## Proposal Cover Sheet

<table>
<thead>
<tr>
<th><strong>Project Name</strong></th>
<th>“Closing the Job Skills Gap Through Work Experience” (CG-WE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Location/s</strong></td>
<td>Terra State Community College, Fremont, Ohio 43420</td>
</tr>
<tr>
<td><strong>Project Start Date</strong></td>
<td>As soon as awards are made (approximately December 2012)</td>
</tr>
<tr>
<td><strong>Interns/Co-ops Start Date</strong></td>
<td>January, 2013</td>
</tr>
<tr>
<td><strong>Lead Applicant</strong></td>
<td>Name and Address of Postsecondary Institution</td>
</tr>
<tr>
<td><strong>Chief Contact</strong></td>
<td>Name/Title of legal representative Address, Telephone, FAX, and E-Mail</td>
</tr>
<tr>
<td><strong>Project Director(s)- Key Personnel(s)</strong></td>
<td>Name/Title, Address, Telephone, FAX, and E-Mail</td>
</tr>
<tr>
<td><strong>Amount of state money requested</strong></td>
<td>$92,785.</td>
</tr>
<tr>
<td><strong>Match money committed</strong></td>
<td>$94,122.</td>
</tr>
<tr>
<td><strong>Number of internships/co-ops proposed</strong></td>
<td>Twelve per year for the first year.</td>
</tr>
<tr>
<td><strong>JobsOhio key industry/ies impacted</strong></td>
<td>Energy, Polymers, Food Processing, Adv Manufacturing</td>
</tr>
<tr>
<td><strong>Are any of the applicants represented by</strong></td>
<td>Name/s: N/A</td>
</tr>
</tbody>
</table>
a member of the Advisory Committee?

Legal Applicant
Name: Terra State Community College, 2830 Napoleon Rd.
City: Fremont, OH Zip: 43420
Phone: 419-559-2327 Fax: 419-334-3719 E-Mail: jwebster01@terra.edu
CEO Name: Dr. Jerome E. Webster, President

1) Certification by Authorized Official:
To the best of my knowledge and belief, data contained in this application are true and correct. The document has been duly authorized to comply with the required assurances.

Signature of Authorized Official: ________________________________
Typed Name and Title: Dr. Jerome E. Webster, President
Date: __Oct. 12, 2012__________________________

2) Administering Entity
Agency Name: Terra State Community College
Address: 2830 Napoleon Rd.
City: Fremont, OH Zip: 43420 Phone: 419-559-2327
Fax: _______________________ Contact Person: Dr. Jerome Webster
Title: President E-Mail: jwebster01@terra.edu

3) Business Partners (please submit separate information for each partner) See attachment
Company Name:___________________________________________
Address:________________________________________________
City:________________________________ Zip:________________ Phone: __________
Fax: __________________ Contact Person: _______________________
Title: ___________________________ E-Mail: _______________________

5) Educational Partners (please submit separate information for each partner)
Name:____________________________________________________
Address:________________________________________________
City:________________________________ Zip:________________ Phone: __________
Fax: __________________ E-Mail: ____________________________

Business Partners:
ABC/INOAC Exterior Systems LLC
1410 Motor Avenue
Fremont, OH
Jeromie Marshall, 419-334-6030
jmarshall@inoacusa.com

Berry Plastics Corporation
311 W. Monroe St.
Monroeville, OH 44847
Stan Bowser, 419-465-5274
stanbowser@berryplastics.com
Program Snapshot – 5 points
This Project will begin upon award notification (anticipated early December 2012) and will conclude in December 2013. Five employers have completed paperwork to participate with Terra in this co-op work experience project. Table 1 contains employer names, key industry companies/NAICS Code, the planned work experience opportunities/functional areas, and the number of annual co-op work experience positions. Other partners include nine county economic development offices and the One-Stop Northcoast Jobs Connection office (WIA funded) representing five counties. Terra also participates in the statewide transfer programs, the Northern Ohio Public Higher Education Covenant with nine colleges and universities and has formal transfer and articulation agreements with 11 private institutions for various programs. All of these institutions will be notified of Terra’s work experience program to create opportunities for students who may transfer into a bachelor program.

Project Goal and Objectives: To expand student access to learning through a comprehensive co-op work experience program. First year objectives are modest, allowing time for project development and first-year successes, creating a solid foundation for future growth. Objectives are also ambitious in order to place students into work experience positions as soon as possible. By December 31, 2013, the following measurable project objectives will be met:

1. Increase to 12 from 2 the number of students who have enrolled in work experience projects.
2. Increase to 5 from 1 the number of employers who provide co-op/internship work experiences for Terra students.
3. Increase to 5 from 1 the number of faculty who mentor work experience projects.

Key personnel: one half time Work Experience Coordinator; one half time data entry assistant, and faculty. Fourteen Project Implementation Strategies and outcomes are identified to address programmatic, employer and institutional criteria.

Amount of state money requested: $92,785.

Programmatic Criteria – 40 points
Criteria #1: Business attraction and retention: closing skills gap, aligning curriculum and providing talent pipeline. Documentation: talent/skill gap, hiring in field, training underway, relationship with institution.

Nationally, there are numerous reports of labor shortages in key occupations, especially in skilled technical occupations. For example, the Manufacturing Institute’s 2011 Skills Gap Report states, “Shortages in skilled production jobs – machinists, operators, craft workers, distributors, technicians, and more – are taking their toll on manufacturers’ ability to expand operations, drive innovation, and improve productivity. Seventy-four percent of respondents indicated that workforce shortages or skill deficiencies in skilled production roles are having a significant impact on their ability to expand operations or improve productivity. Unfortunately, these require training and are the hardest to fill” (Manufacturing Institute, 2011).
## Table 1. Employer Partners and Work Experience Assignments

<table>
<thead>
<tr>
<th>Employer Partners – # Employees</th>
<th>Key Industry - NAICS Code</th>
<th>Functional Areas</th>
<th># WE/year</th>
<th># Jobs/year</th>
<th>WE Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry Plastics, Streetsboro, OH 350 local; 16,000 total.</td>
<td>Polymers - Other Plastics Mfg – 326199</td>
<td>Mfg: plastic processing</td>
<td>2-5</td>
<td>2-5</td>
<td>Overview of plastic processing; hands-on in the mfg environment. Intro to equip basics and processes.</td>
</tr>
<tr>
<td>ABC INOAC Exterior Systems, Fremont, OH 261 Local; 381 total.</td>
<td>Polymers – All Other Plastics Mfg – 326121</td>
<td>Robot Support</td>
<td>2</td>
<td>1</td>
<td>Molding Dept.: technical resource for secondary repair; reporting problems; troubleshoot issues with sanding and trim; perform periodic inspection; rebuilding eqp. Paint Dept.: equipment optimization; periodic inspection; troubleshoot paint robots; program spray path; assist defect analysis.</td>
</tr>
<tr>
<td>First Energy-Davis Besse Nuclear Power Stn., Oak Harbor, OH</td>
<td>Energy - Nuclear Power Distribution - 21122</td>
<td>Nuclear Power Tech</td>
<td>2</td>
<td>2-4</td>
<td>Nuclear Power Technology Technician: includes rotating work assignments in electrical, mechanical, operations, maintenance service, etc.</td>
</tr>
<tr>
<td>Heinz US, Fremont, OH 450 local.</td>
<td>Food Processing - Fruit &amp; Vegetable Canning – 311421</td>
<td>Electrician</td>
<td>1</td>
<td>1-2</td>
<td>Electrician: high and low voltage elec. systems, wiring, running conduit, troubleshooting, reading prints, various controls programs. Mechanics: work on factory equipment, troubleshoot and resolve issues that arise.</td>
</tr>
<tr>
<td>Green Bay Packaging, Fremont, OH 117 local; 2,930 total.</td>
<td>Logistics - General Warehousing - 322100</td>
<td>Design Technical. Maintenance</td>
<td>1</td>
<td>2-3</td>
<td>Packaging designs, graphics, testing. Use design graphics, CAD CAM. Concept Dev. Parts organization, ordering, learning hands on parts of several positions.</td>
</tr>
</tbody>
</table>

Total Co-ops per year 12
Likewise, changing skill sets in the auto industry have resulted from automation and product complexity, with processes now requiring different skills and an insufficient number of workers to fill available jobs (Russell, 2012). Many articles give advice to job seekers on how to prepare for the jobs, and to employers on how to restructure the search for human capital (Cantrell, Robbins, and Smith, Solving the Skills Crisis in the Automotive Industry, 2011).

Unfortunately, many Ohioans have failed to make the transition into a more skill-driven job market. The postsecondary system that delivers skills and credentials needed must come up with a more effective response to this need. Initiatives such as Complete College America, Completion by Design and the Office of Workforce Transformation all address skill needs by working with students to complete educational programs. Expanding co-ops and internships is yet another way of helping. Employers participating in this Project were asked to share their concerns on skills gap, training needs, and other issues; these are summarized in Appendix, Table 2.

Criteria #2: Student attraction/retention/completion: Helps attract students to higher education and Ohio and/or retain them to post-secondary credential. Documentation: Graduation/credential rates in disciplines, enrollments in program.

The National Association of Colleges and Employers’ 2012 Student Survey found that paid interns have a distinct advantage in the job market. They typically spend more time on professional duties rather than on clerical and nonessential duties. Sixty percent of 2012 college graduates in paid internships received at least one job offer (NACE, 2012). Numerous references are available for helping students understand the advantages of work experience. Quintessential Careers recently published an article by Katharine Hansen, Ph.D. that points out 13 reasons why, “College Students: You simply Must Do an Internship (Better Yet: Multiple Internships)” (http://www.quintcareers.com/internship_importance.html). Among the reasons:

- Employers increasingly see their internship programs as the best path for hiring.
- Internships enable you to take your career plan for a test drive.
- You will gain valuable understanding of your major field.
- You will develop skills galore.
- You will build your network and your resume.

Currently, several of Terra’s technical programs contain a Cooperative Work Experience option and a prerequisite Cooperative Educational Seminar that prepares the student for work experience. It assists the student in experiencing a meaningful coop work experience, evaluation for that experience and assistance with career planning and job search issues. However, student participation in Cooperative Work Experience options has been low because there is not a staff member whose job is to develop a program. With the CG-WE Project in place, this could be addressed. In addition, extensive marketing of this Project will increase students’ awareness and understanding of the importance of a work experience. Therefore, the following implementation strategies will be used:

Implementation Strategy #1: Project Staffing: Upon notification of award, Terra’s Coordinator of Career Services, Joan Gamble, will meet with the Coordinator of Human Services to initiate the process for hiring a half time Project Coordinator and administrative assistant.

Implementation Strategy #2: Student Attraction: The following steps will be taken to announce and inform students of the work experience opportunities. Materials will be distributed, and sessions will be repeated as needed. Project staff will:
• Develop a Project brochure, describing work experience procedures and benefits, academic programs offering co-ops/internships, and contact information to learn more.
• Schedule two day and two evening Project workshops, inviting employers, area school personnel, and Terra students for a presentation on work experience opportunities.
• Schedule day and evening workshops for underrepresented groups. (See Strategy 13).
• Include information on work experience in the “Complete Orientation & Registration Experience” (CORE) sessions required for all new degree and certificate students.
• Provide training workshops for Terra faculty who will be mentoring students.
• Assist the College PR Specialist with writing and distributing an informative press release for area newspapers to announce Project and workshops.
• Assist IT personnel with updates to the Terra website link for information on “Cooperative Education Program: Standards and Guidelines” and Terra Facebook.
• Provide additional training for College recruitment, Academic Service Center personnel, and other staff who assist students on a regular basis.
• Repeat workshops and press release at conclusion of year one to publicize impact for region. Project data and student/employer testimonials will be included.

Implementation Strategy #3: Record Keeping: The WE Coordinator will be responsible for developing and maintaining records for all students who participate, using these procedures:

• Student notifies Work Experience Coordinator of interest in developing a co-op.
• Coordinator initiates “Student Work Experience Record Form” for tracking and maintaining the following data:
  o Name of student and type of co-op/internship in which student enrolled;
  o Name of company providing the work experiences;
  o Start date and completion date for individual student;
  o Student grade;
  o Survey of student satisfaction with experience;
  o Employer satisfaction with student engagement and performance;
  o Student employment outcome.
  o Student and employer comments and recommendations.
• Student registers for Cooperative Work Experience and Work Experience Education Seminar. Technical faculty member receives the class roster.
• Student and Coordinator meet three times each semester to discuss progress.
• Coordinator and employer meet three times per semester to discuss progress.
• Technical faculty member submits final grade on the class roster.

Criteria #3: Student post-credential employment: helps students become employed in Ohio. Documentation: Hiring by firms in the field from the institution.

Implementation Strategy #4: Terra will conduct a follow-up survey of all students one year following completion of a work experience assignment and a degree or certificate program. It will ask for current employment, the benefits of obtaining employment as a result of work experience, and any recommendations for the College’s Cooperative Work Experience Project. A follow-up phone call will be made to any student who does not respond to the survey.

Criteria #4: Plans and budgets for sustaining the program beyond state money. Documentation: present plan narrative and strategy for sustainability; commitment letters from continuing match sources; post award budgets.
Implementation Strategy #5: Based upon program summative evaluation at the conclusion of year one, new measurable objectives will be set for subsequent years. Disciplines, curricula, and targeted industries will also be established for subsequent years. Additional employers will be added to the database for new contacts and for development of new student work experience projects. Student/faculty mentorships will be refined. Terra will institutionalize the practices and improvements initiated by the program in the following ways, with all costs eventually being totally absorbed by the College.

- **Personnel:** As the Coordinator’s workload increases through meetings with Project partners to discuss and develop co-ops, additional data management will be absorbed by a current Terra support staff person or student worker.
- **Marketing materials:** Materials that are needed annually will be well defined by the end of the Project; additional costs for printing will be absorbed into the marketing budget.
- **Travel:** Local travel will be absorbed by the College. Additional tuition and fees that will result from work experience enrollment will help offset costs.

Criteria #5: Includes financial and performance metrics reporting system to Regents.

Implementation Strategy #6: Terra will submit the required data according to the standard reporting template and the report schedule outlined in the Request for Proposal. Currently, the following data is reported to the Board of Regents:

- Number of students placed in co-ops and internships above the reported baseline,
- Number of undergraduate, graduate, in-state, out-of-state, and international students participating in the programs,
- Students’ post-secondary area of study,
- Number of students who complete their co-op or internship,
- Number of students who participated in co-ops or internships who completed a post-secondary credential or degree, and
- Student demographics.

Information indicated in Section 9 will be reported, as required by the Board of Regents, to obtain a complete picture of the success of a work experience program in regard to economic impact, JobsOhio Clusters, employment and other issues as a result of work experience.

Criteria #6: Includes logical and prudent budget that provides high and immediate ROI and good use of public dollars. Documentation: dollars to students and curriculum used by students now – not in the future.

Implementation Strategy #7: Employers will pay students for work experience hours, and curriculum will be updated when needed to support work experience requirements. (See budget narrative).

Criteria #7: Includes feedback loop among employers, educators and students.
Documentation: Example of tool, description of process, documentation if used in the past.

Implementation Strategy #8: The coordinator will meet three times each semester with both the student and the employer to obtain input on progress and any issues to be discussed. These meetings will be noted on the Student Work Experience Record Sheet. Additionally, students must also document learning outcomes to be achieved through the work experience and submit these to the technical faculty member for approval by the end of the second week of...
the term. Progress with learning outcomes will also be discussed and documented at the meetings. Learning outcomes will be revised as needed based upon these discussions.

Implementation Strategy #9: At the final meeting, a satisfaction survey will be administered to all project participants (student, employer, work experience faculty, and coordinator).

Table 3. Basic Questions for Project Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have the participant needs been addressed through this project?</td>
<td></td>
</tr>
<tr>
<td>2. Has the project goal been achieved?</td>
<td></td>
</tr>
<tr>
<td>3. Have the measurable objectives been achieved?</td>
<td></td>
</tr>
<tr>
<td>4. Have the implementation strategies been successfully carried out?</td>
<td></td>
</tr>
<tr>
<td>5. In summary, what unintended outcomes have been achieved during time of the project?</td>
<td></td>
</tr>
<tr>
<td>6. Has the project management been implemented to achieve the best results?</td>
<td></td>
</tr>
<tr>
<td>7. What is the budget at the end of the project and what deviations, if any, are there, and why?</td>
<td></td>
</tr>
<tr>
<td>8. How has the project affected participants’ interest and success in co-op work experience?</td>
<td></td>
</tr>
<tr>
<td>9. What has been the overall impact of the project on the college? What has happened to the curriculum, the faculty and student participants?</td>
<td></td>
</tr>
<tr>
<td>10. What learning outcomes have been achieved by student participants in the Project?</td>
<td></td>
</tr>
<tr>
<td>11. What are the student satisfactions of the project components?</td>
<td></td>
</tr>
<tr>
<td>12. What are faculty perceptions of the success of the project, both as to content and pedagogy, and what are their satisfactions with the project?</td>
<td></td>
</tr>
<tr>
<td>13. How have college personnel generally responded to the project?</td>
<td></td>
</tr>
<tr>
<td>14. How many nontraditional students have been served by the project?</td>
<td></td>
</tr>
</tbody>
</table>

Those surveyed will be asked to respond on a quantifiable scale the degree to which a number of outcomes have been achieved. An open-ended qualitative question will ask for their reasons why they have selected their scores on the scale and what needs to be done to complete any outcomes not viewed as successful. This will provide useful data for Project continuation.

Criteria #8: Demonstrates positive impact to key industry and the local, regional or state economy. Documentation: evidence of key industry to regional and growth potential.

Implementation Strategy #10: Based upon the steps of the first year work experience projects, the data collected, and the project evaluation, the Coordinator and faculty will have adequate information and feedback to make changes for improvement as necessary. The outcomes will speak for the Project and will be a selling point for the development of work experience opportunities with additional employers, expanding the number of employers in key industries.

Implementation Strategy #11: A Project Advisory Committee, comprised of the Coordinator, Terra faculty, employer representatives, and work experience students will also meet four times throughout the first year to discuss progress and share ideas for future Project revisions.

Employer Criteria – 25 points

Criteria #1: Capacity; businesses have capacity to meet proposed program requirements for students, educators and partners. Documentation: Openings available for students in the disciplines/skill areas, letters of commitment.

Employer surveys were distributed to 11 employers; 5 are participating in this first year of the Project. Survey questions asked the type and number of work experiences that would be available and the number of job openings in these areas as well as questions about job skills,
training, etc. (See Table 1 and Appendix-Table 2). Letters of commitment are attached; employer surveys are available for review but are too lengthy to attach.

**Criteria #2:** Provides substantial, meaningful work assignments that align to a JobsOhio industry cluster. Documentation: description of work, mentoring, learning opportunities, letter of commitment, past experiences, provide sample language.

This information is provided in Table 1 and is contained in the letters of commitment.

**Criteria #3:** Positions are paid. Documentation: wage levels.

Employer letters of commitment have assured that co-op work experience positions will be paid, with a wage range of $12 - $15 per hour and an average of $12.78/Hr. The average supervisor/mentor wage is $22.50/Hr.

**Criteria #4:** Includes positions in more than one functional area in the workplace. Documentation: included within the letters of commitment.

This information was also collected on the employer survey and is contained in Table 1.

**Criteria #5:** Demonstrates and documents demand for talent in industry. Documentation: job postings, openings, projections from DOL, ODJFS.

This information was also collected on the employer survey and is contained in Table 1 and Appendix-Table 2.

**Institutions of higher Education – 30 points**

**Criteria #1** Capacity; Institutions have capacity to meet proposed program requirements for employers, partners and students. Documentation: enrollment capacity, engagement with business, agreements in place.

**College Overview:** Located in northwestern Ohio, Terra is in its 45th year of providing high quality, post-secondary education for the residents and companies of Northwestern Ohio. In 2011, enrollment reached approximately 3,500 students, doubling in number since 2006. The academic programs offered are immediately applicable, either for career jobs (38 technical majors) or for transfer (15 areas of concentration). Numerous certificate, individualized study, non-credit, and personal enrichment courses are also available. On-campus, on line, and hybrid instructional options are available for students to be engaged in learning 24/7.

**Capacity and potential to offer quality co-op and internship opportunities:** As noted earlier, a Co-operative Work Experience course description is available in each major and is described as an “on- or off-campus paid employment that augments formal classroom instruction. One credit hour is awarded for a minimum of 150 clock hours of cooperative work experience completed during a semester.” The co-requisite one-credit hour Cooperative Education Seminar (EBE 2980) teaches the following: development of work experience learning outcomes, workplace ethics, portfolio development, resume development, etc. It also leads the student through the processes of work experience evaluation, career planning, and job search. The course is a prerequisite (or co-requisite) with permission from the technical faculty.

**Implementation Strategy #12:** Terra has well established partnerships with over 160 area organizations that include manufacturing, financial, service and governmental agencies.
Partnerships include reimbursement for credit course enrollment, custom training contracts (both credit and noncredit), apprenticeship, and student placement. Representatives from many of these companies serve on Terra’s academic program advisory committees. The Coordinator will schedule regular meetings with existing WE employer partners and will make new contacts. Additionally, nine area county economic development offices, the Sandusky County Job and Family Services office, (WIA office), and the One-Stop Northcoast Jobs Connection office (WIA funded) that oversees a five-county area, will partner with Terra as referral agencies for work-related and training experiences.

Criteria #2: Positions are transcripted or available for credit. Documentation in place, evidence of past success.

The Co-operative Education Seminar (see Criteria #1 above) is listed on the course schedule each academic term. Students majoring in any academic program may enroll in this course and for the major field Cooperative Work Experience. Class rosters are generated for faculty who submit the final grade to the Student Records Office. One credit hour is awarded for 150 clock hours of co-op work experience; the final semester grade is submitted to the Student Records Office at the conclusion of each academic term and recorded on the student’s transcript.

Criteria #3: Includes outreach to populations traditionally underrepresented in the proposed areas of co-op and internship. Documentation: Description of population, process, steps taken in the past, target goals.

Implementation Strategy #13: Underrepresented status typically deals with gender and income; local connections are typically used to establish these contacts. Special attention will be given to attracting these audiences through on-campus and workshops at area schools. Posters will be located in school counselor, social service, and health department offices. Additionally, a workshop will be conducted for women students. Workshop leaders will ask participants to talk about their experiences with stereotypes (especially in math, science, and technology) and what could be done to alleviate any fears that have resulted. Additional strategies will be developed to address any issues uncovered through these discussions.

Criteria #4: Includes improvements to existing or creation of new high quality academic programs with a cooperative education or internship component. Documentation: Rankings of program, letters of accreditation or distinctions. Investment of other dollars to improve the programs and student learning experience.

Implementation Strategy #14: As this project evolves, academic programs will be revised to meet the needs identified by employers. It is expected that work experience will become an embedded component of program development, with Terra assuming cost of development.

Criteria #5: Includes plan to connect employers and student via web, communications and marketing. Documentation: Demonstrated part of the institutions responsibilities – guiding students. See Programmatic Criteria #2, Implementation Strategy #2 for marketing and communication strategies.

Criteria #6: Program provides opportunities to students with small, mid-size and large business enterprises. Documentation of outreach to different business types, and letters of commitment from businesses qualifying as a SME and large enterprises. NAICS Code and the number of employees reported by each employer are listed in Table 1, column one.
Budget Narrative: Budget decisions are made based upon: (1) reasonable costs in the local market and history of expenses, and (2) necessary expenses to accomplish objectives and implementation strategies. The following budget is for a one-year project.

Personnel: Personnel positions support the implementation of objectives. Beginning salaries are calculated based on college policies:

<table>
<thead>
<tr>
<th>State Funds Requested</th>
<th>Applicant Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Experience Coordinator (50%): New position – will be hired during the first month of the project: responsible for project management, establish and meet with local advisory committee, identify database needs, train faculty, students and employers regarding the logistics of Project, arrange WE projects with students and employers, develop marketing materials, supervise Project staff position, maintain communications with all project partners:</td>
<td>-0-</td>
</tr>
<tr>
<td>$35,500</td>
<td></td>
</tr>
</tbody>
</table>

Administrative Assistant (50%): New position – will be hired during the first month of the project; assist Coordinator in all program phases, establish and maintain database, arrange steering committee meetings, arrange employer contact meetings, produce written communications and documents pertaining to the program, produces Project reports.

$13,500 -0-

Faculty Mentorship: Faculty development of specialized topics and student mentoring based upon the individual student work experience projects. The budget is based on two hours per week for monitoring projects and mentoring students to assure productive and enterprising performance by student workers: 2 hours X 10 projects X 15 weeks X 2 semesters X $20/hour:

$12,000 -0-

Fringe benefits @ 17%; the College has defined benefit costs. Part-time benefits include retirement benefits:

$10,370 -0-

Applicant personnel contribution, various departmental personnel who will assist with Project activities: Dean of Students (5%); Admissions, Enrollment Services, Academic Service Center (10%), Career Services (10%), Director Marketing/Enrollment Services (10%), Assistant Director of Financial Services (5%), Coordinator HR (10%), Coordinator, Data and Records (10%)

$38,560

Total Personnel: $61,370 $38,560

Supplies/Equipment/Marketing: This category includes computer equipment, general supplies, and marketing materials. The college adheres to procurement of equipment policies as established by the Board of Trustees.

Equipment: Two Dell XPS M1730 Mobile Intel laptop and carry case computer systems @ $2,871 each. Equipment and supplies provided by employers at 5 work sites throughout the year is included as matching funds:

$5,742 $9,000

Supplies: In-house supplies for the Work Experience campus office; supplies provided by employers at 5 work sites is included as matching funds:

$500 $2,700
**Training Manuals**: 35 manuals for training faculty, employers, economic development reps and others on program/project information, produced in-house:

- $525

**Marketing materials**: Work experience brochure produced in-house for marketing program.

- $200

**Advertising in area newspapers**: 5 column X 6 inch ads in 9 local newspapers, 3 inserts per paper during December, and June, August:

- $8,000

**Radio advertising**: 683 – 30-second radio spots on 6 area radio stations, including media buyer and voice over studio fees:

- $8,300

**Total Equipment, Supplies, Marketing**: $22,542 $12,425

**Travel**: Travel expense will be incurred by the coordinator, faculty, employers, and students. Calculations based upon an average of 35 miles per round trip, as work sites will vary:

Nine employer advisory committee partners travel to Terra for four meetings during project year.

9 partners X 4 meetings X 35 miles @ .56:

- $705

Coordinator and faculty travel to employer sites to discuss, arrange, supervise, and evaluate projects. 10 projects X 4 meetings per term X 2 terms X 35 miles @ .56:

- $1,568

Students travel to work sites two days per week during each of the two terms for the work experience project. 10 students X 60 work days X 35 miles @ .56, one half paid by applicant and one half state funded:

- $2,000

**Total Travel**: $2,000 $12,033

**Subtotal**: $85,912 $63,018

**Employer Wages/Salaries**: Twelve (12) student work experience co-ops/internships per year @ 150 hours = 1,800 hours @ an average of $12.78 per hour:

- $23,004

Supervision/employer mentor of 12 work experiences per year @ two hours = 24 hours X 15 weeks = 360 hours @ $22.50 per hour:

- $8,100

**Total**: $85,912 $94,122

**Indirect @ 8%**: $6,873

**Grand Total**: $92,785 $94,122
<table>
<thead>
<tr>
<th>Activity</th>
<th>Total</th>
<th>Regents Funds</th>
<th>Private Funds</th>
<th>Applicant Funds</th>
<th>Education Partners</th>
<th>Other</th>
<th>Other Public</th>
<th>Source of Other Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>61,370</td>
<td>38,560</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>22,542</td>
<td>11,700</td>
<td>725</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>2,000</td>
<td>12,033</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Employer Contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Describe)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Total</td>
<td>0</td>
<td>85,912</td>
<td>42,804</td>
<td>51,318</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Admin</td>
<td></td>
<td>6,873</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect costs 8% or less</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub total</td>
<td>0</td>
<td>6,873</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>92,785</td>
<td>42,804</td>
<td>51,318</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

(All non Regents funds must be supported by a signed commitment letter.)
<table>
<thead>
<tr>
<th>Employer</th>
<th>Issues/Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry Plastics</td>
<td>Skills Gap: Basic understanding of electricity, troubleshooting skills, knowledge of plastic processing, ability to read blueprint/schematics, hydraulics, pneumatics and some PLC. Injection molding process technician hard to find. Pipeline: community colleges, referrals, other employers and internal. Align: Certificate program in plastic processing specific to Husky injection molding. Co-ops introduces field and we can grow their knowledge. Attracting: Effective training and education are key in recruiting and developing talent.</td>
</tr>
<tr>
<td>ABCINOAC</td>
<td>Skills Gap: “We need people that understand the electrostatic painting process and the ability to program our robots to efficiently paint our products with minimal defects/scrap. Pipeline: We need to continually develop our people and also make sure our community knows this is a great place this is to work. Training: Knowledge of 2K paints and the electrostatic painting process by utilizing bell and robotic paint spray applications and techniques on molded plastic parts. Also, understand part geometry for our trim knife robots and be able to program and utilize our sanding robots. Relationship with Terra: co-op good thing because difficult to recruit for our jobs. This program will give Ohio a competitive advantage by having trained/experienced people with specialized skills and knowledge which is paramount to the auto industry.</td>
</tr>
<tr>
<td>Green Bay Packaging</td>
<td>Skills Gap: Skilled maintenance not able to perform both mechanical and electrical tasks. Recent ad for a Maintenance Mech. A: proven abilities in troubleshooting/repair of all aspects of machinery including mechanical/electrical/hydraulics/pneumatics. Training needs: degree in Ind. Elec along with emphasis in mechanical/hands-on experience. Attracting Business: “We believe workforce development and partnerships with education are critical to maintaining businesses in the State of Ohio.”</td>
</tr>
<tr>
<td>Heinz, Fremont Plant</td>
<td>Skills Gap: Skilled trades, specifically electricians and mechanics. As the technology of our machinery and building has grown, it is increasingly difficult to find qualified skilled trades workers able to be an asset to our organization. Talent Pipeline: We are instituting a Workforce Planning model that will look at our business strategies and align them with our current talent pool. We will then perform a gap analysis and assess gaps in talent pool and align our recruiting strategies to meet the needs of our business. . . . Training: We do a lot of in-house, hands on; but we need to better utilize educational institutions to develop training tailored for our workforce. Co-ops will give us the opportunity to partner with Terra to develop stronger skills for student’s to prepare. . . .</td>
</tr>
</tbody>
</table>
Dear Dr. Webster:

Heinz – Fremont Factory looks forward to collaborating with Terra State Community College as a business partner in the “Ohio Means Internships & Co-ops” project supported by the University System of Ohio Board of Regents. The following brief description identifies the co-op positions:

These work experience opportunities will generally be ten hours per week for a period of 15 weeks. Students will be mentored throughout the work experience by a current qualified employee of Heinz – Fremont Factory. This project begins January 2013 and ends December 2013.

- Two electrical students will be placed in the Maintenance Department. Work assignments for this position include (learning both high and low voltage systems within the factory, gain various hands-on experience with different electrical controls program, learn to troubleshoot electrical issues on factory equipment, and work with factory electricians to prepare the factory for production runs to minimize downtime). We currently have 15, full-time hourly Electricians employed at Heinz. Each year based on turnover we anticipate 1 – 2 openings. This co-op position pays ($12 per hour with no benefits).

- One mechanic student will be placed in the Maintenance Department. Work assignments for this position include (learning how to troubleshoot mechanical issues, learning about the different pieces of factory equipment, hands-on experience in fixing mechanical issues, and other tasks as assigned). We currently have 45, full-time hourly Mechanics employed at Heinz. Each year based on turnover we anticipate 1 – 2 openings. This co-op position pays ($12 per hour with no benefits).

These positions align with Jobs Ohio key industries; Heinz - Fremont NAICS Code is (311421). As required for this project, Heinz - Fremont will commit the following as match for this project:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and benefit dollars for students</td>
<td>$12.00/hour (no benefits)</td>
</tr>
<tr>
<td>Costs for development and recruitment for positions</td>
<td>$</td>
</tr>
<tr>
<td>Cost for training and mentorship for positions</td>
<td>$22.98/hour</td>
</tr>
<tr>
<td>Total match</td>
<td>$</td>
</tr>
</tbody>
</table>

The Ohio Means Internships and Co-ops project will significantly benefit (company) with finding the best employees, with the right training and job skills, for the positions available.

Sincerely,

Russ Acino
HR Manager
October 9, 2012

Dr. Jerome Webster, President
Terra State Community College
2830 Napoleon Rd.
Fremont, OH 43420

Dear Dr. Webster:

Berry Plastics Corporation looks forward to collaborating with Terra State Community College as a business partner in the "Ohio Means Internships & Co-ops" project supported by the University System of Ohio Board of Regents. The following brief description identifies the co-op position:

These work experience opportunities will generally be ten hours per week for a period of 15 weeks. Students will be mentored throughout the work experience by a current qualified employee of Berry Plastics Corporation. This project begins January 2013 ends December 2013.

- **Injection Molding Process Technician** in the Molding department. Work assignments for this position include training on different types of resins and how they are processed. Instruction on adjusting the process to meet quality product standards. How to start up injection molding machines. Overview of performing repair work on molds and machines. Twenty employees typically work in this position each year. We have two to five positions available each year. This co-op position pays $10.76 per hour.

This position aligns with Jobs Ohio key industries; Berry Plastics Corporation NAICS Code is 326100. As required for this project, Berry Plastics Corporation will commit the following as match for this project:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and benefit dollars for students</td>
<td>$8,100.00</td>
</tr>
<tr>
<td>Costs for development and recruitment for positions</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Cost for training and mentorship for positions</td>
<td>$18,000.00</td>
</tr>
<tr>
<td>Total match</td>
<td>$31,000.00</td>
</tr>
</tbody>
</table>

The Ohio Means Internships and Co-ops project will significantly benefit Berry Plastics Corporation with finding the best employees, with the right training and job skills, for the positions available.

Sincerely,

Stan Bowser
Human Resources Manager
October 11, 2012

Dr. Jerome Webster, President
Terra State Community College
2830 Napoleon Rd.
Fremont, OH 43420

Dear Dr. Webster:

Green Bay Packaging, Inc. looks forward to collaborating with Terra State Community College as a business partner in the “Ohio Means Internships & Co-ops” project supported by the University System of Ohio Board of Regents. The following brief description identifies two co-op positions that are important to our workforce development. These work experience opportunities will generally be ten hours per week for a period of 15 weeks. Students will be mentored throughout the work experience by a current qualified employee of Green Bay. This project begins January 2013 ends December 2013.

- **Design Technical Co-op position:** The work assignments for this position include assisting the Design Department with packaging designs, graphics, testing, and sample-making projects. The individual will be involved with the use of PC Design Graphics and a CAD/CAM system, along with converting equipment to product prototype parts. Responsibilities will also include development of concept graphics layout with integrated CAD structures, and will include close interaction with design, production, sales, customer service and customers. The position will produce sample cartons for customer approval and testing.

- **Maintenance Co-op Position:** This position will be new for Green Bay, so the job description will develop over time. It will include assisting maintenance in the areas of parts organization, ordering and learning the hands-on parts of the Maintenance Mechanic and Technician positions.

These positions align with JobsOhio key industries Logistics-General Warehousing. Green Bay Packaging’s NAICS Code is 322100, SIC Code 2653. As required for this project, Green Bay Packaging Inc., Fremont, will commit the following as match for this project:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and benefit dollars for co-op students (150 Hrs/term)</td>
<td>$12.00 per hour</td>
</tr>
<tr>
<td>Cost for training and mentorship for positions (30 Hrs/term)</td>
<td>$22.00 per hour</td>
</tr>
<tr>
<td><strong>Total Match:</strong></td>
<td></td>
</tr>
<tr>
<td>150 X $12 = $1,800 X 2 Co-ops:</td>
<td>$3,600</td>
</tr>
<tr>
<td>30 X $22 = $660 X 2 Co-ops</td>
<td>$1,320</td>
</tr>
<tr>
<td><strong>Total match</strong></td>
<td><strong>$4,920 per term</strong></td>
</tr>
</tbody>
</table>

The Ohio Means Internships and Co-ops project will significantly benefit Green Bay Packaging Inc. with finding the best employees, with the right training and job skills, for the positions available.

Sincerely,

Sandra L. Clark
Human Resources/Safety Manager
October 10, 2012

Dr. Jerome Webster, President
Terra State Community College
2830 Napoleon Rd.
Fremont, OH 43420

RE: Letter of Commitment

Dear Dr. Webster:

ABC/INOAC Exterior Systems LLC looks forward to collaborating with Terra State Community College as a business partner in the “Ohio Means Internships & Co-ops” project supported by the University System of Ohio Board of Regents. The following brief description identifies the co-op positions:

These work experience opportunities will generally be ten hours per week for a period of 15 weeks. Students will be mentored throughout the work experience by a current qualified employee of ABC/INOAC Exterior Systems LLC. This project begins January 2013 ends December 2013.

- 2 Robot Support in the Substrate or molding department. Work assignments for this position include
  - Being a technical resource for secondary repair of robotic devices
  - Reporting robotic problems when they occur
  - Troubleshoot issues with the sanding and trim knife robots
  - Perform periodic inspection of all robotic equipment and processes as necessary
  - Rebuilding sanders and robotic equipment repair
We have 3 current robot support technicians in the substrate/molding department. This co-op position pays $12.18 per hour.

- 2 robot paint technicians in the company’s paint department. Work assignments for this position include
  - Focus on equipment optimization and up-time
  - Perform periodic inspection of all robotic equipment and pumps
  - Trouble shoot painting robots
  - Assist in programming spray path and fluid delivery to parts
  - Assist in root cause analysis on paint defects and corrective actions
We have 3 current paint robot technicians in the painting department. We will be adding an additional 3 robot paint technicians in 2013 to support our continued growth. This co-op position pays $24.00 per hour.

These positions align with JobsOhio key industries; ABC/INOAC Exterior Systems LLC NAICS Code is 326121. As required for this project, ABC/INOAC Exterior Systems LLC will commit the following as match for this project:
Salary and benefit dollars for co-op students $10,854.00
Cost for training and mentorship for positions $6,733.50
Total match $17,587.50

The Ohio Means Internships and Co-ops project will significantly benefit ABC/INOAC Exterior Systems LLC with finding the best employees, with the right training and job skills, for the positions available.

Sincerely,

Jeromie Marshall
Human Resources Manager