high school students in these ten participating schools. We administer programs, which include machine trades, welding, cosmetology, industrial maintenance, automotive, marine mechanics, CAD drafting, health occupations, and certified nurse's assistants and criminal justice.

These programs range from one-semester courses to two years in length. All programs lead to national, state certifications or licensure. Those certifications include ASE, Associated Builders and Contractors, MIC, which is marine industry certification.

You talked about the lakes. We are the only program in the state that offers a marine mechanics program, and we are the only or were the only program to be, high school program to be certified, national certification or licensure in the cosmetology area, certified nurse's assistants and so on.

Programs provide competency-based education. I think that is probably one of the most important things that we do in this state, and our vocational districts is those competency-based education programs lead to skills. And those skills are identified through a portfolio, and we were pleased to be a part of the tech prep initiative with Carl and Ivy Tech State College in providing a pilot program for electronic portfolio which we have developed and will implement for all students next year.

We have in excess 300 students taking these specialized programs. These programs are based around high skill, high wage, and high demand. That's our criteria. Ron uses the same and our vocational districts do as well.

Co-op has been blessed with many, many partnerships in business and industry. In that area we have put in more than $2.6 million worth of new equipment, supplies for our students in these programs. That could not be done without partnerships. All of our programs lead to, as I said, some type of certification. But the majority of our programs lead to dual credit, college credit with our friends at Ivy Tech State College, up to 15 credits for a 2-year program such as welding and

automotive. That is a big savings to the consumer and also gives our students a head start in establishing that postsecondary goal of theirs to move forward.

The integration of academics and technical vocational education, you alluded to that earlier in one of your questions. And I want to assure you that we certainly do that and have offered what we call a tech-ademic workshop to try to get both vocational teachers and academic teachers to blend those things together so that we can do that. And we know that research has told us that applied learning is the best learning for academic and vocational students.

I guess in closing what I would like to say to you is many initiatives have been money well spent in our area. Tech prep, school to work, many of which I have read have been wasteful spending. I can assure you that they have not been wasteful spending here. Ron and I and many, Carl, Heads Up, the Tech Prep, we meet monthly. We make sure that we are not taking those funds where we shouldn't be putting them and use them where they are going to affect kids and benefit kids most.

Talked about workers, placement. Many times we get calls about our placement office. And I will say to you we have no placement office, because we don't need one. Our students can be placed if they wish to go to work through our instructors. And many of them, especially this area, machine trades and welders are all placed by February for May graduation. I think that speaks very well of what we do and how we do it.

Again, thank you for the opportunity.

WRITTEN STATEMENT OF TIM HOLCOMB, VOCATIONAL COORDINATOR, FOUR COUNTY AREA VOCATIONAL COOPERATIVE, GARRETT, INDIANA – SEE APPENDIX I

Chairman McKeon. Thank you. Mr. Flickinger.

STATEMENT OF RON FLICKINGER, AREA 14 VOCATIONAL EDUCATION COORDINATOR, ANTHIS CAREER CENTER, FORT WAYNE, INDIANA

Mr. Flickinger. Mr. Chairman, Congressman Souder, I also want to thank you for this great opportunity, not only to speak, but to write more extensive comments that can be put into the record.

My area of responsibility includes, we call it Area 14 which is the largest county in Indiana, Allen County, the largest urban district in Northeast Indiana, Fort Wayne, plus two small communities, Churubusco and Columbia City, Indiana. My office's main function is to administer the funds that come through Area 14 through the Carl W. Perkins Act of 1998. We use those funds to serve all young people in our area. Those young people go to 21 different high schools, 23 middle schools, and approximately 85 elementary schools. And we also take care of home-

schooled students as well.

In terms of formal vocational education programs, we have a secondary regional vocational school called the Anthis Career Center, which offers 33 career majors in 12 programs. Plus I also oversee a variety of vocational education programs in 14 of the 21 high schools. Although middle schools, elementary schools and home schools have no formal career and technical education programs, my office has been active in serving as many of their educational needs as this law allows. Career and technical education, which traditionally has been called vocational education, has been many years considered by the leadership both by the educational and political communities as an alternative program for the academically deficient. We reject that notion, quite the contrary. We see career and technical education as being the leader in both school reform and being the foundational preparation for a globally competitive workforce.

Our research into the career opportunities for young people who will be working in the 21st century convinces us the educational product we produce, not only the educational product we produce but also the educational products we use put our graduates well ahead of their peers in terms of postsecondary success. Our area has been highly influenced by the research and writing of Dr. Ken Gray of Penn State University. We have used his concept of career maturity as the basis of our collective vision. Career maturity is the response Dr. Gray suggests to overcome the traditional educational path given to all students in America. I use the word "overcome" because his research is pretty conclusive that current educational processes, the ones that say one size fits all, tend to restrict students, not expand them from making appropriate preparations for the demands of the 21st century workplace.

Using the philosophy of career maturity, we have developed activities, initiatives that totally support the entry of today's students in the challenges of the 21st century. Time, of course, won't let me share them all. I would like to mention briefly five of them.

First as already has been mentioned are dual credits with local colleges and universities. Last school year, 2001 and 2002, Ivy Tech State College awarded 652 college credits to Anthis Career Center high school students. Those credits represent 26 different courses in ten different departments. We are currently in talks with Indiana Purdue University in Fort Wayne and ITT Tech for the same kind of program. What this means is that career and technical education students can successfully experience postsecondary success in the realities of 21st century job training well before graduating from high school.

Second area I would like to mention is middle school. Often it's about presecondary training. But we have taken the leadership in our area to move the middle school industrial technology program into the 21st century. Nine of our middle schools have high-tech computer-directed modular systems set up and that allows all students, and I want you to read into that girls, all students access to high-tech experiences. Sixth, seventh and eighth graders routinely experience, again they don't read about, but experience things like architectural drafting, engineering structure, plastics technology, residential wiring and plumbing just to name a few. They do this before thinking about a four-year high school plan. We want all middle school kids to get a real flavor of exactly what they need to prepare for.

Third area would be we share in all school reform. Our office has placed the premier Internet development program into every high school, middle school and branch library in the area. Career maturity, that concept which makes school relevant is our school for all kids, and bridges.com, this program is a major tool in having it develop.

Besides Bridges, Anthis Career Center, using it as a school reform tool, models and presents to all our schools the concept of contextual teaching and learning.

The fourth area I would share is school community partnerships. Now, the crown jewel of the many school community relationships we have are our advisory boards. Each career and technical education program has an advisory board made up of practitioners from the community. This board dictates our curriculum. Therefore our programs are as up to date as they can possibly be. One quick example, in December of 2001 the information technology board told the department that one of their computer programming languages was getting out of date. The department changed the curriculum and by January of 2002, one month later, they were teaching the new language.

The 21st century is now; therefore students need 21st century training now. Since technology doesn't stand still, we don't think schools should either.

Last but not least is our movement towards students earning state and national certifications while still in high school. Certifications and licenses are offered in nine of 12 programs. As you are well aware, the 21st century workplace is skills based. Certifying many of the needed skills is done in our secondary career technological education programs.

And I want to thank you for letting us share these ideas. We think we have made great strides in both school reform and technology education in Northeast Indiana these past few years. And those strides we think are translated into more and more students entering the world of the 21st century well prepared for whatever awaits them. Thank you.

WRITTEN STATEMENT OF RON FLICKINGER, AREA 14 VOCATIONAL EDUCATION COORDINATOR, ANTHIS CAREER CENTER, FORT WAYNE, INDIANA –SEE APPENDIX J

Chairman McKeon. Thank you. Mr. Boyd.

STATEMENT OF DICK BOYD, DIRECTOR, EDUCATIONAL TECHNOLOGY, DEKALB COUNTY CENTRAL UNITED SCHOOL DISTRICT, WATERLOO, INDIANA

Mr. Boyd. Mr. Chairman, Congressman Souder, I thank you for being here today. The bad thing about going last is you have heard it all. And so it's kind of emphasizing some things. What I'm

going to focus on are some of the things that DeKalb Central School District and what I have seen within our community for adults are available.

One of the things that we have noticed with more laws, that everything is going to change within the next 18 months. At DeKalb Central we see that we are in constant change. And the change that we are looking at right now is dealing with technology, and dealing with as Ron was saying certifications, with technology. Four years ago we started our first Cisco Academy class. And we, with that Cisco Academy class we graduated, out of the 14 students that took it 12 of them became certified Cisco engineers.

Then Mr. Corona came by and said, "Can we help you expand that?" We had the opportunity maybe coming up where we could do that. And we said we would love to be able to expand it. So what we are able to do is to increase our class to a block class, which would allow us to bring area schools in to take the same course that they could not offer because of equipment or staffing or some other reason.

And not only that, we were able to increase that from the Cisco Academy class to A Plus training. And A Plus training is the training for the repair of computers.

With that we have been able to place students from high school directly into area businesses as computer repair people plus working with the telephone companies, taking our Cisco Academy students and placing them into the telephone company and not at a starting level because they have the certification. They are beyond that starting level coming out of high school.

Some of the other certifications that we are working on right now are the WOW certification and the WOW certification the web master, the worldwide web master certification. We have had a web design class for several years. Now the web design class is going into a situation where it can be certified as they come out of high school.

Along with as I have mentioned before the MOUS exam, there are plenty of other ones available. You are limited by staffing and by costs of what you can do. Microsoft has all kinds of certifications that students can get if you have staffing and funds available. Novell Network. There are just all kinds of things that used to be taught at the college level or independently that now can be done within education or K through 12 education.

We are fortunate enough where we have had interest like Mr. Corona helping us out financially as well as local foundations with the Dekko Foundation, the Zollner Foundation, the Lilly Foundation, you know, state and local governments and the national government that we have been able to get funds in and be able to offer more than a lot of other districts and we have been trying to open those up.

As far as adults are concerned, because of Ivy Tech being, offering the continuing education courses, Indiana Purdue Fort Wayne also offers continuing education courses as well as the Freedom Academy. All of those offering courses available to adults or students who wish to take them with the same things that we are doing in school. They offer the MOUS exam. They are working with our instructors to be able to cover Cisco Academy to the adults. I know Leo High

School is offering Cisco Academy to the adults.

So a lot of those things that are done within K through 12 schools are being opened up to the adults because of those types of organizations as well.

One of the things we have to keep in mind is Dr. Willard Taggert mentioned in a speech out in Washington School District, and he was saying that in the year 2005 there will be one million jobs that will not be filled.

Dealing with technology, half of those have not been invented yet. And with that in mind, we have got to continue to change, continue to take a look at the needs of our students and do things necessary to move them into the 21st century. And as you said earlier, we can't sit on our laurels. If we sit on our laurels, we are just going to fall farther behind.

Thank you for the opportunity.

WRITTEN STATEMENT OF DICK BOYD, DIRECTOR, EDUCATIONAL TECHNOLOGY, DEKALB COUNTY CENTRAL UNITED SCHOOL DISTRICT, WATERLOO, INDIANA – SEE APPENDIX K

Chairman McKeon. You said quite a bit for having everything been said before you started.

That's scary. I have heard similar statistics. I hadn't heard that one, that a million jobs are unfilled.

Last year I was out in Silicon Valley and we met, one day we met with 16 of the companies there. And at that time they were short about 50 to 100 thousand jobs. Now since then we have had some major cutbacks and probably wouldn't be quite the same now. But that is just one small area. And I'm sure that a year from now they'll probably have that many at least unfilled.

They told us of one company that had gone to an engineering school, hired a whole graduating class. Everybody.

Mr. Corona, I don't know if you heard, but at the start I mentioned that we have sent a letter.

Mr. Corona. Yes, the "Dear College" letter.

Chairman McKeon. It was to the administration saying that they shouldn't be cutting these funds. And I did get notice yesterday that in the supplemental that the President is asking for, he is asking for a 750 million increase.

Mr. Corona. Terrific. Thank you.

Chairman McKeon. And I don't have all the breakdowns of all those now, but I think you recall that others have been heard. And it's not the time to be cutting the programs. It's a time to be

adding to. When you need people trained, you don't cut back their opportunity to get the training.

So I was very happy to hear that. I'm sure you are, too.

Mr. Corona. Yes, very much so. Our communities appreciate that.

Chairman McKeon. TANF and WIA, we are in the process right now of re-authorizing welfare and TANF as part of that. And next year we do WIA. We are looking at trying to marry those up a little bit where we ask the TANF recipients to join in the one-stop shops where they can come and at the same time as they are getting their help, they can also get their voucher, get training, get additional help. But that's one of the things we'll be looking at as we go through this process. We have been holding hearings. We had Governor Engler's top guy at our hearing last week, and he told us some tremendous things he did, and he was really good. And I'm sure we will be looking at their ideas as we go through this.

We share responsibility for child-care and some of the welfare responsibilities with Ways and Means. So we are working with them to try to get a bill out. When we come back, we'll draw up a bill the week that we come back from this break and hope to have one on the floor and get it passed, get a welfare reform passed, hopefully out of committee by May. So we are trying to get this done. I don't know what is going to happen on the Senate side. They are coming to kind of a screeching halt with everything over there. So that is a real problem for us.

Mr. Corona. I appreciate and I concur with your thinking about co-location of TANF services within one-stop centers. And I understand that it's the government's prerogative to designate the state agency as to where those TANF funds flow.

I think those are important. I would go that additional step further and provide incentives to authorize workforce boards to contract those dollars out because what we now see are really parallel systems in which grants are issued by county welfare departments and then by workforce boards. And I guess I would also submit that I would hope that if there is any bringing together of those dollars, that it is invested in business-led boards rather than agencies that are more social service in nature and is not focused with the needs of business.

Chairman McKeon. That was one of the changes we made when we passed WIA was eliminate a lot of those federal duplicate programs and block that money out to the workforce municipal boards and they are business led. I appreciate your comments about some of them are way too large.

The problem has been implementation. The governors do have a lot to do with this. And my particular state California has just been held up. We have some one-stop centers that are doing well. But a lot of them are not functioning. And as a result, about five states had not spent much money. And that's why the administration was looking to cut back on the funds because there is a lot of money out there that hasn't been spent yet. I met with a lot of these organizations and they say, you know, the way our accounting works, we are on programs that are performance based. And so somebody is in a job-training program and we are not, we have committed the funds. We haven't paid the funds until finish of the program.

Mr. Corona. Yes.

Chairman McKeon. So while it looks like they have money in the bank, most of it is committed with the exception of some of these states like California.

So I understand why the administration was holding back some of the funds when they looked and they still see they have a lot that they haven't spent. But I think we are working through that. And we need to get all of these states doing the job. Like you said Michigan did a fantastic job. Wisconsin, some of these states have really performed and some of them haven't. And it makes it hard to get the money out to do the job when some of the larger states haven't performed, haven't even used the money that we have given them already.

But I really appreciate your comments on the workforce boards. And we worked fairly hard on getting this bill passed. And I mentioned to Congressman Souder as we were listening to you talk about vocational education, not all students are going to go on to university. There should be something else for them.

Mr. Corona. Right.

Chairman McKeon. We got beat up pretty good by trying to be more expansive, and we had to cut back and didn't get as much done as we wanted to do in WIA.

One of the criticisms we had was that we were trying to place children, kindergarten age on track where they would end up being a plumber. And I remember one of the people we talked to with criticism of this I don't even know what they were talking about because that wasn't what we were doing. It wasn't what our attempt was. It wasn't what we were trying to do.

Mr. Souder. All the documents. It was an incredible battle. Most of you are aware of some of the flack we took and I still take in the district for backing the job training programs because the things you face when we are talking to these people, it was a tough fight inside.

Chairman McKeon. It was crazy because the things that were being said weren't true. They said you got together with Hillary and Ted Kennedy and you came up with this deal. And I hadn't even met Ted Kennedy at the time.

And they said we picked some Chinese formula, three-legged stool or something and you follow the German formula. So later I met with a business leader from Germany and I said, "How does your system work over there?" And he explained to me how it worked. Students went through the tenth grade and then they went on different tracks. They could go to university or they could go to vocational training. And I said, "Who makes that decision?" He said, "The mother."

I thought who cares more about the child than the mother? Who knows the child more than the mother?

So I mean, we weren't following that program, that even the criticism that we received about that program was inaccurate.

I think we need to somehow get this resolved so that the young people who want to go in one direction don't get thwarted and turned off about getting the help that they need because somebody thinks they should be going somewhere he doesn't want to go.

Mr. Corona. I think this community's voice of reason will be very supportive of what you are doing not only for students but also for adults. I think what you are hearing today as we talk about training and specifically in this case the Plastic Technology Center is that I think it exemplifies two important principles. One is that the concept of skills training which we just have to, have to enforce. Secondly, the notion of convenience with respect to learning. It's 45 miles down I-69 to Chancellor Rupright's primary campus. That's too far away for residents of Angola. So as we really, as this community has done with the help of the ELOC Foundation and others to create the Plastic Technologies Center, it in essence is in more generic terms a community-learning center that attacks what I think are the three issues of convenience. It's close to home and work, with federal grants like the one we have obtained making it affordable. Lastly, those institutions like Ivy Tech and Tri-State examine the scheduling, the pacing, and the length of training. And I think those are very, very critical and important. What you are hearing today is that we believe in skill training and we are making it community based.

Chairman McKeon. I just have one more comment. And that is that you are very fortunate in having the congressman that you have. Not all districts are as successful at getting those grants as you are. So you forged a good partnership here. And I hope you keep sending him back many more years in the future. He is one of the best.

Mr. Corona. I hope so, too.

Mr. Souder. Thank you. Most of you are aware of what a fight we have had on the workforce boards, that the first time through some of these pieces of legislation there is certainly gubernatorial bias in some of our conference and we have the second bend in the road with the former governor, and I expect we'll have some of the similar type of discussions this time. And we'll do the best we can.

My belief is local decision making is best. I didn't go to Washington to move more things to Washington. I didn't also go to Washington to move things from Angola to Fort Wayne to Indianapolis. The goal is to drive the level of government down to the closest. The local level needs to be not the padding of the boards. They need to be reflective of the community. Some of the big major cities of our country have driven some of the changes. But we'll probably fight that battle again.

Also to H1B visas that we in the committee, we want to make sure that American citizens have the ability to apply for these. But the plain truth of the matter is Northeast Indiana, is that corporations are coming to me all the time asking for more H1B visas because we are not meeting the needs they have in this area. And we are not going to hold these major manufacturers of Northeast Indiana if we can't get some people in to cover these jobs so they don't move to

California or other places and/or overseas. And that much of what you are doing is trying to fill that gap so that long-term we may not need the H1B visas. But I hope people understand in job training that if you don't have this technical capacity, if we don't keep you all current and you all are trying to keep current, that every major company in Fort Wayne has told me they are on the verge of transferring out if we can't meet a lot of their educational needs because they are very concerned about our ability to keep up in Indiana and Fort Wayne in particular and to keep the pressure on. And that needs to be supported by elected officials, to keep that pressure on because we are in dire straits.

One thing I also just want to say before I ask questions is in the congressional districts, as we go around the country, are so diverse and you are in the kind of heart of the manufacturing zone of America. And some of the eastern states because of their tax structure and other regulations lost a lot of industry. This area is in transition and we have seen lots of manufacturing jobs move to Mexico. But I believe we are either fifth or seventh in steel manufacturing. We are second or third in foundries. Number one in pickups. Number one in recreational vehicles. We make the pistons, axles. Even though we have lost Dana jobs, we have more Dana jobs in this district still than in Toledo where they are headquartered. We have all sorts of plastics manufacturers because every vehicle has multiple types of equipment. Now, we have moved to pick up some of the defense manufacturing. The largest employer in Allen County is Verizon. Last year it was the largest non-school employer. This is so different from most states. We have 300 government employees total in this congressional district, whereas when you go to a lot of the western or southern states between the parks and different governmental services, they have lots of government employees. They have lots of tourism. We have some tourism in Steuben and some in DeKalb because tourism is often locally generated, circulated dollars. So tourism is a minor potentially growing industry. But what we do is make things and service the things that are made. As that type of industry changes, it's our big challenge and we have more at stake in job training and trying to adjust than many areas because the things we have historically done are so radically changing and each of these gentlemen are in different parts.

It's been unusual today because we have been mixing rural and urban. I would like to particularly ask Mr. Holcomb and Mr. Flickinger if you could contrast. I know you have, Mr. Flickinger, also at Churubusco and some in Whitley County, but more typically what you would see in the Anthis Career Center, some of your challenges. Then, Mr. Holcomb, if you could kind of draw some contrast. You have some midsize cities like Auburn and Kendallville and here in Angola. But most of your territory is either rural kind of little housing developments scattered in the middle because we have water everywhere. They're scattered in the middle. There are sometimes more people in these developments outside of the town than there are in the town. And yet they aren't really suburban either. And the kids who come to those and the challenges they face or similar ways in how they are run, but that they are different.

Mr. Flickinger. We still fight the age-old issue of there being two types of kids. There is the intelligent kid that goes to college and the other kid that doesn't.

And when you talk about local decision-making, one of the things that American education has done and right up to the presidential campaigns where they campaign we want every kid to go to college, that's not what they mean. That's not what people hear. What they mean is we want

every kid to be capable of postsecondary education of some sort. That's what we ought to be saying. People think college. They think IU, Purdue, and Ball State. And what we try to communicate to school people is saying we ought to let parents and kids decide what is in their best interest for the social system.

And how do parents and kids decide if they aren't given information? In my particular area, there is maybe one or two days a year where they would have a career day where kids go into an auditorium and spend ten minutes talking to two or three people. And the school now has given them information on how to make a career. An example, we found out nationwide 52 percent of engineering students drop out in the first semester. When you think about what it takes to get into an engineering school, these are not dummies. These are great kids. But what research says is they didn't know what engineering was. They just knew they were good in math. Some counselor said, "You are good in math. You ought to go to engineering school." That kid might be better suited to be in tool and die trades, construction, fixing BMWs making $200,000 a year, whatever they take to fix those cars. Nobody has ever given that kid the opportunity or that parent the opportunity to in-depth look at what are your aptitudes, what are your interests, what is the society going to hold for you, the labor market going to hold for you.

The number one career major most kids are in, in my area is marine biology. I wonder how many jobs there are in marine biology in Fort Wayne, Indiana? Not too many. Watch two or three TV shows. That's why I think this career maturity idea of even going down to the elementary school and actually before that. Our long-term vision goal is to meet pregnant women in the hospital and say: Have you thought about what you want your child to do with the rest of their lives? It's going to happen like this. And have a systematic program that allows parents and kids to look at who they are and what's available, and also to emphasize the fact that work is honorable whether a plumber or company president. That's the challenge we face and that's what we try to push all the time with those kinds of ideas.

One of our most effective programs Tim mentioned is cooperatives and internships. The kids that go into internships, and one of the leaders is going to be your alma mater Leo because we have supported greatly their career center concept, a lot of money and time with that. So every kid from Leo will have in-depth career experience while in high school, freshman through senior year. So they could do what we call making a postsecondary plan that has a high probability of success.

Kati Haycock of the Education Trust in Washington says the college dropout rates in America are worse than the worst urban high school in any geographic high school area. What Dr. Gray says is the reason that is, is because we prepare kids for academics but not career maturity. That's the challenge we face. The biggest resistance comes from school superintendents and school educational leaders because they are not judged on career maturities. They are judged on ACT scores, they're judged on SAT scores and they're judged on four-college entrance.

Mr. Souder. Before we go to Mr. Holcomb, I know we are going over our time a little here, could you tell us the challenges that are different in involving a significant African-American population, Hispanic, Burmese population in the United States now in Fort Wayne and some of those challenges, particularly even Leo is now specifically suburban, whereas Mr. Holcomb's area is going to be much more rural where the kids are? It's a different kind of non-college tradition and

known even dedicated career pattern.

Mr. Flickinger. The same issues only more intensified because those two groups have been on the outside. And when we talk to particularly African-American and Hispanic leaders and we say you ought to have your kids looking for technical areas to take some of the jobs these H1B visas are doing and see what are some areas, the pay and the internal satisfactions are. Life is more than money. We don't push money all the time. But what we get from the African-American and Hispanic leaders is: We have been on the outside for years. You are trying to get us on the outside more. It's the college educated. So it's really been that hard sell for us in that area as well. We are almost accused of keeping them down when in fact that's not the case whatsoever. Best research, Taggert's research and Gray's research say the vast majority of opportunities in the future are going to be high tech, high skill, high wage. And if we can't provide kids to go to the places to get that training, they are going to go to somebody else. Or they are going to move that company out of the Northeast Indiana area and work where they are providing those things. So it is a real challenge for us to do that.

Mr. Souder. Mr. Holcomb.

Mr. Holcomb. Mr. Souder, the big difference for us is you heard me talk about partnerships. Ron has a building, Anthis Career Center, nice facility. But we own nothing. All of our buildings are in buildings that are owned by business and industry or a friend of education. So we own nothing in bricks and mortar. We pay basically cold storage if anything for some of our facilities. They look like business and industry, and business and industry embraces that. And the students then begin to understand what this career is going to look like. If I'm a welder I'm going to be in this type of facility, this is what the environment is going to be.

So the school issues have gone away. I think that has been a big, big advantage for our co-op. I'm not sure that that was intended in the beginning, but it came out that way.

My biggest difference is really the complete opposite of what my friend and colleague Ron has. That is as you said this is a pretty much blue-collar area. And that doesn't make it bad. But when we developed the dual credit with our friends at Ivy Tech, it has really been a good plus for our programs. And I'll tell you the same thing I tell everyone and my own children. Reputation is everything. And our reputation has been good in what we do. But it hasn't always been an easy sale to say you ought to be getting your dual credit because they may be the first person that has ever taken a college class or gotten a college credit.

So we have also had many, many students that have benefited from getting those college credits through our programs that have become enrolled at Ivy Tech. And Ivy Tech, you know, Steve was saying something about 45 miles is too far. They have tried to correct that and the Ashley campus, which has been a great plus for us, which is just a few miles down the road now. And we have tried to partner with them in helping with adult education in that area. So there are a lot of things. Again, those local decisions and how we work together.

You heard Ron take a poke at the guidance counselor and what was your profession, Ron?

Mr. Flickinger. Guidance counselor.

Mr. Holcomb. I didn't need to point that out, did I?

We have learned a lot together. He came on after I did. He learned a lot in his job. But I have learned a lot from him from his perspectives as being a guidance counselor. Partnerships are everything for us. And I speak I think for Ron as well. That's how we have made it. You know, all the way from the buildings to our partners in the postsecondary that have helped us provide avenues for kids to move on. So does that explain the difference?

Mr. Souder. Yes. And I would like to ask one last question. And this doesn't directly go to Mr. Boyd, but we appreciate your technology and leadership. And what has happened in DeKalb and what is really exciting is to see it move beyond just the urban centers because Auburn has always bragged about the auto industry in Auburn. But to keep it technologically advancing because much of our manufacturing base is actually scattered outside Fort Wayne and that's been our strength all up and down I-69 in other communities. I'm glad to see DeKalb has taken that.

I wanted to ask my last question for Mr. Corona and Mr. Rupright because this, we talked a little bit about this in Steuben County. But clearly in Fort Wayne there is a big challenge of how we deal with the change in population in minority populations. And it is a tough issue as Mr. Flickinger said. You don't want to trap people and not make sure everybody has the opportunity to choose. In America we can believe, and let me put it another way, I never thought I would be a congressman. I hardly know any member of congress who thought they would be congressmen. I knew many people in high school who should have been congressmen and they haven't. People change their career paths. Our goal is to give you basic training that is specific training and you wind up exactly how you want it.

But in the minority community, I have a couple of questions. Because a lot of people didn't understand we have the largest Burmese population in the United States in Fort Wayne now. We have the largest Macedonian, although older, population in the United States. We have expanding Bosnian and Balkan populations. Chief Davie in the Fort Wayne Fire Department says the number one problem is the language problems with Bosnians because we don't have language speakers or materials with that. They have dealt some degree with the Spanish language. But when you start to hit this diversity we have, I believe the figure was 1200 Asian-Indian and 800 to 1000 and Pakistani now in Fort Wayne. They are challenges. We thought foreigners were French and English, not Germans.

Steve, you have been involved in this a long time, obviously a small and active Hispanic population. But one of the things I constantly hear is the language barrier that they feel that they know speaking English is important. It's also important to remember that my church spoke in German until Hitler's abuses, and the daily newspaper was in German in the '30s yet. It is always a process of assimilation. How do we factor that assimilation in with the diversity, and how does that relate to the job training in vocational education for the very numbers that are coming in as they may come in to meet our needs? When we are at 2 percent unemployment, then people pour in. Now the factory people who are in Fort Wayne and Northeast Indiana may or may not know

how to tap into your programs.

Mr. Rupright. And your question is?

Mr. Souder. What are you doing to try to address that and how great a problem do you think it is at this point?

Mr. Rupright. We are trying to address it in several ways. It all relates to one issue and that's communication.

We have to get out there among those groups, whether Burmese, whether they are minorities, Hispanics, black minorities. Whatever the minority is, we have to be there among them. So we encourage all of our faculty members. And that's really where the rubber meets the road as far as I'm concerned, when you get your faculty members involved and have them thinking in those terms of reaching out and being of help in the community.

We have all of the normal vehicles that everyone else has as Steve knows. We do a lot of advertising. We get a lot of press coverage. But it really has to come down to individual interaction. And I don't know what more to say about that because nothing can replace it. We have to be there and in those communities where that is needed.

Mr. Corona. I would offer two thoughts, one with adult learners. I think that the initiatives that you have been particularly interested in with faith based may offer some answer to that. That if we can work through congregations through their respective religions that we may be able to help break through those issues. Specifically there was, there has been discussion with the Burmese about working with their temple or religion in discussing not only language issues, but also then the issues of work.

If I could put my school board hat on and talk about students in high school. We are trying very hard with English as a second language programs. But with over 30 languages spoken in our 32,000-school population, that represents a terrific challenge and right now our allocation per student for ESL instruction in this state is very, very low. And so we are having to move some of our general budget fund to support that activity which is very, very important because as we begin to find shortages in our labor market, they represent a terrific opportunity for employers because many of those cultures have started with very strong work ethics which employers prize and desire. But the barrier remains language.

So again, I would say that with respect to, with secondary education, ESL programs, and faith-based initiatives you have been championing might offer two solutions.

Mr. Souder. Thank you. Unfortunately California doesn't have that problem.

Chairman McKeon. No.

Mr. Flickinger. May I make a comment? We did an activity in Churubusco, getting the entire business community and the teachers together. And the education community asked the business

community if we could do one thing in the schools that would make things better for you, one thing, what would it be? And they said teach conversational Spanish from kindergarten through grade 12. That was the business community. It's a two-way street. I am wondering if some of our educational system shouldn't be doing some sort of conversational, not academic Spanish, but conversational. Their goal was to make assimilation easier for the Hispanic population.

Mr. Souder. Churubusco?

Mr. Flickinger. Yes.

Mr. Souder. That's a town of about 100,000 not that far from Fort Wayne.

Chairman McKeon. Some schools are doing that. I have a niece in Utah that was put right in, starting first grade, all of her education was in Spanish. And 30 languages we have a school in my district, an elementary school that has 26 languages and many more dialects in one elementary school. Those are fun things.

I would like to sit here all day and talk about this because it's been immensely helpful. But I've got to get on a plane. And thank you very much.

Thank you, Congressman, for doing this. And we will keep the record open if you want to submit more to the record.

Chairman McKeon. And if there is nothing else at this time, then we'll adjourn this subcommittee. Thank you.

[Whereupon, at 11:38 a.m., the subcommittee was adjourned.

APPENDIX A -- WRITTEN OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Hearing of the Subcommittee on 21st Century Competitiveness
Committee on Education and the Workforce
House of Representatives
"Education and Job Training: Preparing for the 21st Century Workforce"
Opening Statement of Chairman Howard "Buck" McKeon (R-CA)
March 22, 2002

Good Morning. I would like to welcome all of our guests and witnesses to this 21st Century Competitiveness Subcommittee hearing on "Education and Job Training: Preparing for the 21st Century Workforce". Thank you all for attending.

I would especially like to thank Congressman Souder for requesting that we hold this hearing in order to learn about successful technical education programs and successful job training programs here in Northeastern Indiana. Mr. Souder is a vital and involved member of this Subcommittee and these issues are of utmost importance to those of us who serve on it. Mark, thank you for providing the opportunity to examine these issue areas.

The purpose of this hearing is to discover how vocational/technical education and job training work together to better prepare workers for the 21st century workforce and to learn about successful educational and job training activities and initiatives taking place here in Indiana. Our witnesses today will share with us their knowledge about the role that local vocational/technical education and job training programs have played in better preparing Indiana workers to meet the challenges of the emerging new economy.

The main federal law that authorizes and funds many vocational and technical education programs is the Carl D. Perkins Vocational and Technical Education Act of 1998. The Perkins Act, currently funded at $1.18 billion, provides federal assistance for secondary and postsecondary vocational education.

Under the last reauthorization of the Act in 1998, students are held to higher standards in both their technical skills and academic skills. We all agree that technology skills are the key to a successful future. To maximize these skills, students must have strong academic skills to support the technology skills.

To accomplish this, the act strengthens the academic component of vocational-technical education by asking States and local school districts to describe in their State and local applications how they plan to improve the academic and technical skills of students participating in vocational-technical education. The Act also requires that States describe how vocational-technical education students will be taught to the same challenging academic proficiencies as all other students. With an increased emphasis on academics and technology, vocational education students will be better prepared for expanded educational and employment opportunities.

In my congressional district back in California, our local community college, the College of the Canyons, has been a leader in the vocational education arena and has made a concerted effort to train workers for the various companies in the local industrial center. If the companies say, for example, that they need workers who are proficient or can work a particular machine,

then COC will train workers for them. I think that it is vitally important that we continue to highlight these successful endeavors. We must also seek public input from secondary schools, community colleges and adult education on what is the federal role in closing the achievement gap between low and high-income students. And that we explore what works in high schools, adult education programs and community colleges to increase graduation rates, decrease drop out and lead to successful employment.

In addition, in 1998, Congress passed the Workforce Investment Act (WIA) to integrate the nation's job training system that formerly was fragmented, contained overlapping programs and did not serve either job seekers or employers well. WIA seeks to integrate employment, education and training services at the local level in a more unified workforce development system.

The system operates through One-Stop Career Centers, at which numerous programs must make their services available. The one-stop centers are local centers that offer job preparation and placement services to job seekers and opportunities for employers to find workers. The 17 mandatory partners include vocational education, veterans' employment and training, welfare to work, and Wagner-Peyser employment services, vocational rehabilitation, unemployment insurance, trade adjustment assistance, and adult education, just to name a few. In addition, direct WIA services also are provided to dislocated workers, adults (mostly low-income individuals seeking better employment), and youth. WIA services for workers include core services such as accessible job listings and assistance with job search; intensive services such as one-on-one career counseling and skills assessments; and job training. WIA also provides rapid response employment services for workers who are laid-off.

WIA also created a stronger role for the private sector in the workforce system. Local workforce investment boards, which are required to have a majority of their members representing business, direct all WIA activities.

Again, I thank Congressman Souder for his desire to host this hearing on these issues and I would also like to thank the witnesses for testifying before the Subcommittee. I look forward to hearing your testimony on the various local educational and job training programs, and your views on what makes these programs a success.

APPENDIX B -- WRITTEN OPENING STATEMENT OF REPRESENTATIVE MARK E. SOUDER, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

STATEMENT OF CONGRESSMAN MARK E. SOUDER
COMMITTEE ON EDUCATION AND THE WORKFORCE
SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS
March 22, 2002
"EDUCATION AND JOB TRAINING: PREPARING FOR THE 21ST CENTURY WORKFORCE"

Good morning. Thank you, Mr. Chairman, for holding this hearing today on vocational education and job training programs. I am pleased that this Subcommittee is examining how these programs can work together successfully to prepare people for the 21st Century workforce. Today we will have the opportunity to hear from several witnesses who have been integral in creating a network of vocational education and job training programs here in Northeast Indiana, and specifically in Angola.

Vocational education and job training programs are often segregated into their two separate departments: Education and Labor. However, cooperation between these two types of programs, in sites such as the Angola Plastics Technology Center, has shown that a comprehensive approach to preparing people for work can maximize our training efforts while at the same time fulfilling the employment needs of the community. Secretary of Education Rod Paige and Secretary of Labor Elaine Chao have recognized the need for some interaction between these two programs and are currently working on a plan to coordinate efforts to improve vocational education and job training. I am hopeful that this hearing will help the Departments and this Subcommittee to see how successful integration of the programs can and has worked.

Today on our first panel we will hear from representatives of the unique vocational education and job training system here in Angola, Indiana. Tri-State University has developed an impressive partnership with Angola High School to provide advanced technology training to students. Students can earn college credit for joint courses as they prepare themselves for careers in technology. I am pleased that Dr. Earl Brooks, President of Tri-State University, and Mr. Steve Grill, principal here at Angola High School, are here today as witnesses from these institutions. I am also pleased that Mr. Craig Adolph and Mr. Travis Kenz are here from the Angola Plastics Technology Center. In June of 2001, the Plastics Technology Center received a $514,500 grant from the Department of Labor to train 1,000 workers, including 900 workers in the plastics industry and 100 workers displaced from other fields. With 100 plastics firms in a 30-mile radius of the center, the Angola facility will train employees to meet the needs of the community and help keep a viable work force in Steuben County.

On our second panel, we will take a broader look at vocational education and job training in Northeast Indiana. We will first hear from Mr. Steve Corona, president of JobWorks based out of Fort Wayne, Indiana. Mr. Corona has extensive experience in job training programs and can testify as to the strengths and weaknesses of different systems. He also played an integral role in setting up the Plastics Technology Center in Angola, as well as obtaining other training grants in Northeast Indiana. We also have with us today Mr. Tim Holcomb, with the Four County Vocational Cooperative, and Mr. Ron Flickinger, with the Anthis Career Center in Fort

Wayne. Mr. Holcomb represents vocational education programs in LaGrange, DeKalb, Steuben and Noble counties, and Mr. Flickinger represents Area 14 vocational programs. Both experts in their field, Mr. Holcomb and Mr. Flickinger will highlight successes they have seen in vocational education programs. Finally, we will hear from Mr. Dick Boyd, Director of Educational Technology, for DeKalb County Central United School District. In November of 2000, a $1.75 million grant was awarded in Northeast Indiana to train workers in computer networking. DeKalb High School, under the direction of Mr. Boyd and others, has been involved in training students with this grant money.

We expect to hear today from these witnesses what has been successful in preparing people for work. Through both vocational education and job training programs, and an innovative combination of the two, our communities can help train workers and keep businesses in their area. I would like to thank the witnesses for taking the time to testify before our subcommittee today. We welcome their insights into what works in training a 21st Century Workforce and what the Congress needs to do to improve vocational education and job training programs.

APPENDIX C -- WRITTEN STATEMENT OF DR. EARL BROOKS, PRESIDENT, TRI-STATE UNIVERSITY, ANGOLA, INDIANA

Committee on Education and the Workforce
Subcommittee 21st Century Competitiveness
"Education and Job Training: Preparing for the 21st Century Workforce"

Tri-State University is an institution devoted entirely to people: an institution which provides high quality education for students of limited income, an institution whose faculty conduct meaningful public service, an institution which reaches beyond its campus to promote the region's development and improve the lives of all its citizens.

Tri-State University is a private, independent, not-for-profit coeducational baccalaureate institution founded in1884. The 485-acre campus is located in Angola, Indiana, a community of about 10,000 in the northeast corner of Indiana (about 3 miles from Ohio and 7 miles from Michigan). Tri-State is a comprehensive institution offering a wide variety of degree programs with a commitment to northeastern Indiana, northwestern Ohio, and southern Michigan for over 118 years. The University is well recognized as the provider of higher education in the region to academically qualified applicants.

Today, Tri-State University continues its emphasis on providing career-oriented baccalaureate degree education. Fall 2001 enrollment on the Angola campus was 1,287 students with 50% majoring in engineering, 25% in business, 10% in education, and the remaining in sciences, computer science, psychology and criminal justice. Tri-State's programs in Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering are approved by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. Tri-State's reputation for producing "job-ready" graduates is known throughout the country in the engineering disciplines. Tri-State University's teacher education program is approved by the Indiana

Professional Standards Board. An additional 200 students attend the TSU branch centers located in Fort Wayne, South Bend, and Merrillville, Indiana.

The University has hosted the Tri-State Northeastern Regional Science Fair for 42 years. The sponsorship of this activity fits well with Tri-State's programs in engineering, science, and mathematics. Over the years, Tri-State science faculty have mentored many area high school students with their science projects and made the University's equipment such as atomic absorption spectrophotometer, gas chromatograph mass spectrophotometer, and high performance liquid chromatograph available for student projects with faculty supervision.

Many of Tri-State's graduates in elementary and secondary education teach in the various school systems throughout northeastern Indiana, northwestern Ohio, and southern Michigan. For many years, engineering and business graduates have pursued their careers with companies and industries in the area, across the United States, and around the world. Engineering and science faculty have served as industrial consultants for companies located in the tri-state area of Indiana, Michigan, Ohio. Tri-State University also has a long history of a strong cooperative education and internship program. Over 90% of our students gain major-related work experience before they graduate, of this percentage, over half gain that practice with businesses and industries in the tri-state area. This component is one of the quality trademarks of a TSU graduate.

The University began a five year $14,000,000 capital campaign "New Horizons: A Master plan for the 21st Century" in Fall 1995. By Fall 1998, that goal had been exceeded by $2,000,000 and the University's Board of Trustees increased the amount to be raised to $20,000,000. Through the gifts of trustees, alumni, area companies,

foundations, and friends, Tri-State University's campaign was completed one year ahead of the original schedule and realized more than $22,000,000. This was the most successful campaign in Tri-State's history.

Today, Tri-State University embarks on a new $35 million campaign, "The Vision for the Future". This campaign will move the institution forward and upward with its commitment to endowment (45%), facilities master plan (43%) and annual fund operating costs (12%).

Within the past ten years, the University has remodeled and upgraded three of the five major academic buildings on campus – Shambaugh Hall (built in 1920 and housing the Department of Business), Taylor Hall of Humanities (built in 1883 and housing humanities faculty and classes), and Fawick Hall of Engineering (built between 1931 and 1941). The other two academic buildings are Ford Library and Best Hall of Science. Ford Library was built in 1963 and was improved in 1995 with the Mary Koshtyshak Educational Media Resource Center and the Koshtyshak Wing providing handicap accessibility. Best Hall of Science has been updated with new energy-efficient windows, emergency systems, improved laboratories and equipment. The process began in summer 2000 and was completed in the fall of 2001. The University plans yearly for its maintenance projects and will continue to update Best Hall of Science and Ford Library as well as seek external funding sources for both. Forman Hall, which houses the Trine Welcome Center and Radcliffe Conference Room, was renovated and expanded in April 2001. The facility houses the offices of admissions, financial aid and registrar.

Tri-State University has developed a long-range strategic plan and assessment module that will take the University to the next level in enrollment, fund-raising, and

physical facilities needed for today's traditional college students. Tri-State University did implement an extensive campus-wide strategic long range planning and assessment plan to address the following areas:

- the vision for the future of Tri-State,
- the enrollment growth at Angola and the branch campuses,
- the stabilization and improvement of annual financial results,
- the undertaking of the next fund-raising campaign, ($35 million)
- the campus living, recreational, and academic facilities needed for today's college students,
- improving the quality of service provided to students,
- expanding academic offerings including the first graduate program - the Master of Science in Engineering Technology degree,
- completion of the campus master plan, and
- transition from the NAIA to NCAA Division III

Upon his arrival in June 2000, President Brooks set forth his 15-point plan for the vision and future of Tri-State University. This plan which has become the driving force of the institutional plan and its capital campaign.

The governing body of the University is the Board of Trustees, which has an authorized membership of 30 trustees, each of whom serves without compensation and none of whom may be employed by the University in an administrative or teaching capacity. Two of the trustees are authorized to be elected by the alumni.

Consistent with this form of organization and non-profit operation, Tri-State University has been granted exemption from federal income tax by the Commissioner of

Internal Revenue, Treasury Department under Section 501 (C)(3) of the Internal Revenue Code.

Mission and Purposes

The mission of Tri-State University is to provide career-oriented higher learning primarily in engineering, business, and teacher education at local, regional, and international centers. The University provides a learning environment in which students of all ages receive personal attention through small classes and excellent teaching. The institution's undergraduate and graduate professional programs and general education component encourage and foster lifelong learning and prepare graduates to be productive in professional-level positions early in their careers, to advance to leadership roles in their companies and professions, and to provide service to society.

In particular, the purposes of Tri-State University are as follows:

I. To provide students with educational tools needed to develop careers of leadership in their chosen professions;

II. To provide students with general education courses and activities that expose them to a variety of academic disciplines, broadening their cultural horizons;

III. To provide students with continuing programs that respond to contemporary needs of businesses and industries in the community and region;

IV. To provide students with opportunities to pursue graduate studies, lifelong learning and professional expertise; and

V. To provide students with higher education designed to enable them to be contributing citizens of local, regional, and international communities, primarily in the areas of engineering, business, and teacher education.

In keeping with this mission and purposes, Tri-State University has recognized the need to offer to its service community additional educational benefits with the offering of the Master of Science in Engineering Technology degree, to begin in the fall 2002.

Tri-State University has expanded its boundaries from the traditional classroom setting to be engaged in meaningful partnerships to benefit the state and region.

Tri-State University Middle College High School is a partnership between TSU and the public school corporations of Steuben County. Its purpose is to provide educational experiences to high school juniors and seniors which are unique to the college setting. A core of four courses has been designed around entry-level college freshman experiences. Each of these courses has units to assist in college success. All of the courses carry dual credit options. Students may elect one course for a college experience or complete the entire core of courses.

The program provides educational opportunities to high school age students who are:

- seeking advanced curricular studies and college credit, or
- first generation college students desiring to experience a college setting, or
- skilled students, who may be at-risk of discontinuing in their current educational setting.

Additional TSU courses, beyond the four core classes, are available to students in this program. The core classes and others will be offered in half-day blocks of time. Students may attend their high school for half of the day and the middle college for the other half. One or two middle college courses may be taken during any semester.

Tri-State University offers courses to high school students at half tuition as a starting point. It is a goal of this program to maintain partnerships with the school

districts, foundations, and local businesses. Grants are being sought to help with financial needs. As a result, the goal for financial assistance will be to offer these courses at no cost to high school students. However, some minimal cost may be assessed to each student based upon available funding.

High school junior and seniors who have made adequate preparation may enroll in the TSU Middle College High School. Students remain enrolled in their original high schools and attend TSU, similar to community-based or vocational programs. Students may desire to advance their college experience and begin earning college credits early. Other first generation college students may be seeking a college experience while maintaining the familiarity of the high school setting. Others may be seeking an educational setting that more clearly matches their learning interest. In all cases, Tri-State University Middle College High School may be an option.

Since one of the main goals of the TSU Middle College High School is to offer all students, especially first generation college students, a college-type experience while in high school, four core courses have been developed. These courses are:

Course Number	Course Title
Exp. 100	College English (freshman level)
Ma. 100	Math (algebra)
Hum. 107	Social Studies
SC 103	Science

These courses have been designed with beginning college students and middle college high school students in mind. Each course has a unit such as study skills, writing for college success, time management, and other topics to help students with the college transition.

The TSU Middle College High School will maintain previously offered courses to high school students in calculus, chemistry and English. It is the goal of the program to offer as many TSU classes to high school students as possible within the scheduled times.

TSU professors will teach these courses. From time to time, fully-qualified adjunct professors will be assigned to a course. The quality and rigor of these classes will be maintained to offer middle college high school students authentic college experiences. Students will earn college credits and high school credits (dual credits as the home high school determines) with these courses. Since many students may desire to transfer these credits to other universities, the integrity of each experience is essential.

Prerequisite skills may vary from student to student. Since the focus is upon high school juniors and seniors, it would be beneficial for the students to have followed a rigorous high school curriculum for at least two years. In most cases, students will continue with their high school preparations while also taking a TSU middle college high school course.

Northeastern Indiana, northwestern Ohio, southern Michigan is one of the top manufacturing areas of the United States. Industries in this area are crying out for properly trained and educated engineers and technically oriented employees to provide the expertise for their companies and for America's economy to remain competitive in a global marketplace. The region suffers locally from a shortage of adequately trained workers in engineering, technology, communications, and similar fields.

Tri-State University, located in northeastern Indiana, is investing in the resources, facilities, educational staffing and technology necessary to address the growing needs of

this region. The University is doing so through its commitment to expanding and financing the "Tri-State Core Technologies Center".

The Tri-State Core Technologies Center on the Angola campus of Tri-State University is an integrated workforce training, retraining and academic, conferencing program. Regionally, small business makes up more than 90% of the growth in economic development and in the number of jobs created year in and year out.

The Tri-State Core Technologies Center, by training, retraining, and educating the region's current and next generation of engineers, communications specialists, technologists in science, business, on-line resources and education will position the region to strengthen its economic base well into the future.

However, this cannot be accomplished without a substantial commitment of resources – financial, human, educational, and capital. Tri-State University is taking the responsibility and the lead in finding and securing those resources.

Tri-State University had taken the lead and put its resources on the line to create and expand this Center and its capabilities. As early as August of 2000, the University invested its first dollars in this effort. To date, the University has raised nearly 2 million dollars toward the total capital cost of the Center of 11.44 million dollars.

In addition, the University has committed existing Facilities and Land appraised at $1,790,000 and budgeted program dollars of $2,016,000.

This is also part of a collaborative effort between TSU and the Plastics Technology Center in Angola. The Plastics Technology Center offers area industries high quality training. The plastic training that is offered through the Plastic Technology Center is world class. The instructor comes from a manufacturing environment and is

highly experienced. The center also utilizes software-based simulation training packages made available by Paulson Training Programs. The software operates in a fully networked computer lab on-site at the Plastics Technology Center. All programs are self-paced so that individual trainees will progress through these modules in time frames appropriate for their experiences and overall learning ability. In addition to the classroom discussions and Paulson training programs, individuals will also be able to participate in hands-on learning experiences in an on-site 6,000 square foot plastics equipment lab. Training activities at the plastic technology center have been designed to provide individual learners with the maximum opportunity to master the art of high quality software, classroom discussions led by qualified instructors, one-on-one activities with these instructors, and the hands on operations of state-of-the-art equipment. There are three courses taught at the technology center.

- Introduction to Plastics
- Injection Mold Tooling
- Introduction to Injection Molding Processing.

Each of these courses has 15 hours of class time with a graded final exam. The students must complete all three classes successfully and register for Tri-State's PET 103 – Introduction to Plastics during their last class at the technology center. PET 103 is a 3 credit hour class, which will be included on a Tri-State University transcript.

Additionally, Tri-State University accepts the Plastics Technology Center CISCO semesters 1-4 (280 hours of instruction) classes as 7 semester hours of transfer credit into the students' programs of study.

Lastly, the Ketner School of Business is working with the Plastics Technology Center in the joint development of a computer application for business courses, which may involve MS-Office certification.

The partnership between Tri-State University and the Plastics Technology Center provides an opportunity to maximize on the strength and the resources of each institution. We are strengthened in this collaborative effort through the sharing of laboratories, equipment, technology, classroom, space, library resources and faculty. Such an effort in this partnership also maximizes the use and efficiency of resources by all entities.

Tri-State University remains a well-respected regional institution making a difference in higher education. The efforts of the institution expands beyond the traditional classroom and traditional age college freshman. The opportunities between TSU, the local school systems and the Plastics Technology Center expand our horizons to assist college bound students, assist with workforce training and re-training through basic skills and allow for entry-level options into higher education.

These entities all working together are addressing the workforce training and educational needs at varying levels for northeast Indiana and the region at large.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: TRI-STATE UNIVERSITY / EARL D. BROOKS II		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the committee).	Yes	No ✓
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1999: NONE		
3. Will you be representing an entity other than a government entity?	Yes ✓	No
4. Other than yourself, please list what entity or entities you will be representing: TRI-STATE UNIVERSITY		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: PRESIDENT, TRI-STATE UNIVERSITY		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1999, including the source and amount of each grant or contract: HUD $500,000		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No ✓

Signature: Earl D. Brooks II Date: MARCH 20, 2002

Please attach this sheet to your written testimony.

APPENDIX D -- WRITTEN STATEMENT OF STEVE GRILL, PRINCIPAL, ANGOLA HIGH SCHOOL, ANGOLA, INDIANA

Testimony of Mr. Steven F. Grill
Angola High School Principal

Before

The subcommittee on 21st Century Competitiveness

For the hearing entitled

Education and Job Training:
Preparing for the 21st Century Workforce

Held at

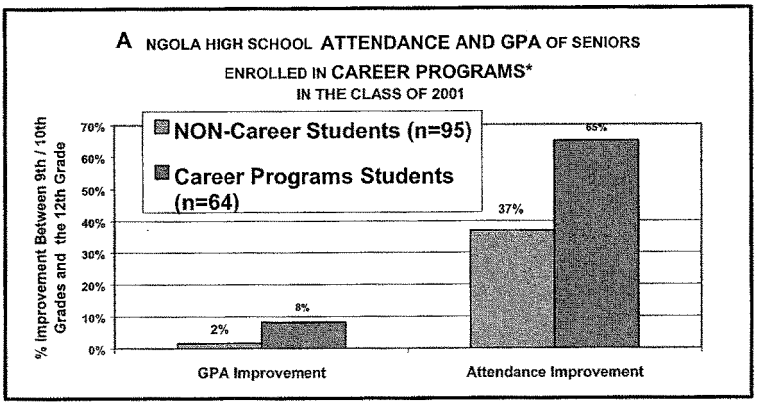
Angola High School
Angola, Indiana
March 22, 2002

This writing is to summarize the efforts of the Metropolitan School District of Steuben County and Angola High School in workforce education initiatives. Because of its work in this area and with other school improvement activities, Angola High School was named A New American High School on November 22, 1999, by the U.S. Department of Education. A focus of these improvements included a unique school-to-work program, a school-to-college model for rural high schools, and a research based effort focused upon continuous school improvement.

In the fall of 1995, Angola High School restructured its student day to provide longer periods of daily time per subject and to engage active learners. The Carnegie Foundation and NASSP study *Breaking Ranks: Changing an American Institution* was used as the basis for the reform. Along with a more flexible daily schedule came the opportunity for partnerships with local businesses and industries. Tri-State University also became a partner in the development of a school-to-college initiative.

The business partnerships focus on two programs, the Workplace Orientation Program and the Workplace Participation Program. Bus transportation is provided to students in grades nine and ten for Workplace Orientation. Students spend one hour daily for nine weeks in a workplace setting. The curriculum involves the teaching of what occurs within the businesses. The Workplace Participation Program involves juniors and seniors for two hours daily for nine weeks. The curriculum is structured for more in-depth training regarding the business setting. Data have been kept over the past four years on students who have been a part of these programs and other partnership initiatives. Specifically, grade point averages (GPA) and attendance data have been

compared over four years for seniors involved in a career program to seniors not involved in the program. (see figure 1)



***Career Programs are the 4-County Classes including the Workplace Class, Workplace Orientation, Workplace Participation, Workplace Internship, ICE, HOE, Building Trades, BACC, Tri-State University Classes and the SAE.** (figure 1)

Note that seniors involved in workplace programs (labeled as career programs) improved their attendance rates and GPA rates, compared to their rates in grades nine and ten, at a higher percentage than seniors not involved in the program. In addition to the workplace programs, AHS offers traditional vocational courses as well as senior internships. These experiences are included as a part of our overall career or school-to-work program. The results regarding the effect of the above programs are significant. In addition to these experiences, partnership with the Breeden YMCA and Learning Center and the Plastics Technology Center have provided students with courses in advanced CAD design, plastics technology and CISCO networking. Approximately 80 students participate in career-related experiences each nine weeks. Some remain for additional quarters and some begin the programs each quarter. These opportunities are created for

all students regardless of their post high school plans. Along with these activities, provisions have been made for several teachers, elementary and secondary, to participate in workplace supervisory experiences. Several curriculum adjustments have been made as a result of this collaboration with business representatives. These opportunities have been in the form of summer internships and regular visits during each semester.

In addition to these initiatives, Tri-State University offers a school-to-college program for juniors and seniors at AHS. Several AHS graduates are able to obtain a year or more of college credit prior to high school graduation. We are currently working with Tri-State University to develop a middle college high school on the TSU campus. This would be a countywide effort to focus on first generation college students, giving them experiences on a college campus. Collaborative planning for this project has included the potential development of wireless broadband computer technology to create interactive classrooms between all county schools and TSU. We are excited about these possibilities.

Our former principal, Dr. Rex Bolinger, served on the National Commission on the High School Senior Year. The report from this commission, released on October 4, 2001, included several recommendations for high schools for the 21st Century. It can be viewed at *www.commissiononthesenioryear.org*. The report makes a "Triple A" set of recommendations. The A's stand for achievement, alignment, and alternatives. The study states that achievement for all students must be at the highest levels available, often the college-prep curriculum. Alignment refers to aligning curriculum in grades P-16, which includes the college level. Finally, alternatives refer to schools providing such alternative experiences as senior projects, internships, college courses, and other

opportunities which connect students to real world experiences. Perhaps the most challenging recommendation of the report is that each state and community should discuss ways of making the minimal education experience 14 years rather than 12 years. We are proud of the fact that Angola High School, the M.S.D. of Steuben County, and our community are currently providing many of these recommendations. We will continue striving to add more of them to our students' experiences.

We take pride in each of our schools in the M.S.D. of Steuben County. Angola High School remains a national model for incorporating partnerships within the community and higher education. Our workplace programs, school-to-college program, and restructuring efforts are being shared with many other schools across the nation.

APPENDIX E --WRITTEN STATEMENT OF CRAIG ADOLPH, ECONOMIC DEVELOPMENT AND COMMUNITY RESOURCE OFFICER, COLE FOUNDATION AND PLASTICS TECHNOLOGY CENTER, ANGOLA, INDIANA

TESTIMONY OF CRAIG ADOLPH,

ECONOMIC DEVELOPMENT AND COMMUNITY

RESOURCE OFFICER OF THE ELOC FOUNDATION

BEFORE THE 21st CENTURY COMPETITIVENESS

SUBCOMMITTEE OF THE HOUSE EDUCATION AND

THE WORKFORCE COMMITTEE.

MARCH 22, 2002

Good Morning Mr. Chairman, Members of the 21st Century Competitiveness Subcommittee, I am pleased to be here this morning before the Subcommittee.

My name is Craig Adolph, and I am the Economic Development and Community Resource Officer for the ELOC Foundation and Development Officer of the Dean V. Kruse Foundation. I am a retired Indiana State Police Officer and a long time community advocate of youth programs and education. At the outset, I would like to say a hearty thank you to Representative Mark Souder, our leader in Congress who has represented our district and done such a fine job.

My purpose today is to focus on the development of the Plastic Technology Center and how it meets the needs of the community and how it retrains the current workforce to be better prepared for the 21st century. We will ask for your guidance and instruction at the conclusion of this hearing to ensure an ever changing and flexible program that can continue to be a partner with the goals of this Committee.

We appreciate the support that the Congress has given our project through the United States Department of Agriculture, Indiana Workforce Development, the Carl V. Perkins Act and the United States Department of Labor. Since the onset of the Plastic Technology Center the support of the various funding sources has allowed the Center to become staffed, equipped and given the tools to start education and training delivery in our technology driven society. From the plastic programs and the Cisco Academy, we have been able to train over 375 students and adults in seventeen months.

The Plastics Technology and Steuben Cisco Academy Center is a 501c3 non-profit learning center owned and operated by ELOC Inc, a charitable operating foundation. The facility was completed in October of 2000. The purpose of the Center is to provide affordable education to persons at all levels and is committed to technological innovation.

The 12,500 square foot facility consists of four classrooms and a 6,000 square foot laboratory and equipment processing room. The four classrooms include three that are outfitted with computer systems. One is used for the Plastic program that has a networked software program donated by Paulson Software, the leading educational software supplier in plastic training. They have donated their entire library and future volumes as well. The second computer room is set up for the very successful Steuben Cisco Academy. The third is set up for the new MICROSOFT MOUS program now being taught by our own MOUS instructor.

The 6,000 square foot lab and processing room has hands on plastic equipment and production pieces donated by Vann Dorn and Sumitomo. A thermo former piece is now operational, and trouble shooting equipment and other processing equipment will be in place very soon. Site work has been completed for future expansion as the need arises to a total of

50,000 square feet. The work completed will allow expansion without disruption of classes and training already in progress.

"Opportunity" is the word that best describes the Plastic Technology and Steuben Cisco Academy Center. The purpose of the center is to provide affordable training and education in plastics related manufacturing and new technology in the digital world. To compete worldwide, business must continue to improve productivity by having a well- trained workforce. The production employee must be knowledgeable in the latest technology and have the tools to consistently produce a quality product. The Center's goal is to provide future employees and incumbent workers with these tools. The employee must be able to trouble shoot, problem solve and take a proactive role in preventing the problems from occurring. Knowledge in the basic chemistry of plastics, causes of product defects, and the economics of business helps increase productivity.

The Center offers this training to high school vocational students, to incumbent workers in the plastics industry, and to dislocated workers needing training to return to the workforce. Training consists of classroom instruction, computer simulations, and hands-on training. Instructors have worked or are presently working in the plastics industry and provide vast knowledge in the manufacturing environment. The Cisco instructor has been in the digital field and has been certified in the national Cisco program. The MICROSOFT MOUS instructor has also been nationally certified.

The Center's Cisco Academy offers training to vocational students and adults in setting up networks, routers, switches, pulling wires and connecting fiber optics. Students completing courses in either plastics or Cisco earn Certificates of Technological Achievement (CTA) and can earn college credit. The college credits are acquired through Tri-State University in Angola, Indiana. A Cisco student completing semesters one through four can take a national exam and become CCNA certified.

The current class of high school students set to complete their semesters one through four has attained one of the goals of any program: a zero drop out rate and all students asking for further elevated programs next school year including A+ system. This initial class has taken the Cisco program to the next level in one year. In today's world we have returned to measuring success of programs based upon tangible results.

In measuring success of our program, we look at partnerships that have been formed with two local school districts and their building trades classes. The Cisco students take their classroom and Internet work to new homes being built by other high school student's in the building trades program. The Cisco students wire the homes with technology wiring for computer connectivity, phone service and television connection. The two local school districts have now become part of self-induced economic development. As adults grapple with growth and issues of who is right and wrong we have students who are quietly building homes that have 21st century needs. These actions are the tools that attract companies and families to locate in our communities as they see our quality of life moving forward. The attractions of good education, high quality of life and jobs for our children are all addressed with projects like these.

As our children become tomorrow's leaders with their hands and minds, the Cisco program will embark on the programs next goal. The next level of the Cisco Academy is to begin to wire Habitat for Humanity homes. With this, these students will involve all socio-economic levels of population in our area. With the wiring of these homes the digital age will become available to all children, and the ability to learn will be closer to being a level playing field for all. This community service program will give students fulfillment for the rest of their lives by giving back to their communities. Those events will shape decisions that they will make to help meet the needs of the community in the future.

The plastics program will grow with partner building, the marketing and networking we have been blessed with in doing our due diligence with JobWorks, Inc. and the United States Department of Labor. The federal grant awarded to JobWorks and the Plastic Technology Center reaches out to plastic companies in southeast Michigan, northwest Ohio and northeast Indiana. The funding from the federal award will train 900 incumbent workers and 100 displaced workers over a two year period. This free of charge to the company training will help to create a more productive work environment as the economy begins to refuel itself and production lines ramp up again. The end result will be companies returning their employees for further training in the future to maintain the needed high level of productivity and less scrap waste and downtime.

In further outreach to these companies and their employees, Tri-State University has accepted the course content to offer college credit for successful completion of the training programs. The constant desire to give the opportunity for all ages to attain college credits and eventually a college degree will instill some employees and students to become leaders within their companies with their goal to build and complete each level of education offered to them. This is one of those pyramid building blocks that gives communities the higher rate of success in luring companies to locate in the area or cause current local companies to expand their business. Economic development is ever changing and we as community leaders have to understand how we need to utilize education at all levels for all ages to be an example of slowing the Brain Drain, the slowing of decaying communities and the need to be ever mindful that other communities are doing what they can to be the shining star for their growth.

The Plastic Technology Center and Tri-State University have also partnered together to provide business management classes, advanced Cisco courses and other college credit opportunities throughout the area. Tri-State University is also partnering with other higher learning institutions to provide the opportunity for the Center and the University to become fully functional research and development partners in plastic polymers and related needs in the plastic industry. The Plastic Center is open to all to utilize the Paulson library, the equipment and the resource of our students from Tri-State University.

Dr. Earl Brooks, President of Tri-State University has committed the University to this partnership to the extent of his institution offering their first Masters Degree program in the very near future. The degree in Manufacturing Technology will have a huge impact on our area and will provide the opportunity for Tri-State University to maintain the high level of retaining of graduates to our area. The University has a rate of retaining 70% of graduates to Indiana companies. Anything the Plastic Center or the Cisco Academy can do to help increase those numbers will allow our leap into the 21st Century to be safe and productive.

The Plastic Technology Center and Steuben Cisco Academy is oriented to providing technology to the present as well as future workforces, allowing companies to compete worldwide in a highly competitive market. The attachments to this statement will show how the ELOC Foundation has embarked over the last thirteen months to explore, partner build and attain a reasonable opportunity to connect other parts of our region and state with high speed wireless broadband connectivity. With the new Plastic Center being built at Ball State University in Muncie, the new Incubator in Fort Wayne and the current School of Informatics at Indiana University and the Incubator at Purdue University we have found it to be common sense to work to link all of these institutions to better provide the resources to each other to stimulate creativity, raise education levels and give Indiana the lead in future movement in the 21st Century Competitiveness goals and direction.

We have set very high standards for measuring success and are very pleased with our success in most areas. We have areas of evaluation, redirection and growth to complete and are ever mindful that each goal reached causes the goals of the center to be fluid and change constantly. We will not grow stale and rest on our laurels of goal completion.

I hope my testimony has shown you some of the various ways the Center meets the needs of the community and how the worker is retrained and exposed to higher education as well. The offering of programs to continue the community moving forward in the digital age will be a positive asset in a busy world. Federal dollars made available for the current programs and the new goals we have will allow our area to be the example of good decision making, sound spending of federal dollars and be what other communities what to replicate. We welcome the opportunity to be an example for your Committee to use in contact with others and ask that you be very diligent in your evaluations, critiques and directions that you may have for us to maintain a long-term relationship for all of us. Thank you for your attention.

Attachment:

ELOC broadband proposal used with permission of Sky Fiber, Inc.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Craig Adolph		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1999: None		
3. Will you be representing an entity other than a government entity?	Yes X	No
4. Other than yourself, please list what entity or entities you will be representing: ELOC Foundation, Inc.		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: Economic Development and Community Resource Officer		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1999, including the source and amount of each grant or contract: Indiana Workforce Development Grant - Jan. 2001 Rural Business Opportunity Grant - Jan. 2001 Rural Business Enterprise Grant through USDA Feb. 2001 Department of Labor Grant May 2001		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list: Plastics technology Center and Steuben Cisco Academy	Yes X	No

Signature: _____ Date: _____

Please attach this sheet to your written testimony.

APPENDIX F -- WRITTEN STATEMENT OF TRAVIS KENZ, FORMER STUDENT, PLASTIC TECHNOLOGY CENTER, ANGOLA, INDIANA

Education and Job Training:
Preparing for the 21st Century Workforce

Statement of Mr. Travis Kenz

to the Committee on Education and the Workforce
Subcommittee on 21st Century Competitiveness
March 22, 2002

Good morning, Mr. Chairman, members of the 21st Century Competitiveness Subcommittee. I am pleased to be here to testify this morning before this Subcommittee. My name is Travis Kintz, and I am a former student from the Plastic Technology Center's initial plastics program. I graduated in 2001 from Hamilton High School in Hamilton, Indiana.

My purpose today is to request your Subcommittee to expand on the center. It is my opinion that expanding the center will benefit the public through education. At the center, students learn how the machines work, maintenance, and the basic plastic process.

As a former student enrolled at the plastics division of the center, I learned how to recognize the difference between the types of plastics. I also learned the set up of injection molding machines and how to keep them running. The knowledge and experiences that I have obtained from the Plastics Technology Center allowed me to obtain a job straight out of high school at a local plastics factory as a mold technician. After I was in the factory, everything that we did not get hands on experience with came easy to me because we were taught the material in books.

At this job, I started out making $12.40 an hour. Although I was only employed there for three months, I feel that if it were not for the center I would not have accomplished as much as I did in such a short time. The reason I was only employed there for three months was due to an injury I received form a car accident and was put on medical leave. Due to my medical leave, they discharged me.

At the center, I believe improvements could be made in the areas of more machinery along with a variety of machinery. I also believe that another teacher along with Doug Winn would be beneficial. With another teacher or an assistant, each teacher could focus on different areas. One teacher might be able to focus more directly on one area of plastics than the other.

Thank you, again, for this opportunity to testify before the Subcommittee.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name:		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1999: NONE		
3. Will you be representing an entity other than a government entity?	Yes X	No
4. Other than yourself, please list what entity or entities you will be representing: Plastic Technology Center		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: Student		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1999, including the source and amount of each grant or contract: NONE		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No X

Signature: [illegible] Date: 3/21/02

Please attach this sheet to your written testimony.

PERSONAL INFORMATION: Please provide the committee with a copy of your resume (or a curriculum vitae). If none is available, please answer the following questions:

a. Please list any employment, occupation, or work related experiences, and education or training which relate to your qualifications to testify on or knowledge of the subject matter of the hearing: I have a CTA. I was a student in the PTC.

b. Please provide any other information you wish to convey to the committee, which might aid the members of the committee to understand better the context of your testimony:

Please attach to your written testimony.

APPENDIX G -- WRITTEN STATEMENT OF STEVE CORONA, PRESIDENT, JOBWORKS, FORT WAYNE, INDIANA

STATEMENT

OF

STEVE CORONA, PRESIDENT

JOBWORKS

FORT WAYNE, INDIANA

TO

THE UNITED STATES HOUSE OF REPRESENTATIVES

COMMITTEE ON EDUCATION AND THE WORKFORCE

SUBCOMMITTEE ON 21ST CENTURY COMPETIVENESS

AND

THE HONORABLE HOWARD "BUCK" Mc KEON, CHAIR
AND
THE HONORABLE MARK SOUDER, MEMBER

ANGOLA HIGH SCHOOL

ANGOLA, INDIANA

MARCH 22, 2002

Mr. Chairman, thank you for the invitation to appear before you and Congressman Souder to offer my thoughts on our government's efforts to train and re-train people for work.

I come before you with dual credentials—as president of the Fort Wayne school board of which I have been a member since `1981, and as president of JobWorks, a non-profit agency delivering programs and services funded by the Workforce Investment Act and TANF. Our primary service area consists of the nine counties commonly known as northeast Indiana. However, we also provide TANF and Welfare to Work services in Indianapolis and Marion County.

You have asked me to provide testimony regarding the history of area job training programs, including strengths and weaknesses, and how such programs could be improved in the future.

First, however, I must commend you and Congressman Souder for your support to maintain funding of the workforce system at the current Fiscal Year 2002 appropriation levels.

The Administration's FY 2003 proposed budget is seeking a $655 million reduction for the workforce system. This strategy will undercut efforts in Northeast Indiana to serve people looking for work, particularly those laid off from several, good-paying manufacturing facilities.

The Administration also seeks elimination of skill training grants paid for by employer fees under the H1B visa program. OMB claims these training programs are "ineffective." I respectfully disagree, and urge you to gather your own data, and draw your own conclusions. As Congressman Souder knows, our organization was awarded an H1B skill grant in November 2000 for $1,750,000. We're putting the money to good use as area citizens are acquiring new or updated information technology skills. These IT skills have led to new jobs or fatter paychecks. I would submit that our program's results are representative of every H1B grant recipient in the country.

Our region has lost more than 7500 manufacturing over the past year. Nationwide, a million manufacturing jobs have gone elsewhere. Now is not the time for our government to end programs like the H1B training grants that help people acquire new skill sets.

To answer your questions, here are four suggestions that would greatly improve our system:

1. Signal an end to the philosophy of Work First and replace it with a firm belief in skill training.
2. Follow the example of Michigan's Governor, John Engler. Embrace the principle of local decision making by providing additional support to workforce boards and local elected officials. At the very least, grant local WIBs the authority to expend TANF Employment and Training funds.
3. Mandate a more equitable approach to support the operational costs of One Stop Centers. End One Stop "freeloading."
4. Put workforce boards on a diet. Make them lean and mean by having them shed a few members.

Signal an end to the philosophy of Work First and replace it with a firm belief in skill training.

Twenty years ago, Indiana Senator Dan Quayle accepted the responsibility to redo our nation's federal employment and training, commonly known as CETA. He found it overgrown with what I call administrative kudzu. Local training programs, he discovered, spent less than 20 cents of every federal dollar on training. We've changed the acronym from CETA to WIA, but our status hasn't improved very much. The challenge to Congress is to establish laws and regulations that offer a clear path to progress.

As you consider the reauthorization of the Workforce Investment Act, every workforce board should be required to spend more on skill training. Every workforce board should see themselves as training brokers. Every workforce board should pay for training that leads to a degree or certificate recognized and sought by industry.

Few workforce areas now believe that to be their mission; many more will see the light if and only when Congress firmly signals its support for skill training, and away from a philosophy known as "Work First." That belief was successful in that it moved this country away from a welfare system that encouraged and perhaps trapped many Americans into a sense of dependence and away from development of a strong work ethic. Subsequently, some workforce boards also believe that the Work First philosophy should drive WIA-funded programs.

More than any other state in the Union, Indiana is dependent on jobs in manufacturing. This statistic represents good news and bad news for Indiana citizens. Jobs in this sector pay more than jobs in the service or retail sector; however, our region is losing many lower-skilled, high wage jobs to areas where labor costs are significantly less. Therefore, retraining Hoosier citizens for skilled positions such as the health care sector is an appropriate role for the publicly funded employment and training system

Our region has been successful in obtaining skill-training grants from the Department of Labor. In addition to the previously-mentioned H1B grant, our area was awarded a Labor grant of just more than half a million dollars to train and retrain 1000 workers for jobs in the plastics industry. These grants have resulted in another benefit.

Local firms see JobWorks in a new light. Long seen as a program serving the needs of the disadvantaged, the skill grants have helped position our organization as an entity that also can meet their human resource needs.

Follow the example of Michigan's Governor, John Engler, and embrace the principle of local decision making by providing additional support to workforce boards. At the very least, authorize WIBs full authority to expend TANF Employment and Training funds for their region.

A key principle of the Workforce Investment Act is the authority of local decision-making. Our mayors and county commissioners appoint members to the workforce investment

board. Together, elected officials and the WIB have the ability to think strategically, establish policy and provide oversight for a federally funded program. It's a terrific concept but with a significant shortcoming. As visionary Capitol Hill Senators and Representatives were preparing this legislation, they envisioned multiple funding streams re-directed to these workforce boards. That proposal was not included in the final bill passed by Congress.

As workforce boards mature and define their role, Congress should borrow a page from Michigan Governor John Engler's playbook, and that is to re-direct multiple funding streams to the WIBs. His decision is gutsy, it's smart, and it's the right thing to do.
At the very least, grant WIBs full authority to expend TANF Employment and Training funds for their region.

As Congress considers the reauthorization of TANF, the primary goal should be the reduction of poverty. Currently, states are rewarded for reducing welfare caseloads. Our existing program has done little to improve the economic status of former welfare recipients. It's easy to understand why as most states discourage skill training for people leaving the welfare system.

We're left, then, with this terrible contradiction. Each of us wants our kids to "go to school" (interpreted by most as going to a college or university). We permit and encourage dislocated workers to obtain news skills at a community college, apprenticeship or college. The Workforce Investment Act was improved so that incumbent workers could upgrade their skills to remain gainfully employed.

But, for the welfare recipient, our advice to them is "get a job, any job" including that minimum wage job that keeps people in poverty.

As the name of this subcommittee implies, the competition to survive and thrive for American workers and business will be intense. The winners will be those having knowledge

and insight into the development and delivery of products and services. We must move forward and say goodbye to Work First.

Mandate a more equitable approach to support the operational costs of One Stop Centers

These days, many tout the creation of One Stop Centers, designed to improve customer service and access to a multitude of workforce services. In Indiana, we've branded such locations as "WorkOne Centers. In reality, the activity victimized to establish this new infrastructure has been WIA-funded skill training. If Congress insists that representatives of vocational rehabilitation, post-secondary education and other agencies are present at One Stop Centers, then Congress should also require those agencies to pay their fair share of the overhead. The practice of agency free loading should cease. Resolving this issue also would permit WIBs to spend more on skill training

Put workforce boards on a diet. Make them lean and mean by having them shed a few members.

The membership level of the Northeast Indiana Workforce Investment Board now stands at 42. It is one of the smallest boards in Indiana. Initially, the WIB representing Gary, Hammond and East Chicago and other communities in Lake County numbered 105 members. Recently, that board reorganized itself and trimmed its membership roster to 65. I would submit to you that boards that large are difficult to manage. Here's the problem: Current law requires agencies that provide workforce services to sit on WIBs. These individuals have full voting rights even though this arrangement skirts dangerously close to conflicts of interest. I recommend you rescind their membership privileges. I would be among those to lose a seat at the WIB table but it would not preclude my ability to attend these meetings as they are held in public. I firmly believe that smaller boards are more effective bodies.

Thank you for the opportunity to share my perspective on a good system that could be better.

Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name:

	Yes	No
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the committee).		X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1999:		
3. Will you be representing an entity other than a government entity?	X	

4. Other than yourself, please list what entity or entities you will be representing:

JOBWORKS, INC., A NON PROFIT ORGANIZATION, 501 (c)(3).

5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4:

MEMBER, FORT WAYNE COMMUNITY SCHOOLS BOARD OF TRUSTEES (NON PARTISAN). CURRENT BOARD PRESIDENT.

6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1999, including the source and amount of each grant or contract:

- DOL ~~[illegible]~~ WIA INCUMBENT WORKER / DISLOCATED WORKER GRANT, 2001, $15,000
- VARIOUS DOL SUBGRANTS + CONTRACTS TO OPERATE WIA + ~~[illegible]~~ WTW PROGRAMS. SEVERAL TANF GRANTS. APPROXIMATELY $5 MILLION PER YEAR.

	Yes	No
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:		X

Signature: Steve Chan Date: 5/20/02

Please attach this sheet to your written testimony.

APPENDIX H – WRITTEN STATEMENT OF JON L. RUPRIGHT, VICE PRESIDENT AND CHANCELLOR, IVY TECH STATE COLLEGE, FORT WAYNE, INDIANA

Congressman Souder, and Congressman McKeon. Thank you for this opportunity to say a few words about the ways in which Ivy Tech State College is serving the training and education needs of citizens and employers in northeast Indiana.

As we prepare for the 21st century, those of us in postsecondary education are about to face some of the greatest challenges we have ever encountered. I am specifically referring to the fact that baby boomers are about to retire in record numbers and few new workers will be available to replace them. Northeast Indiana will lose 100,000 employees to retirement over the next ten years. Fewer than 30,000 workers will be available to replace them. The difference will be made up through new technology. Employers will not invest in northeast Indiana if they are not confident of their ability to hire qualified employees. New workers and those who do not retire will have to be trained for the new technologies. Fortunately, we feel that Ivy Tech State College is positioned to meet the challenge.

The College

Ivy Tech State College is **the** state supported institution in Indiana created specifically to provide job-related training and educational opportunities to Indiana citizens and employers.

The College is young. It was founded in 1964 and has only had a presence in northeast Indiana since 1968. The growth however, in that short period, has been dramatic. As of last year, the Ivy Tech statewide system became the second largest educational institution in Indiana with over 82,000 students. Only Indiana University is larger.

The college here in northeast Indiana is growing along with the rest of the state. Currently we have over 5,600 students enrolled. This is our largest enrollment ever and continues a trend that has been in effect throughout most of the 90's. Over the last 25 years it has been necessary for us to double the size of our campus twice. Even though our last major building was dedicated only five years ago, we are already at capacity again and are working to build a new Technology Building. This period of growth shows no sign of slowing.

Students at Ivy Tech pursue training in any of over 50 specialties in 19 career areas. In general terms the training is in either business, technical, public service or health related fields.

Comprehensive general education and basic skills programs support all the instructional programs. Since most Ivy Tech students have been out of high school for some time (the average age is 27) the College works hard to make sure everyone is ready to handle college level work.

There are numerous delivery methods and educational objectives from which our students may choose. In most, but not all, cases the training results in college credit. Some of the options include:

- Associate Degrees
- One-year Certificate Programs
- Apprentice Programs
- Certification Programs
- Full Semester Courses
- Less Than Full Semester Courses
- Continuing Education
- Seminars
- Conferences

Corporate & Community Services

A unique service of Ivy Tech State College is the Division of Community and Corporate Services. The CCS Division was created in 1982 to position the College as a key player in the economic development of the state. In the last year, 283 employers in northeast Indiana have used CCS services. Our Corporate and Community Services Division serves almost 4,000 employees each year.

Simply stated, the purpose of CCS is to design and deliver job related training that specifically meets the unique needs of local employers and employers who are moving to the area. CCS is particularly experienced at providing services for "quick" training during new employer start-ups or expansions. A few examples include:

- BAE (formerly, General Electric Aircraft Engine Controls Division)

- General Motors Truck Group
- Slater Steels

In addition to training, employers are increasingly turning to Ivy Tech for assessment services. Assessment helps employers make informed hiring decisions, and establish the training level that best fits their needs. The College can assist in choosing the tests and setting cut-off levels for:

- Promotion
- Entrance into apprentice programs
- Employment

We help employers select courses that will meet the basic skills needs of their employees. The result is a proven record of decreased training costs for employers. Assessment Topics include Mathematics, Reading/Language, Listening, Electrical, Mechanical, Hand/Eye Coordination, Visual Pursuit, Listening, Blueprint Reading, Teamwork and more.

"Soft" Skills Training

More than ever before, employers are seeking employees that have "people skills" along with technical expertise. Accordingly, Ivy Tech provides training in subjects such as, Positive Response to Change, Resolving Issues with Others, Being a Team Player, Managing Life Outside Work, Customer Service, and Problem Solving.

Quality Related Training

Northeast Indiana is fortunate to be home to a large number of manufacturing plants that are part of the automotive industry. Of paramount concern to these employers are the issues of quality and productivity. Accordingly, Ivy Tech offers training to meet those needs. Some of this training revolves around:

- ISO 9000
- QS 9000
- Total Quality Management (TQM)
- Statistical Process Control (SPC)

Apprentice Training

Employers who wish to develop apprentice-training programs are turning to Ivy Tech in record numbers. The college will study work processes and develop skills on the job. In addition to 12 industrial apprenticeship degree programs and building trades degree programs in all the crafts, we can develop an individualized apprentice-training program that can be eligible for Bureau of Apprentice Training (BAT) Certification. Programs are currently underway with 50 companies, including:

- General Motors Truck Group
- Rieke Corporation
- KUS Zollner
- TD&M, Inc.
- Auburn Foundry

Custom Training Programs

Custom training programs are the service for which CCS is best known. The CCS staff is skilled at analyzing an employer's needs and responding with a unique, employer specific training proposal. The course content and/or delivery will be customized to meet each employer's individual needs. The training can then be delivered in a format, location or time that is convenient to the employer.

Partnerships

Ivy Tech prides itself as being a team player. Partnerships play a major role in the way in which the College serves the community. One of the most dramatic of these partnerships is the WorkOne center. The intent of the WorkOne centers is to provide "one-stop shopping" to area citizens who are in need of a plethora of community services. The Operating Partners of the WorkOne centers are Indiana Workforce Development, Indiana Vocational Rehabilitation, Ivy Tech State College, JobWorks and Family & Social Services Administration (FSSA) (Pending).

The primary WorkOne centers are located in Fort Wayne and Auburn, with smaller WorkOne Express Sites located throughout the region. Ivy Tech offers assessment, career counseling, and training at all of these locations.

Another major initiative is the College partnership with JobWorks in a $1.75 million training grant. Here the partners provide training and testing for major Information Technology Certifications. In fact, the Workforce Certification Center at Ivy Tech State College focused its first year around Information Technology Certifications. As a result, 10 of our faculty have earned 37 separate nationally-recognized certifications. Over 400 individuals have taken certification exams and earned 180 certifications -- representing over 40 of the highest demand certifications in the IT field. These certifications include Novell and Microsoft Networking, CISCO, and A+.

It is our hope to expand on the success of this effort by expanding into non-IT certifications this coming year. We are optimistic that the region will once again be able to collaborate around health-related careers and other high-demand occupations.

Ready for the future

The challenges of the 21st century are significant and are already upon us. At Ivy Tech State College we like challenges and feel we are prepared. We have the training programs. We have the experience. We are ready to help the employers and citizens of Northeast Indiana meet their training and education objectives.

APPENDIX I -- WRITTEN STATEMENT OF TIM HOLCOMB, VOCATIONAL COORDINATOR, FOUR COUNTY AREA VOCATIONAL COOPERATIVE, GARRETT, INDIANA

Education and Job Training: Preparing for the 21st Century Workforce
Statement of Mr. Tim Holcomb
Four County Area Vocational Cooperative
to
The United States House of Representatives Committee on Education and the Workforce
Subcommittee on 21st Century Competitiveness

March 22, 2002

Mr. Chairman and Members of the Subcommittee on 21st Century Competitiveness, thank you for this opportunity to appear before the Subcommittee. My name is Tim Holcomb, and I serve as the Vocational Coordinator for the Four County Area Vocational Cooperative. The Four County Area Vocational Cooperative (FCAVC) was formed by a joint service agreement between ten school corporations in June 1969. The Cooperative provides vocational offerings, administers adult education, and coordinates communications with the Indiana Department of Education and other state agencies. The ten school corporations are located in four northeast Indiana counties: Noble, DeKalb, LaGrange, and Steuben. These school corporations are Central Noble Community Schools, DeKalb County Central United Schools, DeKalb County Eastern Community Schools, East Noble School Corporation, Fremont Community Schools, Hamilton Community Schools, Lakeland School Corporation, Metropolitan School District of Steuben County, Prairie Heights Community School Corporation, and Garrett-Keyser-Butler Community Schools, whose district also serves as the Local Education Agency.

Since the inception of FCAVC in 1969, consortium members have had the vision to utilize the services of the Cooperative to create positive change in the delivery of vocational and adult education in a way that is unique in the state of Indiana. The

FCAVC vocational and adult education programs use a competency-based curriculum approach and rely on student data and industry driven standards for continuous program improvement. Through the support of the consortium members, FCAVC is also the vehicle used in the implementation of other change initiatives such as School-To-Work, Tech Prep, and Technical Education Initiative.

The consortium, covers 1,101 square miles, serves a population of more than 138,000, and is located in the northeast corner of Indiana. It serves a rural area generally consisting of manufacturing, farming, recreation, and service industries and has enrolled 21,826 students in ten high schools, nine middle schools, 23 elementary schools, and five alternative schools. It also serves 3,061 vocational students in the ten high schools; offering ten specialized vocational education programs at satellite locations separate from school facilities.

This organizational structure has provided the management and administrative expertise that have given each school corporation opportunities in both vocational and adult education. The FCAVC, with a proven track record (95.4 percent graduation) of serving students and community members, partnered with local and national foundations, local and national industry, state education agencies, and Department of Workforce Development to provide additional opportunities and resources to enhance student learning. These successful partnerships have led to opportunities such as dual credit, articulation agreements, school-to-apprenticeship programs, and increased vocational and adult education program offerings. These high school and post secondary successes truly promote life long learning for the four county community.

I have included a list of the vocational services and adult education services offered by FCAVC. I hope this will prove helpful to the Committee in examining successful job training and vocational education programs. Thank you, again, for this opportunity to testify before the Subcommittee.

APPENDIX J -- WRITTEN STATEMENT OF RON FLICKINGER, AREA 14 VOCATIONAL EDUCATION COORDINATOR, ANTHIS CAREER CENTER, FORT WAYNE, INDIANA

Education and Job Training: Preparing for the 21st Century Workforce

Indiana Vocational Education Area 14

Anthis Career Center

INTRODUCTION

Indiana Vocational Education Area 14, known as Summit Career and Technical Education, supports, through the administration of funds provided by The Carl W. Perkins Vocational and Technical Education Act of 1998, career and technical education in Allen County, Columbia City, and Churubusco, Indiana. This geographical region encompasses six public school systems, two Christian school systems, a Catholic and a Lutheran system, as well as one private academy. There are a total of 21 high schools, 23 middle schools, and approximately 75 elementary schools. There is a regional vocational education center, called the Anthis Career Center, that offers a wide variety of career and technical education majors in 12 different program areas, as well as a variety of career and technical programs in 14 of the high schools. Even though there are no formal career and technical education programs in middle and elementary schools, the Summit Career and Technical Education office has been actively involved in those areas.

Career and Technical Education, traditionally called "vocational education", has for many years been considered by the leadership of both the educational and political communities to be an alternative program for the academically deficient. Summit Career and Technical Education categorically rejects that notion—on the contrary, this office sees career and technical education as being the leader in both whole-school reform and in the foundational preparation for a globally competitive workforce.

Our research into the career opportunities for young people who will be working in the 21st century convinces us that not only the educational products we produce, but the educational processes we use as well, put secondary career and technical education students well ahead of their peers with respect to post-secondary success as they enter the 21st century workforce. This paper will briefly overview the vision and the current activities in Indiana Area 14 and the Anthis Career Center that justify this statement.

PHILOSOPHICAL FOUNDATIONS

Three years ago the local career and technical education leadership studied the work of Dr. Ken Gray of Penn State University. Two of his works, Other Ways to Win and Getting Real: Helping Teens Find Their Future, were instrumental in helping the area focus on a common vision. In a phrase, that vision is called "Career Maturity". Dr. Gray, through extensive research, has identified a variety of educational issues that restrict students from being fully prepared for the 21st Century workforce.

Dr. Gray says that career maturity is demonstrated by teenagers of high school age when they:

1. Understand the importance of narrowing career interests as a basis for post-secondary planning.
2. Have, by the 10th grade, identified one or more career interests after an objective evaluation of their likes and dislikes, their aptitudes, and labor market projections.
3. Have by the end of 12th grade, engaged in activities to verify these choices.

4. Have used these choices to make post-high school decisions.

He goes on to say that for this generation:

1. Career Maturity is as important as Academic Maturity in that both predict post-secondary success.
2. The number one predictor of post-secondary success is NOT grades, but is having a commitment that comes from career maturity and career direction.
3. Demonstrated skills, not degrees count in competing for high-wage employment.
4. Due to the "one size fits all" mentality of American Education, the doors to high-skill/high-wage work are already closed: The number one concern is how to open these doors.
5. Opening doors to high-wage/high-skill employment requires first deciding which door to attempt to pass through and how to acquire the necessary skills.

The Indiana Area 14 office and the Anthis Career Center have been, in a variety of methods, applying the above nine points for the past three years and therefore, have indeed become a community leader in both education and workforce development.

Other works that have been very influential to this area have been: The Millionaire Mind by Thomas Stanley; Successful Intelligence by Robert J. Sternberg; Workforce 2020 by Richard W. Judy and Carol D'Amico; Jefferson's Children by Leon

Botstein; Success Without College by Linda Lee; Who Moved My Cheese by Spencer Johnson M.D.; and Choice Theory by William Glasser M.D.

The above philosophy has been the foundation upon which both Summit Career and Technical Education and the Anthis Career Center have developed activities and initiatives that either have been done, or are in process that support the preparation of our students for meaningful entry into the social structure of the 21st century. These initiatives include: Dual-Credit Agreements with local colleges; Middle School Tech-Labs; All-School Reform Efforts; School Community Relationships; Leadership Seminars; and national and state certifications for high school graduates.

DUAL CREDIT AGREEMENTS

As of December 17, 2001, The Anthis Career Center has a dual credit agreement with Ivy State Technical College in Fort Wayne, Indiana that includes 26 high school courses in ten departments. Currently the development of agreements in CADD, Hospitality Management, Construction, Electronics, Desktop Publishing, Accounting, Computer Programming, and Auto Collision are in progress. In the 2000-01 school year, Ivy Tech awarded 652 college credits to Anthis students—at no cost to the student or to the secondary institution. Talks are currently being held with Indiana-Purdue University, Indiana Institute of Technology, and ITT Tech to develop similar programs.

Career and Technical Education students successfully experience post-secondary success, in the realities of 21st century skills, well before graduating from high school.

MIDDLE SCHOOL TECH LABS

Summit Career and Technical Education has taken a leadership role in the community to introduce ALL STUDENTS (regardless of race, ethnicity, or GENDER) to

the world of technology via middle school experiences. The tech labs are currently in 9 middle schools with two being planned for the summer of 2002. Each modular lab, at an approximate cost of $125,000, provides a wide-range of technology-based experiences related to tech skills currently needed in the community. For example, 6th, 7th, and 8th grade boys and girls are doing (not reading about) architectural drafting, 4-stroke engine construction, computer aided design, engineering structures, plastics technology, residential wiring and plumbing, and a wide range of other technology-rich activities that are all computer-driven and done in small groups. These experiences give young people, well-before they must make a high-school plan, opportunities to see first-hand the skills needed for a 21st century workforce.

ALL SCHOOL REFORM EFFORTS

There have been two major reform initiatives the past three years from the Summit Career and Technical Education Office and the Anthis Career Center. The first is contextual teaching and learning and the second is Bridges.com.

Vocational education has always been a bastion of contextual teaching, but it has only been recently that it has understood the value of it to all disciplines for all students. Through written communication and a variety of speakers, provided to local school districts at no cost to them, Summit and Anthis have not only introduced the concept, but have modeled it as well. To give the reader an overview of contextual education, the following is offered from Dr. Richard Lynch of the University of Georgia in his work for the U.S. Department of Education, Office of Vocational and Adult Education. The following comes from a monograph he did entitled, *New Directions for High School Career and Technical Education in the 21st Century*:

TRADITIONAL	CONTEXUAL
The learning environment is routine and predictable.	The learning environment is dynamic and exciting.
There is over-reliance on rote memorization in approaches to teaching and learning.	Higher-order thinking and problem solving are emphasized.
Little risk and experimentation in approaches to teaching and learning are evident.	Students and teachers are prepared to experiment with new approaches; creativity is encouraged.
Assimilation of content is considered singularly important.	The process of learning is as important as the content that is learned.
Learning occurs in one setting (i.e. the classroom)	Learning occurs in multiple settings and contexts.
Disciplinary content is taught in isolation.	Knowledge is interdisciplinary and extends beyond the boundaries of conventional classrooms.
Teacher is viewed as the primary source of knowledge.	Teacher accepts his or her role as learner.
Students have limited opportunities to transfer understandings to new situations or contexts.	Learning in multiple contexts allows students to identify and solve problems in new contexts (transfer).
Teacher is the primary source of knowledge—*the* authority.	Teacher brokers knowledge and learning experiences.
Students are passive recipients.	Students are actively engaged.
Students regard content as having no relevant application.	Students view learning as relevant.
Students work in isolation. Peer review and/or discussion is absent.	Student learn from one another through cooperation, discourse, teamwork, and self-reflection.
Learning is abstract and theoretical.	Learning is related to "real-world" and/or simulated issues and meaningful problems.
The teaching is considered the sole arbiter of student learning.	Students are encouraged to take responsibility to develop and monitor their own learning.
Little or no consideration is given to the experiences and backgrounds of the students.	Appreciating students' diverse life contexts and prior experiences is fundamental to learning.
Students expected to wait to become involved in social improvement.	Students are encouraged to become active participants in the improvement of society
Learning is assessed in a singular, standardized format.	Student learning is assessed in multiple ways.
Students' perspectives are not solicited or are undervalued.	The perspectives and opinions of students are valued and respected.
Teacher controls and dictates all aspects of instructional environment.	Teacher acts as a facilitator of student learning.
Teacher displays a limited repertoire of teaching techniques, primarily lectures and recall questions.	Teacher employs a variety of appropriate teaching techniques.*

The other reform initiative was the purchase of and installation of Bridges.com in every high school, middle school, and public library branch in the area. Bridges.com is an internet-based career development data-base/learning system. A committee of local school counselors, under the leadership of this writer, researched available internet sites and chose Bridges. A request was submitted to a local grantor, the O.B. and Dustin Schwab Foundation, for money to provide training for all school personnel. The foundation granted the money and to date over 50% of the schools in the area have had individualized training in Bridges. An added benefit of the Bridges program is that we were given the privilege of having one of our local high schools pilot a new Bridges product called *e-guidance. E-guidance* is a system that links the school, the student, tand the parent to career development. The implementation of Bridges has been a big step toward the vision of having all students graduate from high school with a post-secondary plan that has a high probability of success (career maturity).

SCHOOL/COMMUNITY RELATIONS AND PARTNERSHIPS

Every career and technical education program in this area has an advisory board made up of community practitioners in that particular program area. It is this advisory board that dictates the curriculum taught to students. Therefore, curricular offerings are evaluated at least annually, but usually more often as most advisory boards meet two or three times during the school year. An example of the influence of these boards happened in December of 2001. The information technology advisory board suggested that the Anthis program was teaching a computer programming language that is on the way out. The department stopped teaching it immediately, re-tooled, and began teaching the new language as recommended by the board the next month. The 21st century is now;

therefore, students need 21st century training now—and that is exactly what career and technical education gives students in Indiana Vocational Area 14.

Also, all career and technical education students participate in at least one, but usually many more, internship or cooperative education experiences in their area of career interest. Therefore, career and technical education students intersect directly with the current job market while still training. These students not only know what is expected in the real world, but also know what training will be needed to accomplish that reality. Following is a copy of a two-part article written for the Indiana Association of Area Vocational Directors (IAAVD) newsletter by this writer. Please note the comments made by the students with respect to their future:

The Formula for Success – Part I

The Fort Wayne News-Sentinel strives each year to honor the "brightest and best" graduating high school seniors in several academic categories. These awards are called the Sterling Sentinel Awards and just to be nominated is a great honor—each high school in the News-Sentinel delivery area can nominate one student per category. A committee from the community then chooses THE Sterling Sentinel winner in each category from among the nominees and, not only does the student receive accolades, but a nice scholarship as well.

Traditionally, the Career and Technical Education student is not at the forefront of this competition—as the public at large still has trouble seeing the words "academic" & "career and technical education" in the same sentence.

But this year two of the 12 nominees are vocational education students from Mr. Barrie Peterson's ICE class at Northrop High School. They are spending 15 to 20 hours

a week learning specific work skills on-the-job. As a result of that experience, both Matt McClure and Jacque Diller are light-years ahead of their peers in terms of post-high school planning and thus probable post-secondary success. Jacque will be the highlight of this edition of IAAVD's newsletter and Matt in the next.

Jacque is Northrop's Sterling Sentinel nominee in the business category and is an intern at J. Lee Dever Accountancy Corporation in Fort Wayne. Her mentor, Laura Dever, said two things about 18 year old Jacque that are very pertinent: First: "She is an exceptional woman." Note she didn't say, "girl", "teen", "young lady", but she said WOMAN. By working with Jacque for a few months, Ms. Dever saw a qualified, hard-working, creative employee—not some high school kid trying to get by.

Secondly, she shared that prior to Jacque, her first high school intern, there were two employees working at the agency who both sat for the CPA exam (one made it after 4 tries). "Jacque has better critical thinking skills, does a better job, and shows an eagerness to learn new things that they did not. It will be difficult for the next person coming in to fill her shoes." Quite a compliment for a high school student—but probably a typical one on voc-ed students working in the real world.

Jacque says that this (choosing an internship rather than other classes) was the best decision of her life—a difficult decision because of the cost. This cost her 3 classes she could have taken at Northrop, and put her in the minority of the "college-bound" who

are pressured to remain in the high school taking more academically related classes. "But", she says, "I have learned there is nothing better than being on the job. I learn more; I work harder; and I have a lot more fun. This is an opportunity to see reality—unlike high school that can only pretend things are real." Thanks to this real-world experience, Jacque reports that she is much more responsible for all aspects of her life. "I now understand the importance of doing things correctly—it is now personal pressure, not parental pressure, that drives me to do things right."

According to Mr. Barrie Peterson, Northrop's ICE coordinator, Jacque is typical of the teens who represent Northrop in the Fort Wayne community. Not only do the students benefit from the obvious advantage of "getting one's foot in the door", but they also help to dispel the common notion that all teens fit into a certain negative mold. According to Mr. Peterson, Jacque takes into the community "an intense desire to excel, a 'hard'-work ethic, and strong Christian faith." This description dispels the popular stereotype of the vocational education student. Of course, we in the profession know that Jacque is more typical than unusual. It is imperative that we all continue to educate the public to this fact.

In the next issue of IAAVD, you will meet Matt McClure—AKA "Intern Matt"—a local radio personality.

The Formula for Success – Part II

In the last issue of the IAAVD newsletter, readers were introduced to Jacque Diller, Northrop High School's nominee for the prestigious Sterling Sentinel Awards. In this issue, you will meet Matt McClure, Northrop's nominee in journalism, who is known

locally as "Intern Matt" on Fort Wayne's popular morning radio show "Magic in the Morning" (WAJI-95)

Matt's experience at Magic-95 is very similar to Jacque's. "In my opinion", he says, "every student should have this experience (*learning about work by working*). My brother is trying to decide what to do in his life while a college student—I will use my college experience to prepare me for what I already know. This internship saves time and money." Typical student response to the future? Don't think so!

Matt's mentor at the radio station is Barb Richards. She admits to being a bit nervous about putting high school kids into such a high-profile situation, but she also understands that high school students have a natural enthusiasm that can't be taught—just channeled properly. What she really likes about Matt is that he is able to work unsupervised and "has the ability to see the "big picture" of who we are and what we are trying to accomplish—whereas many teenagers only see the world as it revolves around them."

But maybe Matt, like Jacque, is simply a high achiever who would behave at such levels of behavior regardless of his surroundings. Not according to Matt. "I am treated as an adult, therefore, I behave as an adult. Nobody would know that I am a high school student if they just dropped in." So many students are hurt by our schools unwillingness to give them adult roles—and then those same schools are critical of students when they

don't act like adults. Matt, like Jacque, is considered an adult at the worksite, and he responds accordingly.

Matt works in every aspect of the industry—both on and off the air. "This is better than school", he says, "because it gives me real life experiences and shows me how my learning applies to reality. My other options were to take some useless electives that I did not need."

According to Matt's teacher at Northrop, Mr. Barrie Peterson, Matt's experience has developed in him an intense interest in all aspects of the broadcasting field, therefore, he has a very bright future awaiting him.

Our office, Summit Career and Technical Education, along with both the regional vocational school, Anthis Career Center and all our vocational programs in the area schools, believe that ALL STUDENTS deserve either internships, or vocational experiences in order for them to see that there is truly a relationship between school and their future work lives.

Jacque's mentor, Laura spoke, somewhat wistfully, "If I could have just had the opportunity to see the relationship between school and work, I wouldn't have had to flounder around so long as an adult—I'm convinced that kids need more experiences in reality and less math classes and achievement tests." (This from an accountant!).

Post-secondary success for all students should be the goal of every K-12 educator. Career and Technical Education educators should be at the forefront of the school reform movement because we have the answer: Contextual education works for everybody. Consider the power in the following quotes from Jacque, Matt, and teacher Barrie Peterson.

Jacque said: "When I took accounting in high school, I thought this might be what I wanted to pursue for my life's work. However, after my intern experience this year I now KNOW I want to pursue accounting."

Matt said: "I took the broadcast journalism class at Northrop. However, my desire to do this for a living jumped from fantasy to a reality when I became an intern—there is no thinking now, because I KNOW this is what I want to do and I know it because I've tasted it for real."

Mr. Peterson said: "It is absolutely amazing to witness the change from the Harry/Harriet High School student to the mature Mr./Mrs. Business as these young people complete their intern experiences. I have often likened the transfer from school day to work day as being like Clark Kent going into a phone booth and Superman exiting—the change is almost that electrifying! I am proud to be associated with these young people—our future is in good hands."

How successful do you think Jacque and Matt's (and their peers in the class) post-secondary educational experiences will be? We think somewhere between 99 and 100 percent!

A third area of school community relationships is the relationship that has been developed between Summit, Anthis, and the local workforce development office of the Greater Fort Wayne Chamber of Commerce. Through the use of Federal Perkins dollars, this office has been able to educate and bring together educators and representatives of local industry into meaningful talks about the very core purpose of schooling. This office has brought the aforementioned Dr. Gray and Dr. Lynch to this community to help

both business and education understand how they need to work together for the well-being of the 21st century worker.

A fourth area of school/community relations that the Anthis Career Center and the Summit Career and Technical Education Office has supported has been its leadership seminars. Besides Dr. Gray and Dr. Lynch, this office has had a community meeting by chalk-talk artist Ben Glenn, a dyslexic, on the topic of "The Power of Encouragement". In a partnership with Taylor University Fort Wayne, Anthis sponsored a seminar on leadership for all community adult and student leaders. Marine Colonel (retired) Patrick L. Townsend spoke on "The Three Priorities of Leadership" which are: (1) Accomplish the mission; (2) Take care of personnel; and (3) Create new leaders. He surprised the entire audience when he shared that the foundation of those three is LOVE (this from a Vietnam combat veteran).

The above examples are given to show that career and technical education has a vision for all aspects of student success. Too often, schools merely have students stay within their own walls to assure academic success. The 21st century workforce will take people who are able to see the big picture; and to see the big picture, students need to intersect with the larger community while still in the safety and security of home and school. Summit and Anthis endeavor to do this partially through the community relationships that are developed and nurtured.

NATIONAL AND STATE CERTIFICATION

A certification tells the community that someone has researched closely the specific skills needed for a specific occupation, and by certifying a student as able to do those skills, tells both the student and the world that this student is first-class. The

following are certifications offered to career and technical education students at the Anthis Career Center:

Automotive

NATEF certified two-year curriculum in auto mechanics

AYES Program

Information Technology Academy

A+ Computer Repair

Cisco Networking CCNA

Microsoft Certifications

Construction Trades

First Year Apprenticeships

Cosmetology

Indiana State License

Early Childhood Education

Child Development Associate Certificate

Firefighter 1 & 2

National Fire Protection Association certified curriculum

Health Careers

Certified Nursing Assistant

Unit Clerk Certification

Hospitality Careers

Sanitation Certification

First Level Culinarian

American Culinary Federation certified curriculum

Engineering Technology

American Welding Society Certification

First Year Apprenticeship in machine and design

The above are indicators that students who graduate in career and technical education do so with current technological skills that prepare them for either entrance into the workplace or to an appropriate post-secondary institution (appropriate based upon their level of career maturity).

In summary, Summit Career and Technical Education and the Anthis Career Center have made great strides in school reform and technology education in the past few years. Those strides will translate into more and more students entering the world of the 21st century well-prepared for whatever it offers them. It is a privilege to be a part of such a noble undertaking.

Respectfully submitted,

Ron Flickinger

Manager of Vocational Education

Summit Career and Technical Education

1200 South Barr Street.

Fort Wayne, IN 46802

APPENDIX K -- WRITTEN STATEMENT OF DICK BOYD, DIRECTOR, EDUCATIONAL TECHNOLOGY, DEKALB COUNTY CENTRAL UNITED SCHOOL DISTRICT, WATERLOO, INDIANA

Testimony of Richard Boyd

Director of Education Technologies

DeKalb County Central United School District

For the Subcommittee on 21st Century Competitiveness

March 22, 2002

Background

School and Community Information

District:

DeKalb County is located in northeastern Indiana approximately 17 miles north of Fort Wayne. DeKalb County Central United School District covers 168 square miles bordered by Allen County, Noble County, and Steuben County. The District is surrounded by eight school Districts: DeKalb County Eastern School District, East Allen Community Schools, Hamilton Community Schools, Garrett-Keyser-Butler Community Schools, East Noble School Corporation, MSD Steuben County, Northwest Allen Community Schools and Prairie Heights School Corporation. DeKalb County has three school districts: DeKalb County Eastern Community Schools, Garrett-Keyser-Butler Community Schools and the DeKalb County Central United School District.

The district as it currently exists came about in 1964 as the result of the merger of two adjoining school districts. It is composed of four (4) elementary schools, one (1) middle school, one (1) high school and one (1) alternative school. The student population is drawn from the city of Auburn and the towns of Ashley, Corunna, Waterloo, and the adjacent rural areas.

The four elementary schools are Country Meadow Elementary School near Ashley, James R. Watson Elementary School in Auburn, McKenney-Harrison Elementary School in Auburn, and Waterloo Elementary School in Waterloo. All of the elementary schools are K-5 schools. In 1985 DeKalb Middle School, located between Auburn and Waterloo, was reorganized to house grades 6-8. Previous to this (1975-1984) DeKalb Middle School was

known as DeKalb Jr. High School and housed grades 7-9. DeKalb High School is located between Auburn and Waterloo and was built in 1967. It went through renovation in 1984 and again in 1991. From 1967 to 1975 DeKalb High School housed grades 9-12. From 1975 to 1985 DeKalb High School housed grades 10-12. Then in 1985 DeKalb High School again housed grades 9-12. The DeKalb County Alternative School, located in Auburn, was organized as an alternative to the traditional high school setting in 1994. It draws its students from the three county schools.

DeKalb County Central United School District has enrollment of 4012 students for the 2001-2002 school year. DeKalb High School has an enrollment of 1156 students in grades 9 through 12. It's free and reduced lunch count is at seven (7) percent. DeKalb Middle School enrollment is 956 with a free and reduced lunch count at fifteen (15) percent.

For the 2001 DeKalb High School graduation class, sixty-three percent (63%) of the graduating class enrolled in a 4 year college. With another twenty-three percent (23%) of the graduating class attending post high school institutions, two year or vocational/technical schools. Two percent (2%) of the graduating class entered the military. The final eleven percent (11%) where not looking to further the education through a higher learning institution at the present time.

Community:

The DeKalb County Central United School District resembles DeKalb County in many ways. The student body is made of primarily white students (96.6%). DeKalb County has 4.8% of its population below the poverty level. DeKalb County Central has 13.4% of the

student population on free and reduced lunches. According to THE INDIANA FACT BOOK 1998-99, the ethnic background of the citizens of DeKalb County is 99.3% white as of the 1990 census. DeKalb County is evenly distributed between rural and urban dwellers, of which 49% are urban dwellers and 51% (7% of these are farmers) are rural. Urban is defined as incorporated places of 2500 people or more.

DeKalb County is approximately 17 miles north of Fort Wayne. Most DeKalb County residents travel to Fort Wayne for cultural activities. However, there are several museums in DeKalb County: the Hoosier Air Museum, the Garrett Historical Museum, the National Automotive & Truck Museum, World War II History Museum, the Heartland Museum, DeKalb Historical Society and the world-renowned Auburn Cord Duesenberg Museum.

According to the Indiana Labor Market Report for 1998 there were 906 business establishments in the county. About 120 of these businesses relate to manufacturing which employs nearly fifty-five percent (55%) of the labor force. The services industry in DeKalb County employs fourteen percent (14%) of the labor force while the retail trade industry employs another thirteen percent (13%). The remainder of the labor force is employed by several other occupations.

Of persons 25 years or older, according to the 1990 census, 77.5% are high school graduates and 9.9% are college graduates. According to the Indiana Labor Market Report, the unemployment rate for DeKalb County through August 1999 is 2.9%. The average salary per job in DeKalb County is $29,850.

DeKalb High School

Helping Lead Students Into the 21st Century

District Mission Statement

The DeKalb County Central United School District Community will assist each student to maximize his or her potential as a lifelong learner and a responsible caring citizen.

District Vision

The DeKalb County Central United School District, in cooperation with the school communities, accepts the challenge of developing a positive educational environment for all students. The Board of Education, administration and staff provide for individual differences through varied curricular and co-curricular programs. The school communities identify students' needs and provide opportunities for continuous growth for all. Educational opportunities lead students to recognize their abilities, to learn, to attain self-worth, to develop essential self-assessment skills, and to work toward developing lifelong guidelines for effective living, thereby becoming productive and responsible citizens.

Secondary Education

DeKalb Central's program for secondary education covers grade six through twelve and is housed in a middle school (grades 6-7-8) and a high school (grades 9-10-11-12).

Both schools are "comprehensive" with a vast array of curricular and co-curricular offerings. Both DeKalb High School and DeKalb Middle School have demonstrated their quality programs and staff, and concern for young people, by satisfying the requirements for Accreditation in the State of Indiana and membership in the North Central Association of Schools.

Students at DeKalb High School, in addition to a solid core of "academic" subjects, have access to vocational programs through the Vocational Cooperative, as well as, many school to work programs that the District has recognized as a need for our students to be competitive in the 21st Century. With the support of the School Community, Administration, Staff, and Vocational Cooperative, DeKalb High School students have a variety of class offerings to choose from.

As technology continues to change, course offerings at DeKalb High School will continue to change to offer students opportunities to prepare themselves for today's workplace. Many of the new course offerings center around technology, just as today's businesses do. However, if it were not for the financial support of the Community, Willennar Foundation, Dekko Foundation, Lilly Foundation, State and National Governments many of the programs offered could not be presented in the "true to life" form in which they are today.

Webster defines vocational as "of, relating to, or concerned with a vocation" and vocation is defined as "the work in which a person is regularly employed". The DeKalb County Central United School District offers many programs that prepare students for post secondary education, to the discovery of a vocation or programs that may directly lead to a vocation. I would like to address all three of these.

Let's first discuss the many programs that help a student prepare for post secondary education in a specific vocation. Besides the obvious courses of Mathematics, Science, English and History, DeKalb High School offers many dual credit courses. Dual Credit is defined as simultaneously earning high school and Ivy Tech State College credit for course work taught at DeKalb High School by DeKalb High School faculty. The school level

coursework may be comprised of a course or sequences of courses. The student is in dual credit status and both high school credit and Ivy Tech credit are awarded during the semester in which mastery of the subject matter is achieved. These classes consist of:

Accounting I & II	ACC 101, Accounting Principals
Agribusiness Management	MKT 101, Principles of Marketing
Architectural Planning	DCT 108, Residential Drafting
Building Trades (2 years)	BCT 104, Floor and Layout Construction
	BCT 114, Exterior Trim
	BCT 210, Vinyl and Aluminum Siding
	BCT 221, Interior Trim
	CON 101, Introduction to Construction
Child Development and Parenting	CHD 142, Beginnings in Child Development
Computer Programming	CIS 113, Logic, Design and Programming
	CIS 232, Visual Basic Programming
Engineering Research and Design	DSN 103, CAD Fundamentals
Farm Management	BUS 101, Introduction to Business
Health Occupations Education	HHS 101, Medical Terminology
	MEA 102, First Aid and CPR
Horticultural Science	LND 206, Fundamental to Horticulture
Landscape Management	LND 103, Landscape Management I
Small Engines	AST 109, Small Engine Maintenance
Welding	IDS 114, Introduction to Welding
Graphic Design	OAD 283-52 Introduction to Photo Shop
	OAD 114, Desktop Publishing
Technology Networking	C15 202, Data Communications
	C15 106, Micro Computer Operating System
	C14 224 Hardware/Software Trouble Shooting
Computer Applications 3	C15 252, Internet/Website Creation

Secondly, DeKalb High School offers many courses that would introduce students to a wide variety of vocations such as:

Business: Accounting, Business and Personal Law, Business Mathematics, Computer Applications, Business Foundations, Computer Keyboarding/Document Processing

English: Speech, Debate, Technical Communications, Student Publications, Mass Media

Family and Consumer Science: Consumer Economics, Textiles & Fashion, Housing and Interiors

Fine Arts: 2 & 3 Dimensional Art, Drawing 1-5, Ceramics 1-5, Painting 1-5, Jewelry 1-5, Visual Communications 1-2, Fiber Arts 1-5, Photography 1-4, Computer Graphics 1-5

Foreign Language: French 1-4, German 1-4, Spanish 1-4

Music: Concert Band, Marching Band, Instrumental Ensemble, Jazz Ensemble, Modern Dance, Show Choir, Concert Choir

Science Department: Biology, Human Anatomy & Physiology, Microbiology, Genetics, Chemistry, Physics, Earth & Space, Oceanography,

Technology: Constructions Systems, Construction Processes, Manufacturing Systems, Manufacturing Process, Architectural Planning, Drafting, Engineering for Problem Solving, Engineering Research & Design, Web Development, Programming

Graphics Arts 1-2, Construction Systems, Technology Systems I & II which consists of Aerodynamics, Hydraulics, Pneumatics, Robotics, Computer Repair, Plastics, Desktop Publishing, Flight Simulations, Video and Audio Editing, CNC Lathe, Electricity

Finally, vocational class opportunities are offered to students through the Vocational Cooperative. Many of these are held at DeKalb High School while others are offered at a nearby school district. Those held at DeKalb High School are:

Graphic Design, Building Trades, Vocational Graphic Arts, Health Occupations Education, Interdisciplinary Cooperative Education, Fundamental of Agriculture Science and Business, Agribusiness Management, Farm Management, Small Engines, Welding, Maintenance Skills, Landscape Management, Natural Resource Management, Large Animal Production, Small Animal Care, Food Sciences, Horticultural Science, Plant and Soil Science, Supervised Agriculture Experience

DeKalb High School recognized a need for additional courses that the Cooperative at the time did not offer. Through the support of the Community, Staff, Administration and Job Works, with the H-1B Technical Skills Training Grants offered by the US Department of Labor, a Technology Networking and Computer Repair class was offered to the Cooperative Schools. The Technology Networking Class prepares a student for taking their CCNA exam. Upon completion the student will graduate from high school with a Cisco Certified Network Associate certification. The Computer Repair course prepares a student to sit for the A+ examination. Upon successful completion the student would have their A+ Computer Repair certification. The Networking Academy centers on teaching students to design, build, and maintain computer networks. The Program prepares students for the 21st Century workplace, while serving as a valuable model for e-learning. A+ Certification is an industry recognized credential that certifies the competency of PC Service Specialists. It is sponsored by the Computing Technology Industry Association (CompTIA). The program is backed by over 50 Major computer hardware and software manufacturers, vendors, distributors, resellers, and publications. A+ Certification provides a wealth of benefits to any person seeking a job in the computer industry!

Vocational Courses offered to students at other school districts include:

Vocational/Career Information, Orientation to World of Work, Automotive Technology, Welding, Machine Trades, Industrial Mechanics, Cosmetology, Direct Health Care, Criminal Justice, Marine Mechanics, Drafting/CAD, Plastics

DeKalb High School has two course offerings that could also be included into the vocational area. These courses are leading students to professional certifications while still in high school. The two courses are: Web Development which leads to the World

Organization of Webmasters (WOW) certification and Computer Applications that lead to the Microsoft Office User Specialist (MOUS) certification. Web Professionals are high demand, as corporations deploy Intranets, and the practice of Internet Law is exploding. With this growth come new challenges. The rapid pace of change on the web means that continuing education is the norm, with new standards, new products, and new issues emerging daily. Microsoft Office User Specialist (MOUS) certification is the premier Microsoft desktop certification, a globally recognized standard for demonstrating desktop skills. DeKalb High School anticipates adapting courses, offered currently, to meet the needs to become certification programs during the 2002 -2003 school year.

Many other worthwhile certifications are available and are limited to districts by staffing and funding. Some of these are certifications in Novell Networking, Unix, Java, Voice and Data Cabling, Network Operating Systems and many Microsoft product areas. DeKalb High School is equipped to offer Voice and Data Cabling and could be offering this in the near future.

The vocational opportunities mentioned are available for all members of the Vocational Cooperative, which would be for most of Northeastern Indiana. As an adult I would look at this and say that these are great opportunities for those still in high school but what about me. There are many vocational education programs for adults offered by the local universities and colleges as degreed programs or continuing education. Indiana Purdue University Fort Wayne and the Freedom Academy in Kendallville offer a wide variety of continuing education programs many of which are developed as vocational programs. Ivy Tech, Indiana Tech, and ITT Tech offer degree classes and continuing education classes.

Northeastern Indiana has a wealth of vocational programs. However, we must keep in mind the implications of the statement made by Dr. Willard Daggett,President of the International Center for Leadership in Education, that "by the year 2005 there will be 1,000,000 technology related jobs not filled, and half of these have not been invented yet." In order to bridge the gap between the present and the future, DeKalb High School must continue to provide new programs and adapt old ones. The school system's community, administration and faculty look forward to meeting these needs in cooperation with the community and it's supporters.

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