
APPENDIX A:

Central Indiana Skills Alliance (CISA): Regional Skills Alliance for Advancing Manufacturing Skills Business Plan



**BALL STATE
UNIVERSITY.**

*Coordinated by Ball State University
with funding provided by Central
Indiana Corporate Partnership*

December 10, 2003

INDIANA MANUFACTURING EDUCATION AND TRAINING INITIATIVE

***Central Indiana Skills Alliance (CISA):
Regional Skills Alliance for
Advancing Manufacturing Skills
Business Plan***



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EXECUTIVE SUMMARY

Central Indiana Skills Alliance (CISA): Regional Skills Alliance for Advancing Manufacturing Skills Business Plan

Executive Summary: Research conducted in 2003 for the Central Indiana Corporate Partnership recognized a structural gap between the educational needs of manufacturing companies and their workforces, on the contrary the capabilities of educational institutions to respond. This plan offers a way of closing that gap by creating the Central Indiana Skills Alliance, an organization enabling companies, unions, educators and others to work together and act on key issues of workforce development in manufacturing.

Statement of Purpose: The purpose of the Central Indiana Skills Alliance (CISA) is to increase the quantity and quality of education and training services delivered to the advancing manufacturing community and its workforce in Central Indiana.

CISA will assist in the development, design and delivery of education and training programs to manufacturing workers.

CISA will be led by representatives of manufacturing industries involving trade and labor organizations, education, business and government to collaborate and coordinate services.

Mission: The Central Indiana Skills Alliance (CISA) will promote the development and delivery of high quality and timely training and educational services to manufacturing firms and workers in Central Indiana.

Services and Products: The Alliance will define and facilitate delivery of training and education services for manufacturing companies and their workers. The following define the orientation of service development.

- Emphasis on training and education for the existing (incumbent) workforce.
- Long-term perspective on preparation of entry-level workers to replace those leaving the industry and supplying to new companies.
- Assessing workforce skills and the adequacy of skills training services.
- Rapid delivery of “just-in-time” training to working adults.

- Adapting training and education delivery to the schedules and requirements of working adults.
- Validated training standards for basic manufacturing skills and technical training.
- Ease-of-access to training and funding information for skills development subsidies.
- A standardized academic credit allocation for workplace training.
- Definition of career programs within advanced manufacturing.
- Validated curriculum.
- Ease of access to training information and degree/certificate programs for manufacturing skills.
- Flexible delivery of for-credit or certificate courses for working adults.

Keys to Success:

- **Active recruitment, involvement, and leadership by manufacturing industries (labor and management) in the development of the Alliance.**
- **Engagement of educational institutions in innovation for workforce development services.**
- **Identification and definition of services that companies need and will use.**
- **A view to the future and longevity in a service organization for manufacturing education.**

Central Indiana Skills Alliance (CISA): Regional Skills Alliance for Advancing Manufacturing Skills Business Plan

1. Introduction

This is a business plan for a new organization, the Central Indiana Skills Alliance (CISA). It is both a plan for the startup of an organization and a plan for the initial delivery of services by the organization.

Few people question the need for a skilled and educated workforce in modern manufacturing. The technology and the organization of work in manufacturing both require a workforce that is adept at managing more and more sophisticated equipment and able to function within a more flexible and interdependent environment. Literacy, communication skills, the ability to understand processes, analyze and solve problems are increasingly expected from workers in all aspects of manufacturing. As technology changes and as business strategy changes in a highly competitive environment all personnel in a modern manufacturing company must be prepared to change and learn. Training and education have become more important in the success of a manufacturing company.

Despite its importance, access to training and education in manufacturing, either through a manufacturing company or by workers themselves, is too uneven. There are many good sources of training and education for manufacturing workers and their employers. Yet employers report that educators often do not understand what companies need and are not responsive in providing training on “how, when and where” it is needed. Educators and providers of training report that employers are often unsure about what they need and expect unrealistic delivery schedules or course content. In short, the requirements of educators and employers are not an easy fit.

This situation has arisen from limitations of the traditional models of getting an education and holding a job. These limitations are especially acute in modern manufacturing. In the traditional model, schools focused on educating an individual who would graduate and then obtain employment; the role of formal education ended after graduation. A worker was also expected to have nearly all the skills he or she would need when they began a job. In the past, many manufacturing settings work changed relatively slowly and the skills one entered with could conceivably last a lifetime. Schooling and work were generally structured this way; to a large degree post-secondary educational institutions are still rooted in this model.

This model no longer fits the current needs of the workforce of manufacturing companies. A critical marker of contemporary manufacturing is the ability to change quickly and to adapt to market demands through both technology and organizational change. The change of pace and requirements for a workforce that can respond to change have created new demands for post-secondary education and training that can be delivered to a workforce. Rapid change in both careers and in the work environment leads companies and workers to require education and training *while* they are employed and to seek courses that can be delivered in non-traditional ways. Although educational institutions have made attempts to respond to these newer needs, by nearly all accounts a persistent gap exists between the responses of education and training, the requirements of companies and their employees.

At the beginning of 2003, the Central Indiana Corporate Partnership asked the Center for Organizational Resources at Ball State University to provide an analysis of workforce training in Central Indiana and to present a set of recommendations to improve the delivery to training to manufacturing companies in Central Indiana. The research carried out largely correlated with trends observed elsewhere.¹ Indiana manufacturing companies were often frustrated by the inaccessibility of workforce training programs sponsored by state government or educational providers. When training was provided through a company, the training was often very satisfactory; educators and training providers delivered quality products to individual companies. However arriving to that point often proved difficult; finding training providers, accessing the services in a timely fashion, establishing good working relationship with providers, and navigating the educational system were all points of frustration.

Indiana's training vendors reported the mirror image of this picture. Based on surveys and focus groups of Indiana training vendors, researchers heard that few local companies had formal training plans to which educators could respond with a training curriculum and much training was relatively ad hoc and done on a course-by-course basis. Educators also reported that it was difficult to develop a relationship with companies and that much of their training was done with a handful of companies with which they had established a good working relationship.

Out of this research several findings emerged. First, insufficient training was occurring in not enough manufacturing companies in Central Indiana. Second, companies and workers needed a better "bridge" into educational institutions and into training programs that were meaningful to the core needs of manufacturing and careers in manufacturing. Third, the gap between each company's and each training provider's responses to each other would continue as long as they did not communicate clearly needs and capabilities. Fourth, and most importantly, while there are certainly existing resources in Central Indiana's education and

¹ Refer to **Appendix B** for the *Indiana Manufacturing Education and Training Initiative Research Report*.

training community, there is no strong voice to help organize these resources for the manufacturing community.

This plan proposes to address these (and other) research findings and to create a *regional skills alliance* called the Central Indiana Skills Alliance (CISA). The Alliance will be founded and led by manufacturing companies, who will bring together companies, trade unions, education and provider organizations, business organization and government. The purpose of the skills alliance is to create and/or adapt existing training programs for manufacturing skills to fit the requirements of manufacturing companies. The gap between the structure of employer needs (including locally employed workers) and the organization of education and training has created a space that several types of organizations have tried to fill. Regional skills alliances are proving to be successful at helping manufacturing companies collectively express their needs for training and to assist educational providers in responding to these needs.² A skills alliance in Central Indiana will be successful in creating a vehicle for the delivery of education and training to the region's manufacturing workforce.

The following pages outline the organization of the Alliance, potential service area and target groups for the Alliance and the structure of the organization. Membership and governance of the Alliance are described, as well as services and delivery of services. The plan presents an outline of resources required for start up and organization as well as an ongoing expense and income projection.

2. The Alliance Organization and Structure

Organization: The Alliance will be a non-profit organization incorporated in Indiana.

The Alliance will be a venture of the manufacturing community of Central Indiana. While a host or sponsoring organization should lead the effort in terms of organizational development and administration, while the manufacturing community should provide key leadership and champion participation in building this Alliance.

To ensure support for the organization and to gain the support from existing education and training providers and manufacturing services organizations, the Alliance should avoid the appearance of developing a competing organization. Instead, the Alliance should be organized as a subsidiary of existing organizations.

Governance: A business-led board of directors composed of key stakeholders and consumers will govern the Alliance. Representatives of business and labor should form a majority on the board of directors. Depending on the initial size of

² Refer to **Appendix D** for the *Promising Practices in Workforce Development: A National Scan*.

the membership, the board could be composed of the founding member organizations and companies. The following sectors of industry, government, and private organizations should be represented on the board.

By-Laws: With its legal counsel the Alliance will develop a set of by laws that will allow it to function as a non-profit corporation.

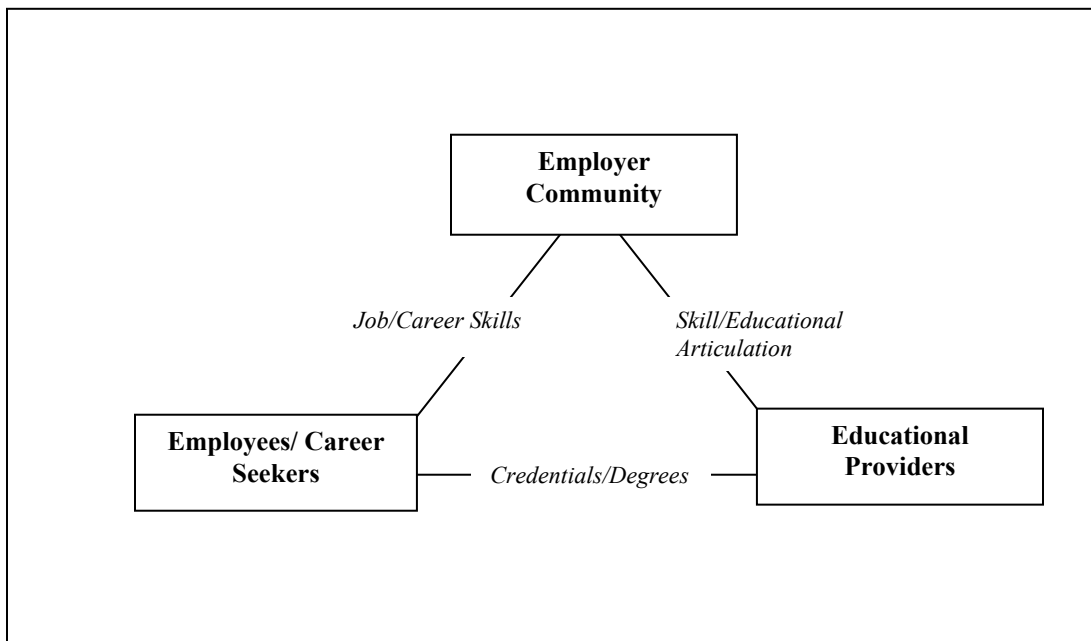
Guiding Principles: In addition to non-profit operating by-laws the Alliance should develop a set of Guiding Principles concerning the scope of activities for the Alliance and the rights and responsibilities of membership. The principles should include a clear statement of the mission and vision for the Alliance, a set of areas of actions that the Alliance will undertake, and the expected benefits and obligations of membership. Agreement with the guiding principles should be the main criteria for membership in the Alliance.

Management and Staffing: Near the end of a startup period the Alliance will hire an executive director who will report to the board of directors. The director will recruit staff according to the ramp-up plan and the priorities established by the board of directors.

3. Market for Alliance Services

The market for alliance services within the manufacturing sphere can be described in terms of three components: Manufacturing companies, the workforce, and educational providers. By identifying and responding to the unique needs of each group, the Alliance will build a set of services that links each component around the central mission of supporting a high quality workforce and workforce educational system in Central Indiana. Thus, the Alliance will both involve and serve these three market components.

These components and their intersecting interests can be portrayed in Figure 1.



The Alliance will target advancing manufacturers in Central Indiana for membership and services. However, services will not be restricted to members. For purposes of this project, Central Indiana is the area surrounding Indianapolis, as far North as Kokomo, and as far South as Bloomington. Exceptions, of course, can be made for membership and geographic boundaries.

3a. Manufacturing

The Alliance's market for services is the manufacturing sector known as *advancing manufacturers* in Central Indiana. The term is somewhat imprecise and difficult to quantify, however for means of this project, a manufacturing company that demonstrates it is continuously engaged in changing technology and work procedures in order to maintain a competitive position in its market and to adapt to new market conditions, qualifies as an advancing manufacturer. These companies may be established firms in traditional manufacturing industries such as automotive components or emerging companies in newer industries such as the life sciences and bio-medical equipment fields.³ Their commonalities include investment in new, advanced process technologies; a focus on work organization and organization techniques such as continuous improvement or lean manufacturing; and share requirements for a skilled and flexible workforce. Most of these companies will be certified under industry-wide quality standards (e.g. ISO, QS, or GMP), which require documentation of processes and workforce qualifications.

Manufacturing in Central Indiana presents a relatively complex picture of some industries that are undergoing substantial decline and are organizing themselves in a new model of modern manufacturing in attempt to remain competitive in their markets. The market for alliance services is composed of those companies (regardless of specific product) that are moving toward new models. In this new model—a competitive stance of flexibility and adoption of new technologies—the skills of the workforce are an important factor in a dynamic response to markets. These manufacturers express need for a skilled workforce capable of doing a job well today *and* ready to change for what tomorrow may bring. This general need entails a number of implications for skill development:

- Emphasis on training for the existing (incumbent) workforce.
- Long-term perspective on preparation of entry-level workers to replace those leaving the industry and to supply new companies.

³ Although it is beyond the scope of this plan, the organization of a skills alliance is applicable to different industries. For example, the Wisconsin Regional Training Partnership was originally organized to provide training in metalworking industries. Because of its successes, it has now established training services in hospitality, transportation, health care services, and electronics. Establishing a skills alliance for manufacturing will help establish an infrastructure and a model that can be adapted to other important employment areas in Indiana (healthcare, life sciences manufacturing, etc.). Refer to **Section VI: Recommendations (pp. 34-44)** of the *Indiana Manufacturing Education and Training Initiative Final Report* for a discussion of replication of the model.

- Assessing workforce skills and the adequacy of skills training.
- Rapid delivery of “just-in-time” training to working adults.
- Adapting training and education delivery to the schedules and requirements of working adults.
- Validated training standards for basic manufacturing skills and technical training.
- Ease-of-access to training information and funding information for skills development subsidies.

Educational Providers: The market for manufacturing training and services of the Alliance includes the educational providers themselves. Indiana’s rich field of educational institutions requires assistance in forming and delivering educational services to both companies and employed adults. The Alliance as an integrator of services will work closely with public and private educational sources to help deliver high quality education to manufacturing companies and to explore new ways of providing career education to workers. Alliance services will benefit educational providers by:

- Increasing student enrollment in education and training programs.
- Assistance in articulation of employer demand for training.
- Developing validated curriculum for manufacturing technology.
- Assistance in innovation for degree programs among incumbent workers.

Employees and Career Seekers: In addition, the market for manufacturing training includes individual workers who want to build career skills in manufacturing. Because few workers have life long jobs with a single company, it becomes more important to develop credentials in manufacturing for the workforce. Degree and certification programs delivered through incumbent worker training, offer workers the opportunity to improve their skills and build a career track within manufacturing. For working adults who need career skills, the traditional educational model does not generally offer career based educational services such as:

- A standardized credit system for workplace training.
- Definition of career programs within advanced manufacturing.
- Validated curriculum.
- Ease of access to training information and degree/certificate programs for manufacturing skills.
- Flexible delivery of for-credit or certificate courses for working adults.

3b. Market Trends and Growth in Manufacturing

Potential for absolute growth in the Central Indiana manufacturing workforce is limited. Some manufacturing companies are leaving the area; others are learning to operate with a streamlined, smaller workforce. Like much of the nation, Central Indiana’s total manufacturing workforce is shrinking. However,

within this overall decline, some critical considerations make the mission of the Alliance important. First, companies remaining and thriving in Central Indiana do so, on the basis of high value and higher skilled labor force. Even without absolute growth, the need to maintain and increase workforce skill levels is pressing. Second, emerging companies in established industries and new companies in newer manufacturing fields such as life sciences manufacturing require access to skilled workers and an infrastructure, which demonstrates support for a high value workforce. Third, simply because of its relative size, manufacturing in Central Indiana will remain a significant employer for the foreseeable future; to assist in sustaining this employment and sustaining communities the region needs vehicles for delivering education and training to the workforce.

How many companies in Central Indiana qualify as advancing manufacturers? There is no definitive answer. However, in a voluntary organization such as a skills alliance, absolute numbers are not as important as identifying a sufficient number of founding companies that agree to support the organization and utilize services. Fifteen to twenty companies are sufficient to found the Alliance, define a membership and develop a robust set of services initially. Part of the organizational phase of the Alliance will involve working with key manufacturing organizations to identify these companies and secure the commitment to participate in the organization.

As services are developed, however, extending these to a larger number of companies and individual workers is very important and will determine the long-term viability of the Alliance. Part of the responsibility of the board of directors and the staff will be marketing membership in the organization to companies and others. Central Indiana has a concentration of manufacturing companies in a variety of industries. Some of these companies utilize workforce-training services, which are the target market for the services of the Alliance. Part of the attractiveness to other companies in joining the Alliance will be that the founding firms and organizations have developed a set of services that has been 'vetted' to meet the needs of manufacturing companies.

4. Services and Products

Services and products developed and provided through the Alliance will be directly related to advancing manufacturing companies cited above and to the education and training needs of those companies. The Alliance's core mission is the definition and delivery of services that will increase the quality and quantity of education and training for companies and the workforce.

The members of the Alliance themselves will determine the services and products to be delivered. The guiding principles will define the direction and

awareness of opportunities for workforce development in manufacturing; supporting and enhancing the “bridge” between the industrial community and educational providers. The objectives are listed in order of importance for growth of the organization. It is important for the long-term health of the Alliance to remember that each objective is a distinct area though mutually supportive. The mission of the Alliance is to provide valuable services in workforce development; success here leads to successes in the other objectives.

In the previous section, a website was described as an important Alliance service; it is also an important marketing tool. The website informs companies and workers of educational opportunities through the Alliance and through local educational organizations. The tools it offers show customers that the Alliance has value to them. With appropriate collateral material and personal contact this valuation translates into membership and support for the Alliance.

The Alliance website is not contemplated as a “one-stop” educational service; it is designed as a “first-stop” service which offers a company or individual worker the information and initial services needed to engage in skill building and career building for a whole workforce or a single student. As such the Alliance markets services and offers value as a service integrator and value-added reseller of educational services from initial assessments of training needs to obtaining funding for educational programs. Nearly all the services required for this should be offered through a website. Some of these services will be free to everyone (e.g. online applications for funding) others can be distributed for a fee (workforce assessments). In its marketing functions the goal of the website is to draw customers to the Alliance and, by offering valuable services through the website, convince some of the value of membership and involvement.

Collateral materials will be prepared offering information about the Alliance membership and services obtained through the Alliance. Two themes related to the second and third marketing objectives are stressed in the collateral materials: First, there are many opportunities to obtain quality skill development services in Central Indiana; second, those opportunities are offered in “partnerships” with existing training providers and Alliance facilitation. As the Alliance is formed, the first set of collaterals will look almost like a prospectus soliciting membership and “investors” who may be interested in membership because of their current workforce development effort. These materials will stress the need for a skill alliance and potential value. As the Alliance develops services, the collateral material will stress the opportunities to realize value through the specific services. The distinction is important—some will join the Alliance out of principle and the value of an idea but most will participate when the services offer value.

Finally, the membership of the Alliance must be partners in marketing the organization to others. The founding board members are expected to seek additional members among their peers—companies, educators and organizations. In addition, membership criteria will explicitly include a

commitment to use the services of the Alliance whenever appropriate and, in the case of education providers, to offer assistance and collaboration.

The following matrix provides a listing of the major marketing techniques to be used by the Alliance, the intended audience, anticipated responses, partners in the specific effort, and an overall cost estimate.

Technique or Tool	Target Audience	Message	Anticipated Response	Partners (cost share and endorsements)	Annual Cost
Kiosk Displays in Shopping Mall.	Workers/Students	Education and Careers in Manufacturing	Contact Alliance or Partners	Educators/Providers	Approx. 1,000 per months after kiosk production
Yellow Pages	Public	Opportunities for Training	Contact Alliance	Alliance	Approx. 300 per month
Print Brochures	Workers and Companies	Availability of Alliance Services	Use of services	Alliance	4,000 per year
Mailings (including email)	Companies (Training Departments/Managers)	Information and news on training	Contact Alliance	Alliance	5,000 per year
Events	Companies and educators/providers	Increasing knowledge of training and brokering	Use of services	Alliance/ Educators/ Government	10,000 per year
Visual Posters	Workers/Public	Opportunities for Education/Training	Contact Alliance or partners	Alliance/ Educators/ Companies	3,000 per year
Website Development	Companies, Education, Workers/Students	Multi-service portal for education and training	Increased access to services and follow-up	Alliance	25,000 per year and staffing costs.
Presentations and Seminars	Companies, Educators, Brokers.	Increasing knowledge of training design, brokering opportunities.	Increased use of services.	Alliance	10,000 per year. Offset by fees.

6. Strategy for Beginning and Growing the Alliance

6a. Beginning

1. **Convene a planning group among stakeholders:** The CICP as well as individuals consulted in the current project form a small group of stakeholders from industry, trade organizations, education and government who represent key stakeholder constituencies. This group should become familiar with the concept and practice of a regional skills alliance perhaps through visits to existing alliances or by bringing leaders from alliances to meet with this group.

Two goals for this group are to develop a good *understanding* of the role of an alliance in a community and to develop a strong *commitment* creating the Alliance. Champions, who are often very necessary to support implementation of an idea will, probably come from this group. They need enough information and inspiration to become leaders in the effort.

The planning group will begin the concrete discussion of establishing an alliance in Central Indiana. It is important to achieve some level of consensus within this group on which kinds of manufacturing companies the Alliance will recruit as initial members. These founding members will help shape the **brand** of the Alliance and influence future membership as the Alliance evolves.

2. **Identify additional key stakeholders to recruit to the planning group:** The initial planning group may not include all the key stakeholders needed and may identify others to recruit a planning/founding group. For example, Workforce Investment Boards in Central Indiana may be a constituency that should be represented within an alliance for a number of reasons.
3. **Define core concepts of the Central Indiana regional skills alliance:** The planning group can develop an initial mission and vision statement for the Alliance. This should happen after a full planning committee is convened but before additional members are recruited. The mission/vision of the Alliance will be a recruitment tool that will help target membership, especially within the manufacturing sectors.
4. **Identify a group of potential founding members:** Planning group members should be asked to identify potential founding members for the Alliance. Once the general concept, parameters, and mission of the Alliance is outlined, planning group members will have relatively clear guidelines on the type of company and organization to recruit into the Alliance.

5. **Develop a refined case statement and proposal for start-up organization and funding:** Once a core planning group has formed and the mission /vision has been drafted a refined case-statement should be written and used as a clear statement of purpose and intent. This statement can be a recruitment tool for members. It and an organizational proposal can be used to solicit funding for the startup.
6. **Meet with potential founding members individually and in group settings:** While it's not necessary to have a large group of founding members, it is necessary to have a good representation from each stakeholder group, especially from the manufacturing sector. Early on, the planning group should identify manufacturing companies that they believe should become founding members. A combination of individual and group meetings is essential helping people understand the concept and then to develop commitment to participation.
7. **Solicit funds:** An important decision for the Alliance is the sources of funding. Some alliances are established as dues paying organizations; others draw initial support from foundations and government. This is a strategic decision that the planning group needs to make. In any event, sufficient funds will be necessary for a start-up phase and initial operations. Our research report will suggest a startup budget, but this should be refined in light of the planning group's discussion.
8. **Retain key staff:** Depending on the availability of funding, an interim director's position should be created. This person could be retained by an existing sponsoring organization (e.g. the recipient of startup funding) on a contractual basis until the Alliance is formally organized and funded. Duties for the interim-director include facilitation, follow-up, writing, convening meetings.
9. **Create a formal organization:** That will qualify for non-profit--501C (3)--status. This includes identifying a board of directors, board structure, and officers.
10. **Recruit new members and define service plan.**

6b. Growing the Alliance

Growing the Alliance involves identifying core services and recruiting new industry members.

Beginning as an intermediary organization, the Alliance will avoid high costs of training infrastructure by relying on existing providers for the provision of direct training services. Educational providers such as Ivy Tech, Purdue, Vincennes University, Ball State University, IU/Purdue and others can provide faculty and resources. The Alliance will act as a value added reseller of educational services and as a marketing organization for manufacturing skills. Initial services to companies are in the areas of training planning, curriculum design, organization and packaging of training, skill assessment and seeking economies of scale through creating groups of companies that will collaborate on training.

Membership will increase through marketing excellent services to other companies and through the efforts of members of the board of directors. The goal of membership will eventually reach approximately 100 companies.

6c. Three Year Milestones

Start Up (8 Months)	Year One	Year Two	Year Three
	Membership 20	Membership 40	Membership 70
Establish Legal Entity	Establish Office Facilities	Applications For Funding And Services Available On-Line	
Memorandum Of Agreement With Founding Operators	Hire Key Staff	Hire Additional Industry Specialists	Achieve Full Staffing
Identify Board Of Directors	Identify Initial Service Opportunities	Develop Roster Of Training Services	
Recruit Founding Members	Recruit Additional Members	Recruit Additional Members	Recruit Additional Members
Define Operational Policies	Implement Initial Marketing Outreach	Offer Seminars In Training Design And Planning	
Design And Start Web-Site	Market Services		
Solicit Funds	Secure Service Agreements	Secure Service Agreements	Secure Service Agreements
Retain Director	Deliver Services		
Publicity And Presentations To Key Constituencies	Identify Assessment Tools	Design Evaluation Of Services	Program Evaluation

7. Start-up and Three Year Financial Projections, Revenues and Costs

The following revenue and cost figures are based upon anticipated activities and structures of operations. Actual implementation, availability of funding, start up costs and the timing of alliance activities will have substantial impact on revenues and costs. These figures are only estimates. Revenue figures do not imply any expressed commitments for funding from any source.

Revenues

Source	Startup*	Year One	Year Two	Year Three	Totals
<i>DWD**</i>	50,000	175,000	175,000	175,000	600,000
<i>DOC**</i>	25,000	100,000	100,000	100,000	350,000
<i>Foundation</i>	100,000	300,000	300,000	300,000	1,000,000
<i>Service Revenue</i>	0	75,000	125,000	275,000	475,000
<i>Membership</i>	10,000	25,000	50,000	100,000	160,000
Totals	185,000	675,000	750,000	950,000	

* 8 Months

** Department of Workforce Development and Department of Commerce. These are suggested sources of funding and do not imply any commitments or contracts for funding.

Please note that the following expenses and costs do *not* include any estimates of in-kind contributions from partner organizations (e.g. office space, web-site design and hosting, etc.). In-kind contributions may have considerable impact on the total annual *cash* costs of operations.

Expenses

Item	Startup*	Year One	Year Two	Year Three
Training Related				
<i>Contractual</i>	0	100,000	150,000	200,000
<i>Books</i>	0	3,000	6,000	7,500
<i>Supplies</i>	0	5,000	7,500	9,000
<i>Classroom Facilities</i>	0	0	1,000	3,000
Marketing Costs				
<i>Kiosk Display</i>	2,000	12,000	13,500	15,000
<i>Yellow pages</i>	1,500	3,000	3,500	4,000
<i>Printing and Production</i>	2,500	5,000	5,000	3,500
<i>Mailings/Marketing Postage</i>	1,500	6,000	7,500	10,000
<i>Events</i>	3,000	10,000	10,000	10,000
<i>Posters</i>	0	2,500	3,000	3,000
<i>Website Development</i>	6,000	25,000	25,000	12,500
Facilities				
<i>Rent</i>	0	18,000	18,000	18,000
<i>Maintenance</i>	0	1,800	1,800	1,800
<i>Utilities</i>	0	2,400	2,400	2,400
<i>Taxes</i>	0	1,800	1,800	1,800

	Startup*	Year One	Year Two	Year Three
Finance				
<i>Banks Service Charges</i>	0	500	700	700
<i>Operating Loan Interest</i>	0	0	600	1,200
Staffing and Payroll				
Total Salaries	14,500	265,000	431,000	505,300
Director	10,000	70,000	77,000	82,390
Assistant Director (marketing)	0	0	60,500	64,735
Program Manager	0	0	0	0
Finance Manager	0	50,000	53,000	55,650
Administrative Assistant	0	0	35,000	36,750
Industry Specialist	0	50,000	53,000	55,650
Industry Specialist	0	50,000	53,000	55,650
Industry Specialist	0	0	50,000	52,500
Industry Specialist	0	0	0	50,000
Website Manager	4,500	45,000	49,500	51,975
Benefits at 33%	4,785	87,450	142,230	166,749
Total Salaries and Benefits	19,285	352,450	573,230	672,049
Equipment				
Computer Hardware	2,300	10,500	6,000	3,000
Computer Software	1,000	5,000	1,500	1,500
Furnishings	0	12,000	3,000	500
Copier	0	3,000	3,500	3,500
Network Supplies	0	5,000	2,500	1,500
Phones (Cell)	250	4,900	4,900	4,900
Insurances				
Liability/Property	0	6,000	6,000	6,000
Office Operations				
Travel/Travel Related	8,500	14,400	18,000	21,600
Office Supplies	150	3,000	5,000	5,000
Phone	0	1,800	1,800	1,800
Postage	500	840	840	840
Network Services	1,000	3,300	3,300	3,300
Licenses/Permits/Fees	150	500	500	500
Awards/Gifts	0	1,000	1,000	1,000
Memberships/Dues/ Subscriptions	0	500	700	900
Contributions	0	250	350	500
Professional Fees				
Accounting	1,000	3,000	3,000	3,000

	Startup*	Year One	Year Two	Year Three
Legal	3,000	3,500	4,000	4,500
Consulting	115,000	50,000	20,000	10,000
Payroll and Other	300	2,100	2,100	2,100
TOTAL EXPENSE	168,935	674,040	918,520	1,051,389