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REGIONAL SET FORUM: SHAPING THE REGIONS ECONOMIC FUTURE

PURPOSE OF THE FORUM:

Residents are more likely to embrace the proposed solutions to local problems when offered the opportunity to voice their opinions and offer their insights on the important opportunities and challenges present in their community. Furthermore, they are more likely to welcome the opportunity to actively participate in putting proposed solutions into action.

The regional forum represents a valuable opportunity for local people to engage in discussions and deliberations about the assets of local communities and the issues that are limiting their ability and that of the region to realize their full potential.

PRE-FORUM GUIDELINES

POTENTIAL PEOPLE TO INVITE

As the region prepares a list of people to invite, consider a broad range of community people who represent different sectors and segments of the population in each of the counties within the region. To ensure the forum accurately captures the pulse of local residents, the SET team must identify and invite a diversity of people to the forum – individuals who can offer different viewpoints and perspectives on ways to advance the well-being of the SET region. The mix of people to invite could include:

- Industry and financial leaders
- Representatives of faith-based organizations
- Entrepreneurs/small business leaders
- County Extension Service personnel
- State and federal Congressional representatives or staff
- Local and regional government representatives
- Minority and women-owned business owners
- Chamber of Commerce, economic development, and/or tourism organizations
- Workforce Development Board representatives from the area
- Educational leaders and organizations
- Nonprofit, voluntary and civic-minded organizations
- Community foundations
- Rural cooperatives

SETTING UP THE FORUM SPACE

The area should be set up with round tables that will seat 6-8 people allowing enough space for the expected participants to fill all spots. Number each table and place a table tent in the center with the number clearly visible. Place a flipchart and markers at each table. Place “ingredients for success” cards or table tents on tables.

PREPARING THE POWERPOINT

The basic PowerPoint is provided for your convenience. However, some slides require customization before the session begins. For instance, you will need to insert your State Resource Team names and/or logos, the regional map, the agenda timelines, the Data Snapshot slides that correspond to the sections being covered in Round 3, and the SET coaching team’s contact information on the final slide.

MATERIALS NEEDED:

- PowerPoint for the forum (with regional information inserted – see above)
- Nametags
- Numbered sign-in sheet that matches number of tables
- “About Me” Forms
- Markers
- Pens
- Worksheet Packets
- Copies of the Data Snapshot for participants ONLY the following sections: overview, demography, human capital, and labor force.
- Flipcharts
- Sticky dots
- Table rotation materials (see below for suggestions)
- Computer
- Projector
- “Ingredients for Success” cards or table tents for participants
- Timer

SET CIVIC ENGAGEMENT FORUM: FACILITATOR'S GUIDE & KEY ROLES OF THE FORUM TEAM

FORUM FACILITATOR

This role is vital to the flow and effectiveness of the SET forum. The Forum Facilitator:

1. Helps create a comfortable environment for the participants.
2. Welcomes participants as they enter the meeting room.
3. Explains the purpose of the forum and shares the guidelines for a successful forum. (These are ground rules the facilitator should share with those participating in the forum.)
4. Briefly reviews the agenda (separate document) and explains the logistics of how each round will work.
5. Poses the questions for each round and makes sure the questions are visible to everyone.
6. Urges the participants to share their honest views of the topics being discussed.
7. Encourages people to engage one another at their tables.
8. Appeals to everyone to voice their opinions. The forum intentionally seeks out participants with different perspectives on the issues discussed during the forum, so having all people weigh in on these issues is important.
9. Moves around to the various tables to observe how the discussions are going. Discreetly lets the table facilitator know when it may be time to move on to another issue/item that the group needs to tackle during a specific round.
10. Ensures key insights are being recorded visually whenever feasible (i.e., flip chart paper) since this will help everyone to see the key points each table wants to share with the other participants.
11. **MOST IMPORTANT:** Stays impartial as the group weighs the various questions. It is critical that you not share your perspective on any of the items under discussion. You must truly remain neutral throughout the forum.

REGIONAL CIVIC FORUM: DETAILED GUIDE

WELCOME & INTRODUCTION TO THE FORUM [HAVE OPENING SLIDE UP WHEN PEOPLE ENTER]

15 MINUTES

WELCOME KEY POINTS:

- Welcome participants to the Stronger Economies Together Regional Civic Forum.
- Explain the purpose of SET: to help rural counties that want to work together identify and build on the economic assets of the region. [slide 2]
- Identify the SET funders and partners: SET is funded by the USDA Rural Development federal agency in partnership with the nation's four Regional Rural Development Centers and the Purdue Center for Regional Development. [slide 3]
- Explain how their region is one of ___ regions selected to participate in the Stronger Economies Together (SET) Initiative. [slide 4]

WHAT IS OUR REGION?

Provide a short explanation of the region in terms of which counties are included and a brief description of why those counties were selected as a region. Keep the description brief so that the schedule can stay on target. [slide 5 – insert a map of the region]

WHY ARE WE HERE?

Explain to participants how the civic forum will aid in the development and implementation of a strong regional economic development plan, one built on the assets of the region. Emphasize the importance of participants' input on the important issues and possibilities for the region, how they will form a platform on which the remaining planning work will build. [slide 6]

WHAT WILL WE BE DOING?

Show the agenda [slide 7] which includes specific topics that the forum participants will discuss over the course of the forum. Indicate that the process will require people to change tables for Rounds 2 and 3. Let them know that you will provide them with instructions prior to the start of each round. Then, share with them the ingredients for having a successful forum. [Slide 8] These can be placed as table tents on each table, given out as cards to each participant, or shared in other ways to help promote the session's success.

ROUND 1: EXAMINING THE STRENGTHS OF THE REGION [SLIDE 8]

45 MINUTES

MEETING FACILITATOR: PARTICIPANTS SHOULD BE ASSIGNED TO A TABLE ONCE THEY HAVE SIGNED IN. PLEASE MAKE SURE A TABLE FACILITATOR IS SCHEDULED FOR EACH TABLE (IDEALLY AN EXTENSION STAFF PERSON AND/OR USDA RD REPRESENTATIVE). AS SOON AS TABLE PARTICIPANTS ARE IN PLACE, THE TABLE FACILITATOR SHOULD RECRUIT A RECORDER/REPORTER FOR THE TABLE.

SET THE STAGE FOR THE FIRST ROUND OF THE FORUM BY SHARING THE FOLLOWING INFORMATION WHICH WILL BE HIGHLIGHTED IN THE POWERPOINT AS WELL. [SLIDE 9]

- a) We will begin by focusing on the communities and counties that make up this SET region. Without sharing with others at your table, identify the 3-4 most positive features of this region. That is, if someone were to ask you to describe the 3-4 best features of the communities and counties that make up the SET region, what would you say? Write these on the worksheet provided. (5 minutes)
- b) Next, share your list with other individuals at your table. As a table, discuss the various items that have been generated by the group. (15 minutes)
- c) As a table, come to an agreement on the top 4 items that your group sees as the most positive features of the communities/counties that make up the SET region. Briefly explain why you chose these items. (10 minutes)

Report out process: In order to get maximum information in the most efficient manner, call on the reporter for each table to share ONE positive feature that the table identified. Move to Table 2, then Table 3, and so on with each table adding one new feature identified. As positive features are identified, list them on a flipchart. Ask people to listen carefully so they don't repeat a feature that has already been listed. After giving every table an opportunity to respond, move to a second round asking for ONE new item from each table's list. If necessary, move through a third round of responses from each table if there remains new ideas that need to be offered or until all ideas are listed. When all of a table's ideas are listed, a table can simply "pass." [As the flipchart recorder writes, keep in mind that participants will be adding dots and will need room to place them next to their desired feature. It is better to use more than one sheet of paper than to try to pack all the responses onto one page if there are many suggestions. If more than one page is used, be sure all pages are posted when the next step occurs.]

What makes you proud? Table facilitators hand each person four colored sticky dots. Invite the participants to place their dots on the chart indicating the FOUR features of which that person feels most proud or believes to be most important to the region in order to improve the long-term vitality of the region. Explain that dots should be placed on four different items rather than putting more than one dot on a single item. [5 minutes]

Table Rotation: Provide participants instructions on the process for table rotation and ask them to find their new tables.

ROUND 2: EXPLORING MAJOR CHALLENGES IMPACTING THE SET REGION [SLIDE 10]

45 MINUTES

Once the important strengths are captured, change the focus to the key challenges currently impacting the communities and counties that are part of the SET region.

- a) Jot down on your worksheet what you view as the top 3-4 challenges you feel the region is now experiencing, or will be confronted with in the very near future. (5 minutes)
- b) Share your list and thoughts with people at your table. Each person should briefly share his/her list with other group members at the table. (15 minutes)
- c) As a table, come to an agreement on the 4-5 major challenges that your group feels are having (or soon will have) a negative impact on the communities/counties that are part of the SET region. (15 minutes)

Report out process: In order to get maximum information in the most efficient manner, call on the reporter for each table to share ONE major challenge that the table identified. Move to Table 2, then Table 3, and so on with each table adding one new challenge identified. As challenges are identified, list them on a flipchart. Ask people to listen carefully so they don't repeat a challenge that has already been listed. After giving every table an opportunity to respond, move to a second round asking for ONE new item from each table's list. If necessary, move through a third round of responses from each table if there remains new ideas that need to be offered or until all ideas are listed. When all of a table's ideas are listed, they can simply "pass." [See note above about allowing space on chart for dots.]

Biggest concerns: Table facilitators hand each person four colored sticky dots. Invite the participants to place their dots beside the challenges on the chart about which they are most concerned and that need to be addressed in order to improve the long-term vitality of the region. Explain that dots should be placed on four different items rather than putting more than one dot on a single item. [5 minutes]

Table Rotation: Provide participants instructions on the process for table rotation and ask them to find their new tables.

DATA SNAPSHOT OF OUR REGION

45 MINUTES

[NOTE: This portion of the session could be conducted as a working lunch with the data presentation happening as participants are eating.]

The SET Coach will provide a brief overview of the Regional Data SnapShot. Ask participants to be considering new strengths or challenges that the Data Snapshot presents which have not previously been identified in Rounds 1 and 2. Encourage them to jot their thoughts onto the worksheet provided as the presentation takes place. [Slide 11]

NOTE: PLEASE PROVIDE COPIES OF THE REGIONAL SNAPSHOT – INCLUDING ONLY THE FOLLOWING SECTIONS: OVERVIEW, DEMOGRAPHY, HUMAN CAPITAL, AND LABOR FORCE. AT THE END OF THE BRIEF PRESENTATION, PARTICIPANTS AT EACH TABLE WILL BE INVITED TO STUDY THE DATA IN GREATER DEPTH, USING THE QUESTIONS OUTLINED IN ROUND 3.

[Data slides should be slides 12-23 once inserted.]

ROUND 3: EXAMINING KEY DATA ON YOUR REGION [SLIDE 24]

30 MINUTES

Once the data presentation is complete, draw the attention of the participants to the questions they will be discussing. Ask them to consider the two questions below across the three major sections of the Data SnapShot: Demography, Human Capital, and Labor Force.

- a) Were any new strengths identified in the Data SnapShot? Please write new strengths on the worksheet. Discuss these as a table and identify the top one to three strengths that emerged from the data.
- b) Were any new challenges raised from the Data SnapShot? Please list new challenges on the worksheet. Discuss these as a table and identify the top one to three challenges that emerged from the data.

Each table should record their top three strengths on one flipchart page and the top three challenges from the data on another flipchart page. Please be sure to put the table number on the sheet in bottom right corner in case there are follow up questions.

15 Minute Walking Break [Slide 25]: Gather the charts from each table and post them around the room with strengths grouped together and challenges grouped together. Have table facilitators assign new tables for participants using the protocol you have designed. Then ask participants to take a 15 minute walking break and read the charts posted from this round. Ask them to consider what opportunities might exist in the region for enhancing strengths and/or addressing challenges. Bring ideas back to the table for the final round of questions.

ROUND 4: IDENTIFICATION OF OPPORTUNITIES TO HELP BUILD A STRONG REGION [SLIDE 26]

30 MINUTES

MEETING FACILITATOR: ASK THE PARTICIPANTS TO ROTATE TO A NEW TABLE USING THE PROCESS YOU HAVE IDENTIFIED. THEN SET UP THE NEXT ROUND USING THE KEY IDEAS PROVIDED BELOW:

This last round will capture final thoughts on ways to build on the strengths and address the challenges that exist in the region.

- a) What opportunities could help make this a vibrant region in the future and to which you would like to see the SET team give attention as it develops a regional plan? [Table Facilitator: list on a flipchart page as ideas are discussed]. [10 minutes]
 - a. What challenges might this opportunity help address?
 - b. What strengths might be enhanced through this opportunity?
- b) Given these opportunities we have discussed, what **could** we do? (What do we think is feasible?) [Table Facilitator: place a check mark to the left of these opportunities]. [10 minutes]
- c) What **should** we do? What is pressing or urgent? [Table Facilitators: place a star beside the answers to Question 4. Again, be sure to put the table number on the lower right corner of each chart page. [10 minutes]

FORUM WRAP-UP [SLIDE 27] [10 MINUTES]:

10 MINUTES

Ask participants if they have any overall comments regarding the information that has been generated. Any key observations?

- a) Explain what the SET regional team will be doing next with the information generated through the forum.
- b) Explain opportunities to stay engaged, including joining the planning process. Tell them how to join that phase of the work. Explain any other plans you have for continued communication.
- c) Ask the participants for their ideas on the best way to keep them informed and engaged with the work of the SET team as they develop a strong regional economic development plan.

CLOSING COMMENTS [SLIDE 28]

5 MINUTES

- a) Express your sincere thanks to those taking part in the SET forum.
- b) Remind people to turn in their "About Me" forms if they haven't already.
- c) Encourage them to sign up for future work.
- d) Close with Slide 28 with the SET coaches' contact information inserted.

AFTER THE FORUM

Once the forum is over and participants have left, be sure to do these things:

- a) Make sure all report out charts are labeled with the Round number and table number (where applicable).
- b) Take pictures of all charts as a back-up way of preserving the rich data.
- c) Gather all charts together ensuring to keep them in a logical order so they can more easily be transcribed.
- d) The person that volunteered to type the notes takes them and converts them into a single document to serve as a record of the group. Once the notes are typed, they should be distributed to the SET planning team and reviewed prior to the next meeting.
- e) Gather all "About Me" forms and record the information in the way that best serves your follow-up communication plan. Keep in mind as you move forward that some of these individuals may serve as important links to help move SET along.



About Me:

Name:

Address:

Phone:

Email:

County where you live:

How long have you lived in this county?

What business, organizations or groups do you belong to in the county?



About Me:

Name:

Address:

Phone:

Email:

County where you live:

How long have you lived in this county?

What business, organizations or groups do you belong to in the county?



About Me:

Name:

Address:

Phone:

Email:

County where you live:

How long have you lived in this county?

What business, organizations or groups do you belong to in the county?



Civic Forum
[Region Name]
[Date]



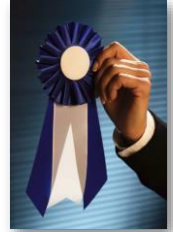
SET Purpose: Doing Better Together

Guide the SET regional team

in developing and implementing a

High Quality Regional Economic Development Plan

that builds on the region's current and emerging economic strengths.



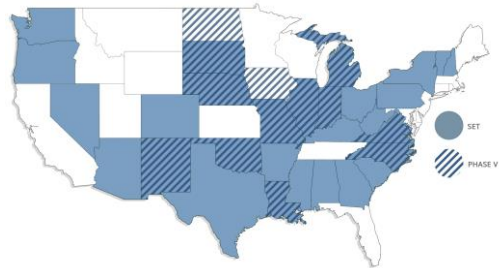
The SET Partners

Your Region

Insert State Logos or Names



The SET States

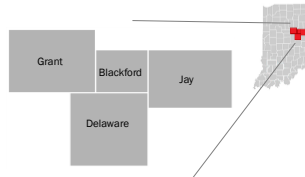


Insert your region's name, description, and/or map

Our SET Region: East Central Indiana Region

The East Central IN region is comprised of four Eastern Indiana counties. Jay County forms the border with Ohio. Delaware County is home of Ball State University. I-69, a major north-south interstate corridor, passes through the region.

- Blackford
- Delaware
- Grant
- Jay



Why Are We Here?



- Take the first step in the process of developing a strong regional economic development plan.
- Understand the key strengths and challenges in the region.
- Identify important opportunities to move the region forward.



Insert your session's times

Agenda-at-a-Glance

- 9:15 a.m. Welcome & Introductions
- 9:25 a.m. Round 1: Examining the Region's Positive Features
- 10:00 a.m. Break
- 10:15 a.m. Round 2: Exploring the Region's Challenges
- 10:50 a.m. Round 3: Considering Key Data on Your Region
- 11:20 a.m. Round 4: Identifying the Region's Opportunities
- 11:45 a.m. Debrief
- 11:55 a.m. Closing Comments



Ingredients for a Successful Forum

1. Share your honest views.
2. Listen carefully and respectfully to the views of others.
3. Only one person speaks at a time.
4. Speak from your own personal perspectives or experiences rather than on behalf of others.
5. Turn off or silence your cell phones.



Are there any other items you wish to add to this list?



Round 1: Examining the Strengths of the Region

1. Individually: Identify the 3-4 most positive features of this region. (5 min.)
2. Share your list at your table. (10 min.)
3. As a table, come to an agreement on the top 4 positive features of the region. (5 min.)
4. Each table reports out. (10 min.)
5. Vote: What do you view as your top strengths? (5 min.)



Round 2: Exploring the Region's Major Challenges

1. Individually: Identify the top 3-4 challenges the region is experiencing now or in the very near future. (5 min.)
2. Share your list at your table. (10 min.)
3. As a table, come to an agreement on the 4-5 major challenges facing the region. (5 min.)
4. Each table reports out. (10 min.)
5. Vote: What are your biggest concerns/challenges?



Round 3: Examining Key Data on Your Region

	Strengths	Challenges
Demography		
Human Capital		
Labor Force		



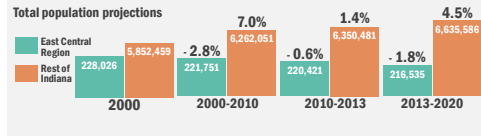
Demography



Insert your region's data from the Regional SnapShot in the sections that follow



Population Change



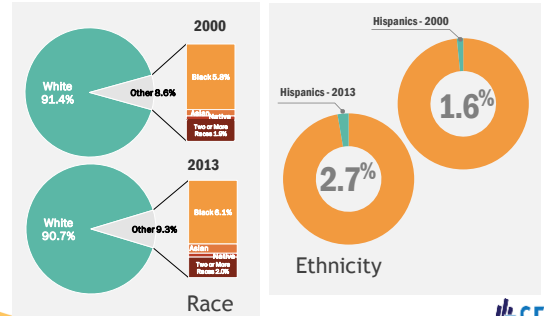
Questions:

- How does the region's population trend compare to that of the state?
- What may be some of the elements driving the trends in the region? In the state?
- What strengths or challenges might these trends present?

Source: 2000 & 2010 Census, 2013 Population Estimates, and 2020 Population Projection by STATS Indiana



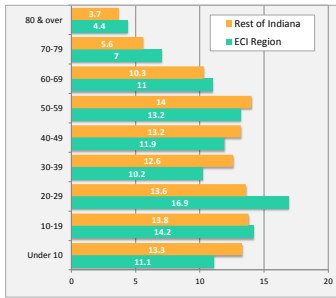
Demography



Race Data Source: U.S. Census Bureau - 2000 Decennial Census and 2013 Annual Population Estimates



Population Age Structure



Source: 2013 Population Estimates, Census Bureau

Questions:

- Is the region experiencing an aging of its population? How does this compare to the rest of the state?
- Is there a sizable number of people of prime working age (20-49 years of age) in the region?
- Is the youth population (under 20 years old) growing or declining?
- What are the implications of the region's age structure for the economic development efforts of the region?



Income and Poverty

	2003	2008	2013
Total Population in Poverty	12.6%	16.9%	21.5%
Minors (Age 0-17) in Poverty	17.4%	23.2%	29.4%
Real Median Household Income* (\$ 2013)	\$45,425	\$42,494	\$38,421

Questions:

- Is the poverty rate for individuals in the county getting better or worse?
- Is poverty for minors in the county lower or higher than the overall poverty rate for all individuals? Why?
- Has real median income (adjusted for inflation) improved or worsened over the 2003 to 2013 time period? What may be reasons for these changes?

* Note: Regional Median Household Income is the population-weighted average of median household income values across the East Central Indiana counties.

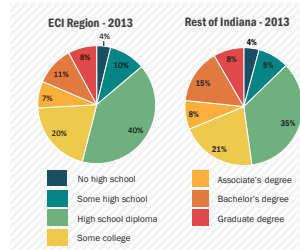
Source: U.S. Census Bureau - Small Area Income and Poverty Estimates (SAIPE)



Human Capital



Educational Attainment



Questions:

- What proportion of adults in the region has only a high school education?
- How many are college graduates (bachelors degree or higher)?
- How does the educational profile of the region compare to that of the rest of the state?
- What are the implications of the educational profile of the region in terms of the region's economic opportunities or workforce challenges?

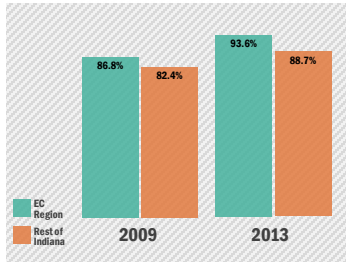
Source: 2009-2013 American Community Survey 5 Year Estimates



Four-year High School Graduation Rates

Question:

- What was the percentage change in four-year high school graduation rates in the region between 2009-2013?
- How does this compare to the state?
- What strengths or challenges does this suggest?



*Note: HS grad rates in East Central IN could be impacted by large Amish populations. Young Amish individuals are not educated past 8th grade. One East Central county (Jay) is in the top 10 in IN in terms of Amish population (<http://www.incontent.indiana.edu/2012/10/05/why-dec/why-dec2.asp>).

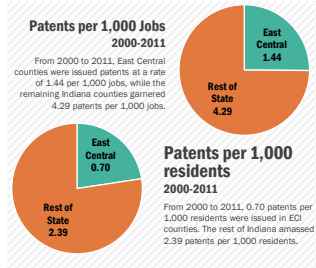
Source: datacenter.indiacount.org



Patents

Questions:

- How does the region's patent rate compare to that of the state?
- How have rates changed over time?
- What might this data suggest for the future of the region?



*Note: Patent origin is determined by the residence of the first named inventor. Since a number of workers commute into the region, the number of patents produced in the EC region could be high. However, among residents of the region, patent production is relatively low.

Source: U.S. Patent and Trademark Office



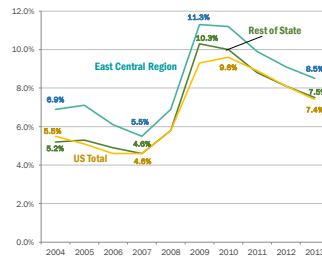
Labor Force



Unemployment Rates

Questions:

- How does the region's unemployment rate compare to the rest of the state and nation?
- How does the region's unemployment peak and post-2009 recovery compare to the state and nation?
- What might this suggest for the region's economic future?



section 04

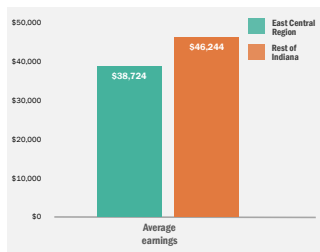
Source: STARS Indiana



Earnings per Worker in 2013

Questions:

- How does the region's average earnings compare to that of the rest of the state?
- What might be some driving factors for the differences?
- Do these represent potential strengths or challenges for the region?



Source: BMSI Census of Worker 2013.3 (QCEW, non-QCEW, self-employed and extended proprietors)



Journey to Work



	2011 Jobs	Proportion		2011 Jobs	Proportion
Employed in Region	82,640	100.0%	Region Residents in Labor Force	82,990	100.0%
Employed in Region but Living Outside	33,421	40.4%	Employed Outside Region but Living in Region	33,771	40.7%
Employed and Living in Region	49,219	59.6%	Employed and Living in Region	49,219	59.3%

Questions:

- Are more people commuting in or commuting out of the region to work?
- How does this compare with those that work and live in the region?
- What are the implications for the region's economic development?

Source: LMR, OPM, U.S. Census Bureau



Round 3: Examining Key Data on Your Region
Table Responses

Strengths	Challenges



15 Minute Walking Break

What **opportunities** might exist in the region for enhancing our strengths or addressing our challenges?



Round 4: Regional Opportunities

- Consider the **opportunities** that could help make this a vibrant region (10 min.).
 - What regional challenges might this opportunity help address?
 - What regional strengths might be enhanced through this opportunity?
- Given these opportunities:
 - What **could** we do? Feasible? (8 min.)
 - What **should** we do? Most pressing or urgent? (7 min.)



Forum Wrap-Up

- What happens next?
- How can I get involved?
- Final comments or questions?



SESSION 1: SET OVERVIEW AND EXPLORATION OF REGIONAL DATA

OVERVIEW

Purpose: During this session, participants will:

- Gain a better understanding of the overarching purpose of SET
- Review the findings of the civic forum
- Explore preliminary regional economic data

Estimated Time to Complete: 4 hours

Materials Needed:

- Nametags
- Name tents
- Sign in sheets
- Flip charts
- Markers

Handouts:

- SET Overview
- High Quality Plan Guidance
- Data SnapShot, divided (Sections 1-4) (Section 5)
- Civic Forum Summary, produced from Civic Forum charts – the regional team should have one summary for each round of the forum
- SET Data Scavenger Hunt

SLIDE 5

INSTRUCTIONS

SLIDE #5

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS:
PRODUCING A HIGH QUALITY PLAN
(HANDOUT 2)



Goal: Set the expectation of writing a High Quality Plan and establish expectation that the group will have responsibility of writing the plan with a segment being developed at each session.

If a writing team has been identified, let the group know who its members are. If not, this should be done by the end of this session as writing tasks begin today.

This slide introduces the basic components of a high quality plan. Review these with participants and answer questions as needed. The Producing a High Quality Plan handout provides additional detail.

- Evidence-based: The plan builds on the region's economic strengths – including its current and emerging economic clusters (if any), a clear understanding of the demographics of the region, and other relevant assets.
- Practical: The plan is logical and clear, has a well-developed timeline, indicates who is responsible for carrying out the various components of the plan, and indicates outcomes to be achieved over the short, medium, and long-term basis. Additionally, the plan is focused on a manageable set of realistic goals.
- Broadly Supported: Having support of a wide range of people, governments, and community-based organizations is essential for the plan. Not only is it important to have a plan that is supported by economic development and local government leaders, but also one that has buy-in from people representing the region's education, health, business, faith-based, and nonprofit sectors, as well as key demographic groups.
- Focused on Regional Economic Development: The central focus of the plan must be on strategies that directly or indirectly advance regional economic development. That is, the economic development blueprint must be designed to benefit the economy of the whole region rather than a single community, county or sub-area of the region.
- Aligned with the Region's Goals: The plan must be connected and consistent with the regional goals the team has developed.

SLIDE 15

INSTRUCTIONS

Goal: To examine establishments by number of jobs and sales.

This slide helps regional team members begin to grasp the breadth of economic impact the various stages of businesses have within the region.

Jobs & Sales by Establishments


Number of Jobs by Establishment Stages		
Year	2001	2011
Stage 0	2,656	4,265
Stage 1	19,845	26,249
Stage 2	44,284	40,192
Stage 3	25,166	22,301
Stage 4	22,567	19,054
Total	114,518	112,061

Sales (\$ 2011) by Establishment Stages		
Year	2001	2011
Stage 0	314,121,481	311,229,386
Stage 1	2,374,185,018	2,091,733,596
Stage 2	5,165,733,452	3,585,000,539
Stage 3	3,115,060,907	2,227,549,112
Stage 4	2,591,496,714	1,177,048,361
Total	13,560,597,573	9,392,560,994

Source: National Establishment Time Series (NLS) 2001-2011, Bureau of Economic Analysis

Questions:

- What establishments are the most numerous based on company stages?
- What stages have experienced the largest growth? The greatest decline?
- What company stage employs the largest number of people?
- What stage captures the most sales?
- Which ones have experienced the greatest percentage loss over the 2002-11 period?



SLIDE #15

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUT: REGIONAL DATA SNAPSHOT – SECTION 5 INDUSTRY AND OCCUPATION (HANDOUT 3)

SLIDE 16

INSTRUCTIONS

Goal: To examine economic data

Use the inventory created with **Handout 1** as a starting point. However, the questions on the slide may spur additions to the lists of businesses.

Additional notes on NAICS Codes:

The North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.

NAICS was developed under the auspices of the Office of Management and Budget (OMB), and adopted in 1997 to replace the [Standard Industrial Classification \(SIC\) system](#). It was developed jointly by the [U.S. Economic Classification Policy Committee \(ECPC\)](#), [Statistics Canada](#), and Mexico's [Instituto Nacional de Estadística y Geografía](#), to allow for a high level of comparability in business statistics among the North American countries.

This official U.S. Government Web site provides the latest information on plans for NAICS revisions, as well as access to various NAICS reference files and tools.

The official 2012 U.S. NAICS Manual includes definitions for each industry, background information, tables showing changes between 2007 and 2012, and a comprehensive index. The official 2012 U.S. NAICS Manual is available in print and on CD-ROM from the National Technical Information Service (NTIS) at (800) 553-6847 or (703) 605-6000, or through the [NTIS](#) Web site. Previous versions of the NAICS Manual are available.

Additional information on the background and development of NAICS is available in the [History](#) section of this Web site.

Top Five Industry Sector Employment Growth

NAICS	Description	2008 Jobs	2013 Jobs	Change	Change (%)
East Central Region					
61	Educational Services	3,041	6,010	2,969	97%
53	Real Estate and Rental and Leasing	2,391	3,228	835	35%
48	Transportation and Warehousing	3,058	3,540	482	16%
55	Management of Companies and Enterprises	1,042	1,195	153	15%
56	Administrative, Support, Waste Management and Remediation Services	4,378	4,792	414	9%
Rest of the State					
61	Educational Services	89,804	78,835	-9,969	-11%
56	Administrative, Support, Waste Management and Remediation Services	199,490	221,116	21,626	11%
62	Health Care and Social Assistance	363,413	400,878	37,465	10%
53	Real Estate and Rental and Leasing	114,447	124,514	10,067	9%
52	Finance and Insurance	188,862	149,431	-39,431	-21%

Questions:

- What regional industry sectors have seen the greatest growth?
- Did they grow at the same rate as the state?
- What factors are causing the growth?

Source: BEA, Census Bureau, 2013. © 2014. All rights reserved. 

SLIDE #16

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUT: REGIONAL DATA SNAPSHOT –
SECTION 5 INDUSTRY AND OCCUPATION
(HANDOUT 3)

<http://www.census.gov/eos/www/naics/>

SLIDE 17

INSTRUCTIONS

Goal: To explore declines in the region

Use the data from this chart to explore some of the region's declining industries. The guiding questions can help frame that discussion.



SLIDE #17

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUT: REGIONAL DATA SNAPSHOT – SECTION 5 INDUSTRY AND OCCUPATION (HANDOUT 3)

SLIDE 18

INSTRUCTIONS

Goal: To transition to the exploration of industry clusters.



SLIDE #18

TIME: 1 MINUTE

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 19

INSTRUCTIONS

Goal: Begin defining key terms for industry cluster examination.

Once the group has completed examining how individual industries have performed over time, turn the participants' attention to an analysis of industrial clusters.

Clusters are groups of inter-related industries that drive wealth creation in a region, primarily through export of goods and services. The use of clusters as a descriptive tool for regional economic relationships provides a richer, more meaningful representation of local industry drivers and regional dynamics than do traditional methods. An industry cluster is different from the classic definition of industry sectors because it represents the entire value chain of a broadly defined industry from suppliers to end products, including supporting services and specialized infrastructure.

Explain the difference between vertical and horizontal clusters. Then ask the group to think of other clusters that they are familiar with or that they believe might be in their region.


Link to the taxonomy of each cluster:

http://www.statsamerica.org/innovation/reports/sections/appendix_1.pdf

Industrial Clusters

Clusters are groups of inter-related industries that drive wealth creation in a region, primarily through export of goods and services.

<p>Vertical Clusters</p> <ul style="list-style-type: none"> • Represents the entire value chain of a broadly defined industry from suppliers to end products. • Examples: <ul style="list-style-type: none"> • Auto manufacturing (glass, paint, engine, plastic, etc. that goes into making a car) • Healthcare (service providers, equipment, medical supplies, pharmaceuticals) 	<p>Horizontal Clusters</p> <ul style="list-style-type: none"> • Groups of similar industries that use the same resources including raw materials and/or labor • Examples: <ul style="list-style-type: none"> • Silicon Valley • Wall Street Financial District • Napa Valley Wine Region
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SLIDE #19

TIME: 5 MINUTES

SUPPLIES: NONE

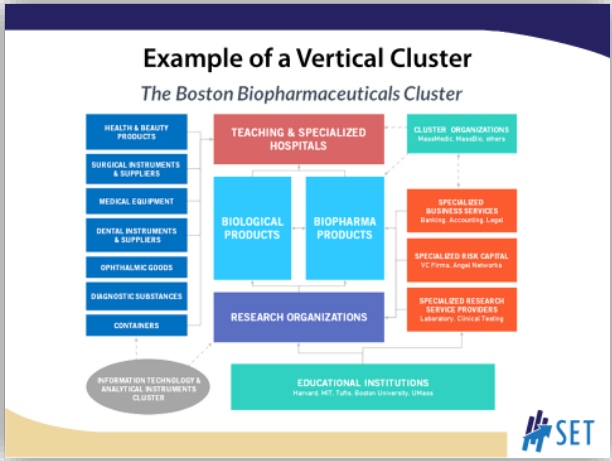
HANDOUTS: NONE

SLIDE 20

INSTRUCTIONS

Goal: To provide an example of a vertical cluster.

Here is an example of a vertical cluster.



SLIDE #20

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 21

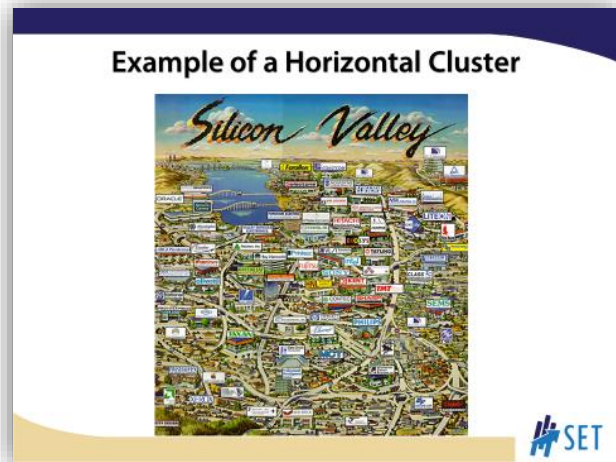
INSTRUCTIONS

Goal: To give an example of a horizontal cluster.

Silicon Valley is well known as a high-tech industry home. This is an example of a horizontal cluster in which similar industries are located in the same geographic area in order to access a similar set of resources.

Source:

<https://urbanhorizon.wordpress.com/2011/07/29/the-myth-of-silicon-valley/>



SLIDE #21

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 22

INSTRUCTIONS

Goal: To provide a list of the clusters used in the data

This slide lists the overarching clusters used in the data. These are not mutually exclusive.

Note that the Manufacturing Super-cluster contains the following:

- Primary Metals
- Fabricated Metal Products
- Machinery
- Computer and Electronic Products
- Electrical Equipment, Appliance and Components
- Transportation Equipment

http://prodgis2.agriculture.purdue.edu/RDM/Industry_clusters.html#

LIST OF CLUSTERS

- Advanced Materials
- Agribusiness, Food Processing & Technology
- Apparel & Textiles
- Arts, Entertainment, Recreation & Visitor Industries
- Biomedical/Biotechnical (Life Sciences)
- Business & Financial Services
- Chemicals
- Computer & Electronic Product Manufacturing
- Defense & Security
- Education & Knowledge Creation
- Electrical Equip, Appliance & Component Manufacturing
- Fabricated Metal Product Manufacturing
- Energy (Fossil & Renewable)
- Forest & Wood Products
- Glass & Ceramics
- Information Technology & Telecommunications
- Machinery Manufacturing
- Manufacturing Super-cluster
- Mining
- Primary Metal Manufacturing
- Printing & Publishing
- Transportation & Logistics
- Transportation Equipment Manufacturing

SLIDE #22

TIME: 5 MINUTES

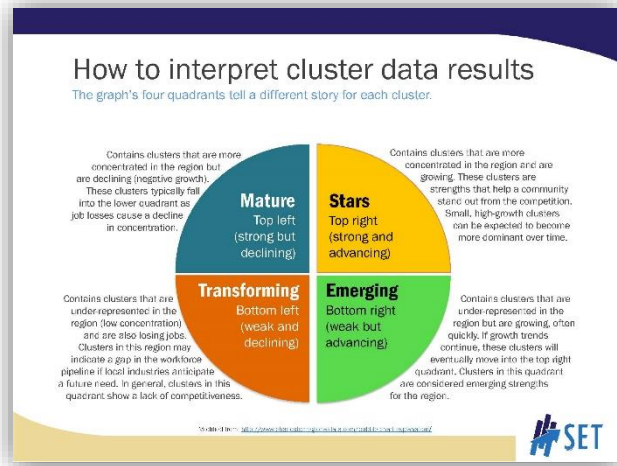
SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 23
INSTRUCTIONS

Goal: To examine the ways clusters are classified

Use this slide and the associated handout in the Data SnapShot (**Handout 3**) to explain how clusters are classified.



SLIDE #23

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: REGIONAL DATA SNAPSHOT – SECTION 5 INDUSTRY AND OCCUPATION (HANDOUT 3)

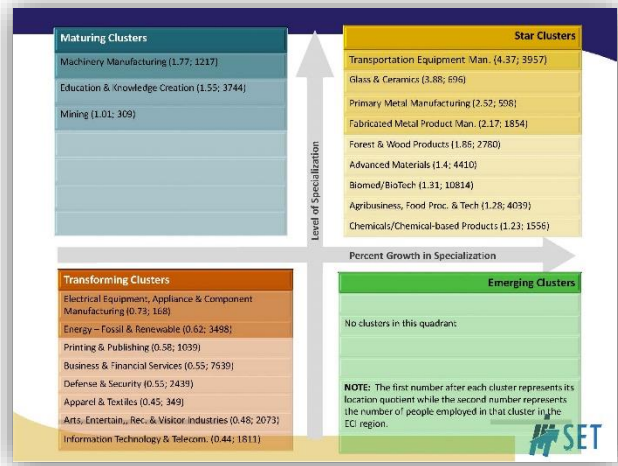
SLIDE 24
INSTRUCTIONS

Goal: To explore the industry clusters in the region by classification.

The summary chart gives an overview of how the region's clusters are classified.

Lead a discussion using these questions or others that are appropriate for the region:

- What surprises you about this chart?
- What do you think has contributed to the "Stars"?



SLIDE #24

TIME: 10 MINUTES

SUPPLIES: NONE

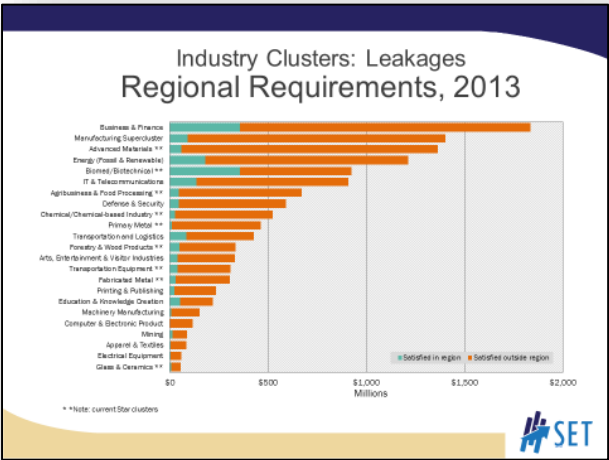
HANDOUT: REGIONAL DATA SNAPSHOT – SECTION 5 INDUSTRY AND OCCUPATION (HANDOUT 3)

SLIDE 25

INSTRUCTIONS

Goal: To begin exploring leakages within the region's top industries.

This chart shows expenditures within the region's various industries. The green bar shows what could be satisfied in the region (not necessarily what is supplied) while the orange bar shows what is not currently available within the region.



SLIDE #25

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUT: REGIONAL DATA SNAPSHOT – SECTION 5 INDUSTRY AND OCCUPATION (HANDOUT 3)

SLIDE 26

INSTRUCTIONS

Goal: Review data from the labor force section as it relates to the clusters.

In light of the exploration of clusters, ask the participants to review the data in section 4 of the Data SnapShot.

Ask the groups to identify the trends in unemployment in your region?

- people commuting into the region or commuting out of the region
- earnings comparison to the rest of state or nation

Is the region competitive?

Workforce Data

- What are the region's unemployment trends?
- Are more people commuting into the region or commuting out?
- How do regional earnings compare to the state or nation?




SLIDE #26

TIME: 10 MINUTES

SUPPLIES: NONE

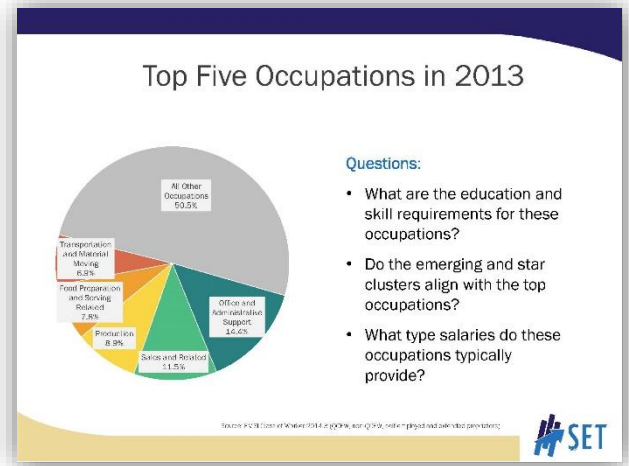
HANDOUT: REGIONAL DATA SNAPSHOT –
SECTION 5 INDUSTRY AND OCCUPATION
(HANDOUT 3)

SLIDE 27
INSTRUCTIONS

Goal: To examine the top five regional occupations related to the clusters

Ask the participants to consider the questions on the slide.

Are these 5 occupations considered a cluster?



SLIDE #27

TIME: 10 MINUTES

SUPPLIES: NONE

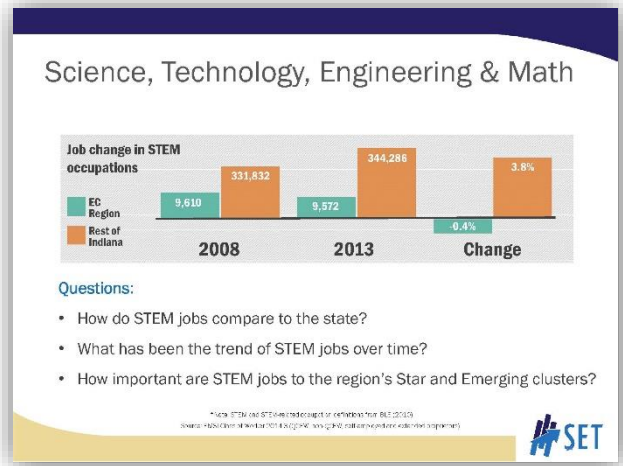
HANDOUT: REGIONAL DATA SNAPSHOT – SECTION 5 INDUSTRY AND OCCUPATION (HANDOUT 3)

SLIDE 28
INSTRUCTIONS

Goal: To examine the specific niche of Science, Technology, Engineering & Math (STEM) jobs.

STEM jobs are gaining wide interest as economic drivers as they tend to be higher paying, creative class jobs that can boost the economy.

Have the team consider these questions related to STEM jobs in the region.



SLIDE #28

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUT: REGIONAL DATA SNAPSHOT – SECTION 5 INDUSTRY AND OCCUPATION (HANDOUT 3)

SLIDE 29

INSTRUCTIONS

Goal: To select a small number (1-3 typically; no more than 5) industries to explore in depth during the next session.

Ask the group to select the industries they believe are potential regional priority clusters.

Explain that these clusters will be explored in more detail during the next session.

Where is more information needed in order to guide the planning process?

Make data requests to Purdue University as soon as possible as it may take 2 to 3 weeks to receive the report.



Who are the clusters' leaders in the region?

- Are they on the planning team?
- If not, who will invite them?

Now What?

Based on the assets of the region and current industrial trends...

What clusters should this region explore further?

SLIDE #29

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 30

INSTRUCTIONS

Goal: Give an opportunity to add or remove a potential goal after exploring the data.

Record the new ideas and affirm the proposed regional opportunities.

Get specific commitment from individuals to invite those that are listed as new partners.

Who will commit to inviting whom?

Reality Check and Next Steps

Did the data reveal:

- Any new opportunities that should be considered?
- The need to eliminate previously considered opportunities?
- New partners that need to be included in the planning process.




SLIDE #30

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 31**INSTRUCTIONS**



Goal: Prepare a written summary of the work completed in the public form and in Session I.

A writing team should have been identified. This team will begin its work after this session. The three key segments that can now be developed are outlined on this slide. Decide on a process for writing and vetting before the next session to ensure accountability.

Discuss how this session is building the high quality plan – evidence based.

Actions: Begin Writing the Plan

- Describe and summarize the Civic Engagement Forum process and results.
- Summarize key strengths and challenges based on the data
- Describe the selected clusters:
 - Why were these clusters selected for further exploration?
 - What are the strengths and challenges associated with the selected clusters?
 - Which suggested opportunities are associated with each selected cluster?

SLIDE #31

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 32**INSTRUCTIONS**

Goal: Gather responses from the group on the Session and what is becoming clearer to the group.

Be sure to discuss the meeting schedule for subsequent sessions.

If participants prefer to view content outside of session time, point them to the video on Understanding Bubble Charts and Shift Share Analysis



SLIDE #32

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 33

INSTRUCTIONS

Be sure to include the coaches' contact information



SLIDE #33

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

III. Broadly Supported

Broad Participation: The plan is designed with input from actively engaged individuals (devoting 20 hours or more to SET planning) from a broad range of organizations and backgrounds. Substantial diversity of participation can be demonstrated across geography (participation from all the region's counties), across a broad array of sectors (such as business, education, government, economic development, non-profits), and across major demographic groups.

Public Input: Input on the plan is collected from the general public, including a range of other people and institutions not directly engaged in SET planning. Such input, collected through SET-sponsored meetings, focus/roundtable group meetings, on-line idea collection, or other appropriate venues, is used to revise and fine tune the plan based upon the feedback received from the general public.

Buy-In: The plan has buy-in from key decision-makers in the region, as demonstrated by (1) their direct participation in the planning process, (2) the involvement on the SET team of designated representatives with the authority or approval to act on behalf of the decision-makers, or (3) a clearly expressed commitment by the decision-makers to support the regional plan and its implementation strategies.

Persuasive: The plan is written and presented in a format that conveys information to interested citizens in a straightforward, non-technical manner. The plan helps persuade interested citizens who have not been actively engaged in the development of the plan of the value of pursuing a regional approach to economic development.

IV. Focused on Regional Economic Development

Economic Development Focus: The plan is clearly focused on improving the economy. The plan makes clear how each of its strategies is intended to help produce, either directly or indirectly, improvements in the regional economy. The plan should not focus strictly on quality-of-life strategies. Rather, it must embrace strategies that are specifically designed to bring about direct improvements in the regional economy.

Regional Development Focus: The plan is clearly focused on regional economic benefits (as opposed to benefits for a specific town or county). However, the region might, for example, propose a strategy to upgrade five smaller historic Main Streets (perhaps one in each of a region's five counties) under a plan goal on enhancing a tourism cluster in the region. In this case, the strategy would clearly be regional in scope.

V. Aligned with Regional Goals

Consistent & Connected: The plan is consistent with the region's overarching goals, strategies, and action steps are consistent with each other, and will help the region take positive steps toward the achievement of its regional outcomes. Logical ties can be seen that connect the actions to the strategies, and strategies to the goals, creating a well-connected package.

SET Overview and Exploration of Regional Data

Session 1

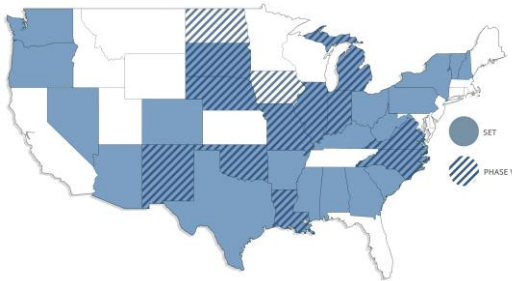


Today, We Will

- Lay the foundation for SET work together
- Review the Regional SET Forum
- Explore the regional economic data:
 - Regional industry clusters
 - Employment and occupation
- Chart the next steps



SET Participating States



SET Purpose: Doing Better Together

The regional team

develops and implements a

High Quality Regional Economic Development Plan

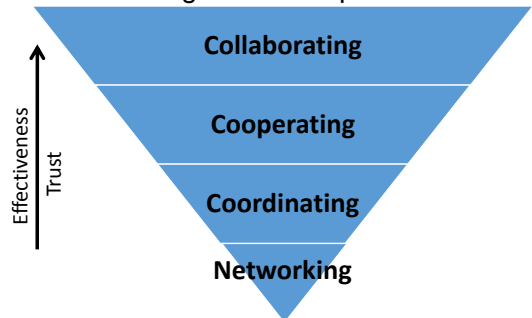
that builds on the region's current and emerging economic strengths.



High Quality Plan: Essential Components



Building Shared Expectations



Guiding Principles for Our Discussions

Sample ideas:

- Enter into the discussion enthusiastically.
- Give freely of your experience.
- Allow and encourage others to contribute.
- Listen attentively and take accurate notes.
- Ask questions when you don't understand.
- Appreciate the other person's point of view.
- Provide constructive feedback and receive it willingly.
- Keep confidences and assume others will.
- Confine your discussion to the topic.



Round I: Forum Review



Civic Engagement Forum Review

- Regional Strengths & Challenges
- Data Snapshot Reactions
- Opportunities



Round II: Economic Data



Data Scavenger Hunt: Thriving Businesses

- Number of employees
- Workforce skills needed
- Type of business (i.e. manufacturing, retail, health services)
- Average earnings
- County
- Size
 - Large=over 100 employees
 - Small= under 100
- Other businesses/industries for which it is providing support



Round III: Explain, Examine, and Explore

COACHES: Insert regional data in place of sample tables throughout this section



Establishments

Components of Change for Establishments 2000-2011

Establishments Launched	13,469
Establishments Closed	8,955
Net Change	4,514
Net Migration	-9
Total Change	4,505
Percent Change	54.2%

An establishment is a physical business location. Branches, standalones and headquarters are all considered types of establishments.



Definition of Company Stages

0 Self-employed	1 2-9 employees
2 10-99 employees	3 100-499 employees
4 500+ employees	

Note: In-migration and Out-migration includes movement within the EC IN region.
Source: National Establishment Time Series (NETS) - 2011 Database



Establishments

Number of Establishments by Employment Size

Stage	2000		2011	
	Establishments	Proportion	Establishments	Proportion
Stage 0	2,656	27.0%	4,265	29.8%
Stage 1	5,291	53.9%	8,362	58.3%
Stage 2	1,719	17.5%	1,574	11.0%
Stage 3	144	1.5%	118	0.8%
Stage 4	15	0.1%	15	0.1%
Total	9,825	100%	14,334	100.0%

Questions:

- What size businesses have shaped the region's economic growth in the last 10 years?
- Which ones are growing or declining the most?
- How might these trends shape the region's future economic growth?

Source: National Establishment Time Series (NETS) - 2011 Database



Jobs & Sales by Establishments

Number of Jobs by Establishment Stages

Year	2001	2011
Stage 0	2,656	4,265
Stage 1	19,845	26,249
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Source: National Establishment Time Series (NETS) - 2011 Database



Questions:

- What establishments are the most numerous based on company stages?
- What stages have experienced the largest growth? The greatest decline?
- What company stage employs the largest number of people?
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Top Five Industry Sector Employment Growth

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53	Real Estate and Rental and Leasing	114,447	124,514	10,067	9%
52	Finance and Insurance	138,862	149,431	10,569	8%

Questions:

- What regional industry sectors have seen the greatest growth?
- Did they grow at the same rate as the state?
- What factors are causing the growth?

Source: EMSI Class of Worker 2014.3 (QCEW, non-QCEW, self-employed and extended proprietors)



Top Five Industry Sector Employment Decline

NAICS	Description	2008 Jobs	2013 Jobs	Change	Change (%)
East Central Region					
23	Construction	5,010	4,157	-853	-17%
21	Mining, Quarrying, and Oil and Gas Extraction	281	238	-43	-15%
51	Information	1,002	876	-126	-13%
22	Utilities	314	276	-38	-12%
54	Professional, Scientific, and Technical Services	3,811	3,905	-306	-8%
Rest of Indiana					
23	Construction	210,927	183,125	-27,802	-13%
22	Utilities	15,403	14,183	-1,220	-8%
51	Information	47,332	44,428	-2,904	-6%
31	Manufacturing	519,368	492,465	-26,903	-5%
42	Wholesale Trade	130,540	124,633	-5,907	-5%

Questions:

- How does the industry sector make-up of the region compare to the rest of the state?
- Which industry sectors are growing and declining the most in employment?

Source: EMSI Class of Worker 2014.3 (QCEW, non-QCEW, self-employed and extended proprietors)



Exploring Industry Clusters



Industrial Clusters

Clusters are groups of inter-related industries that drive wealth creation in a region, primarily through export of goods and services.

Vertical Clusters

- Represents the entire value chain of a broadly defined industry from suppliers to end products.
- Examples:
 - Auto manufacturing (glass, paint, engine, plastic, etc. that goes into making a car)
 - Healthcare (service providers, equipment, medical supplies, pharmaceuticals)

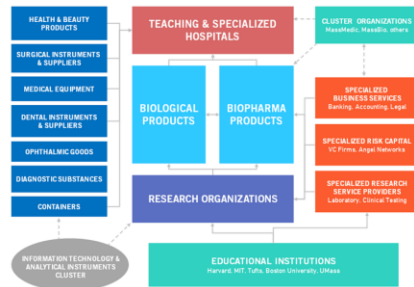
Horizontal Clusters

- Groups of similar industries that use the same resources including raw materials and/or labor
- Examples:
 - Silicon Valley
 - Wall Street Financial District
 - Napa Valley Wine Region

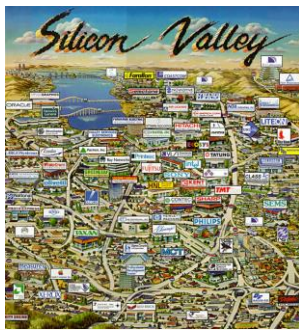


Example of a Vertical Cluster

The Boston Biopharmaceuticals Cluster



Example of a Horizontal Cluster



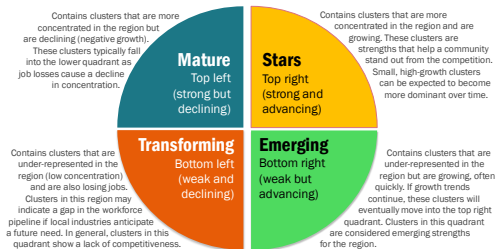
LIST OF CLUSTERS

- Advanced Materials
- Agribusiness, Food Processing & Technology
- Apparel & Textiles
- Arts, Entertainment, Recreation & Visitor Industries
- Biomedical/Biotechnical (Life Sciences)
- Business & Financial Services
- Chemicals
- Computer & Electronic Product Manufacturing
- Defense & Security
- Education & Knowledge Creation
- Electrical Equip, Appliance & Component Manufacturing
- Fabricated Metal Product Manufacturing
- Energy (Fossil & Renewable)
- Forest & Wood Products
- Glass & Ceramics
- Information Technology & Telecommunications
- Machinery Manufacturing
- Manufacturing Super-cluster
- Mining
- Primary Metal Manufacturing
- Printing & Publishing
- Transportation & Logistics
- Transportation Equipment Manufacturing



How to interpret cluster data results

The graph's four quadrants tell a different story for each cluster.



Modified from: <http://www.charlestonregionalside.com/bubble-chart-orientation/>

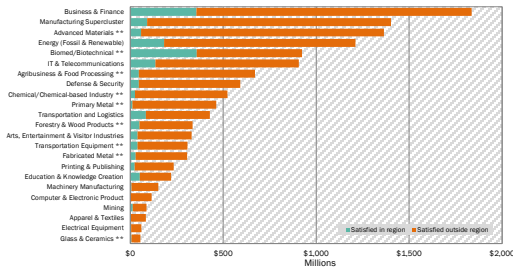


Level of Specialization	Percent Growth in Specialization	
High	Star Clusters	
	Transportation Equipment Man. (4,37; 3957)	
	Glass & Ceramics (3,88; 696)	
	Primary Metal Manufacturing (2,52; 598)	
	Fabricated Metal Product Man. (2,17; 1854)	
Medium	Forest & Wood Products (1,86; 2780)	
	Advanced Materials (1,4; 4410)	
	Biomed/BioTech (1,31; 10814)	
	Agribusiness, Food Proc. & Tech (1,28; 4039)	
	Chemicals/Chemical-based Products (1,23; 1556)	
	Low	Transforming Clusters
		Electrical Equipment, Appliance & Component Manufacturing (0,73; 168)
		Energy—Fossil & Renewable (0,62; 3498)
		Printing & Publishing (0,58; 1039)
		Business & Financial Services (0,55; 7639)
Very Low	Emerging Clusters	
	Defense & Security (0,45; 2439)	
	Apparel & Textiles (0,45; 349)	
	Arts, Entertainment, Rec. & Visitor Industries (0,48; 2073)	
Information Technology & Telecom. (0,44; 1811)		
None	No clusters in this quadrant	

NOTE: The first number after each cluster represents its location quotient while the second number represents the number of people employed in that cluster in the ECI region.



Industry Clusters: Leakages Regional Requirements, 2013



** Note: current Star clusters

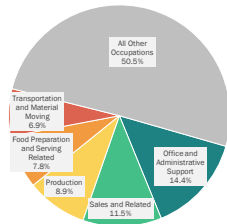


Workforce Data

- What are the region's unemployment trends?
- Are more people commuting into the region or commuting out?
- How do regional earnings compare to the state or nation?



Top Five Occupations in 2013



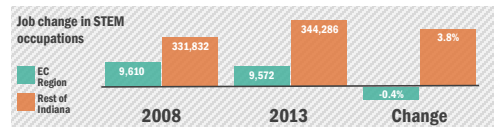
Questions:

- What are the education and skill requirements for these occupations?
- Do the emerging and star clusters align with the top occupations?
- What type salaries do these occupations typically provide?

Source: EMS Class of Worker 2014-3 (QCEW, non-QCEW, self-employed and extended proprietors)



Science, Technology, Engineering & Math



Questions:

- How do STEM jobs compare to the state?
- What has been the trend of STEM jobs over time?
- How important are STEM jobs to the region's Star and Emerging clusters?

*Note: STEM and STEM-related occupation definitions from BLS (2010)
Source: EMS Class of Worker 2014-3 (QCEW, non-QCEW, self-employed and extended proprietors)



Now What?

Based on the assets of the region and current industrial trends...

What clusters should this region explore further?



Reality Check and Next Steps

Did the data reveal:

- Any new opportunities that should be considered?
- The need to eliminate previously considered opportunities?
- New partners that need to be included in the planning process.



Actions: Begin Writing the Plan

- Describe and summarize the Civic Engagement Forum process and results.
- Summarize key strengths and challenges based on the data
- Describe the selected clusters:
 - Why were these clusters selected for further exploration?
 - What are the strengths and challenges associated with the selected clusters?
 - Which suggested opportunities are associated with each selected cluster?



Reflections



SLIDE 6

INSTRUCTIONS

Goal: To examine regional Shift-Share Analysis.

Insert the region's chart like this example prior to the discussion.

Ensure that participants understand the data before moving to the analysis.

If the region is examining more than one cluster, it may be helpful to divide the group into subgroups to explore data, with a different group working on each industry cluster report.


Use the questions on the next slide to guide the exploration.

Agribusiness, Food Processing and Technology Cluster
Shift-Share Analysis by Top Industry Sectors: East Central Indiana Region

Industries	Jobs 2013	National Trend, 2008-2013	Industry Trend, 2008-2013	Cumulative Expected Growth	Regional Performance 2008-2013
Animal Production	1,279	28	(61)	(33)	51
Crop Production	1,016	21	(16)	5	71
Tobacco Manufacturing	360	8	6	14	(30)
All Other Miscellaneous Food Manufacturing	343	7	24	31	(8)
Soft Drink Manufacturing	166	2	(8)	(6)	71
Grain and Field Bean Merchant Wholesalers	119	2	5	7	29
Farm Supplies Merchant Wholesalers	111	3	2	5	(18)
Farm Labor Contractors and Crew Leaders	91	1	5	6	22
Soil Preparation, Planting, and Cultivating	85	1	10	11	22
Meat Processed from Carcasses	82	1	(1)	0	47
Farm and Garden Machinery and Equipment Merchant Wholesalers	75	2	(1)	1	(34)
Dog and Cat Food Manufacturing	62	2	11	13	(31)
Retail Bakeries	53	2	15	17	(60)
Flour Milling	37	1	0	1	10
Animal (except Poultry) Slaughtering	31	1	(2)	(1)	6

Note: Upward arrow indicates regional competitiveness. EMSI does not include detailed sectors for cash crops and fruits production or tobacco. U: Agriculture, Forestry, Fishing and Hunting.

Coaches: INSERT OWN SHIFT SHARE CHART



SLIDE #6

TIME: 15 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 21

INSTRUCTIONS

Goal: To consider the foundational needs of the cluster under consideration

Finally, guide each group to consider the foundational needs that could block or inhibit the cluster's growth. These might include workforce issues, infrastructure, or other underlying conditions that need to be addressed in the region.

Allow time for teams to complete the work. Then guide them to consider these two questions:

Considering all of these possibilities that could build this cluster:

- What could we do? (What is feasible given current resources and climate) – place a check mark beside those items
- What should we do? (What are the pressing needs/concerns we should address immediately) – place a star beside those items.

C.A.R.E.

C _{reation}	A _{ttraction}	R _{etention}	E _{xpansion}
----------------------	------------------------	-----------------------	-----------------------

→ **Foundation**
of Economic Growth

- Could existing businesses expand to fulfill the needs of the cluster?
- What incentives or resources are needed to help these businesses expand?

SET

SLIDE #21

TIME: 15 MINUTES

SUPPLIES: FLIP CHART AND MARKERS

HANDOUTS: CLUSTER SUPPORT
WORKSHEET (HANDOUT 3)

SLIDE 22

INSTRUCTIONS

Goal: To show one example of how a cluster might develop with a combination of strategies.

Use healthcare as an example or feel free to develop an example more relevant to the group.

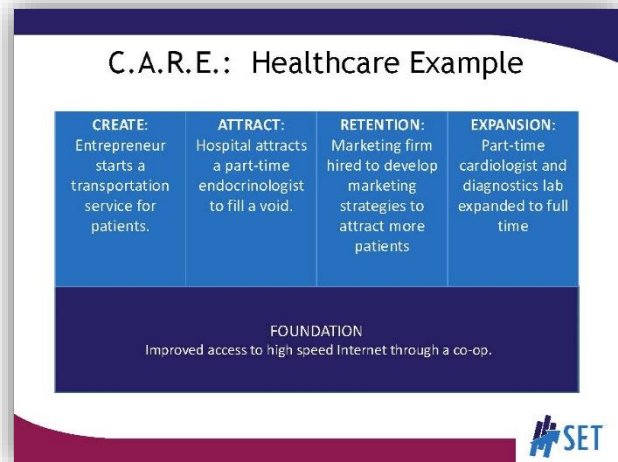
Notes:

- **Creation:** Transportation is needed to get patients from home to facility. Entrepreneur could create a logistics system to make this work, making this affordable and feasible
- **Attraction:** Currently there are no endocrinology services. Hospital or clinic attracts a part-time endocrinologist.
- **Retention:** Hospital is thinking about shutting down due to low utilization. Region brings in consultants to work with the hospital to identify marketing strategies and services the hospital could offer to attract more patient
- **Expansion:** Hospital and clinics decide they need a cardiologist and diagnostics lab. Together, these entities decide how to finance these services and share revenue and costs.
- **Foundation:** Through a broadband Co-op, the hospital was able to access a higher speed Internet, essential for new electronic records requirements.

Have each team share their diagram (the information on this slide) for their cluster with the group. If time permits, you may wish to have each group transfer the information to a flip chart before sharing.

Debrief:

If more than one cluster is being considered, do teams see cross-cutting opportunities, places where more than one cluster could benefit? If so, how could the regional team capitalize on those opportunities?



SLIDE #22

TIME: 15 MINUTES

SUPPLIES: FLIP CHART AND MARKERS

HANDOUTS: CLUSTER SUPPORT
WORKSHEET (HANDOUT 3)

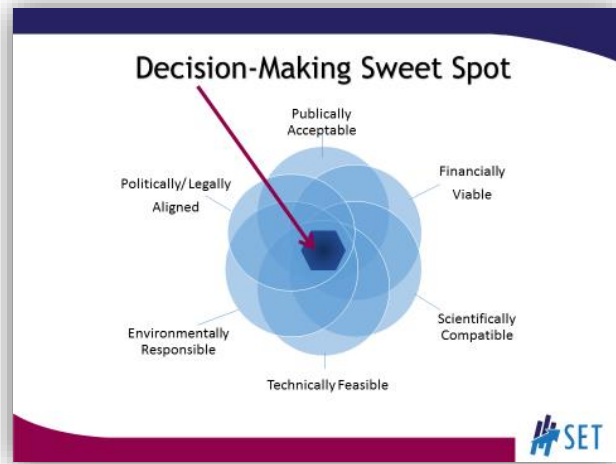
SLIDE 23

INSTRUCTIONS

Goal: To help participants understand how the various pieces of information come together in shaping the direction of the plan.

Talk through this simple Venn diagram model explaining how each of the interlocking circles are valuable. For instance, “publically acceptable” was a central focus of the civic forum while Session 2, data, focused on the scientific compatibility as well as some evidence of financial viability.

However, those decisions that are placed at the intersection of each of the circles have the greatest chances of surviving and thriving. Use this framework, then, to help the participants consider how to narrow down the opportunities to the 3-5 that make most sense going forward. The next slide will provide additional discussion points.



SLIDE #23

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 24

INSTRUCTIONS

Goal: To select the top 3-5 opportunities that will be taken forward as goals.

By this point, the regional team likely has explored a vast number of potential opportunities. Before moving forward in the planning process, the team needs to pare the list down to a manageable number (typically 3-7) depending on the capacity of the team doing the work) that will be transformed into goals moving forward. These can be fairly broad in scope (such as “strengthen the agribusiness cluster in the region”), but should not be so vague that they lack focus (such as “improve our economy.”).

The bottom line question is: Where do we want to focus the attention of our plan moving forward? What are the 3-7 areas that need our attention?

It is o.k. to have some items that are the top priorities and others that go to a “back burner” list to be explored in the future once the top goals have been accomplished or at least have started to get traction.

Be sure to draw attention back to the opportunities suggested in the civic forum as these may lead to some potential opportunities not directly related to the industry clusters that the group may want to address (such as foundation concerns.)

During the next two sessions, the team will have additional input to help hone in on the list even more as needed. So the task at this point is to just begin getting the focus areas established.



SLIDE #24

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUTS: REVIEW NOTES FROM CIVIC FORUM, CARE CHARTS JUST DEVELOPED IN THIS SESSION

SLIDE 25

INSTRUCTIONS

Goal: To determine which module(s) to cover next.

The SET curriculum contains a number of specialized modules tailored to the region's interests. At this point, the regional team should consider which of these fit within their identified opportunities and thus warrant further exploration. A single page overview of each module is available so that you can print and share the details for ones that are relevant.

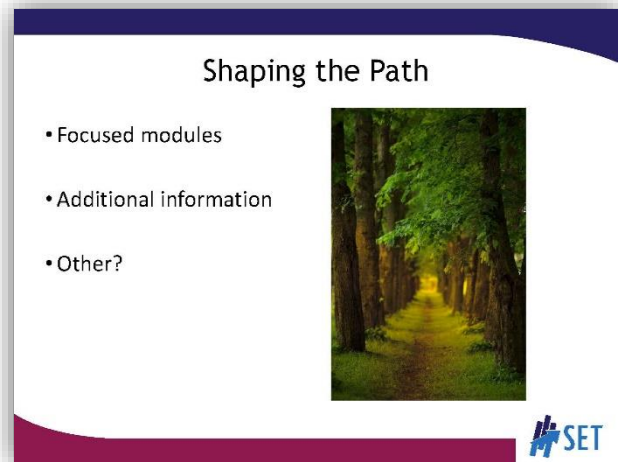
Two of these directly relate to the CARE model:

- Entrepreneurism
- Business Retention and Expansion

Two relate to specific clusters that frequently are of interest in rural places:

- Local/regional foods systems
- Tourism

Guide the team in determining which of these would best shape their planning path moving forward. Be sure to discuss a timeline and dates to ensure high participation.



SLIDE #25

TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: ONE PAGE SUMMARIES OF
SUPPLEMENTAL MODULES

SLIDE 26

INSTRUCTIONS

Be sure to insert your contact information and logos.



SLIDE #26

TIME: 1 MINUTE

SUPPLIES: NONE

HANDOUTS: NONE

C.A.R.E.



- What firms are currently contributing to the cluster?
- Are these firms facing any common threats to survival in the region?
- Do these firms need any particular programs, resources, policies in order to continue operation in the region?



C.A.R.E.



- Could existing businesses expand to fulfill the needs of the cluster?
- What incentives or resources are needed to help these businesses expand?



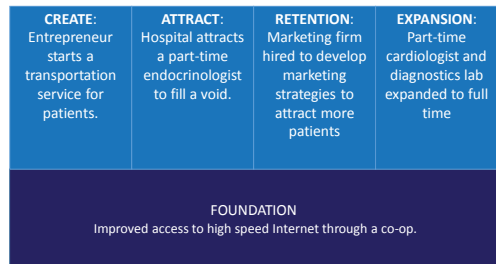
C.A.R.E.



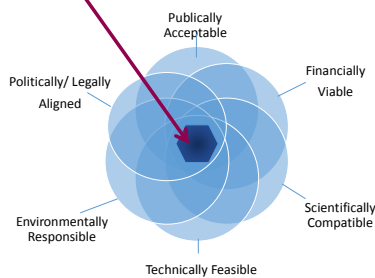
- Could existing businesses expand to fulfill the needs of the cluster?
- What incentives or resources are needed to help these businesses expand?



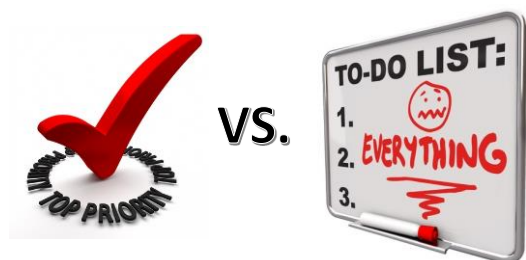
C.A.R.E.: Healthcare Example



Decision-Making Sweet Spot



Prioritizing Opportunities



Shaping the Path

- Focused modules
- Additional information
- Other?



SRDC USDA PURDUE





Cluster Support Worksheet (One Cluster per Sheet)

Cluster: _____

What are the strong sub-sectors?

Shift-Share Analysis
(Regional performance)

What industries support this cluster?

Top 15 Inputs by Dollars
(Long bars)

Where do leakages occur?

Top 15 Inputs by Dollars
(Large out of region expenditures)

What are the strong sub-sectors?

Top 15 Inputs by Dollars
(Large in-region expenditures)

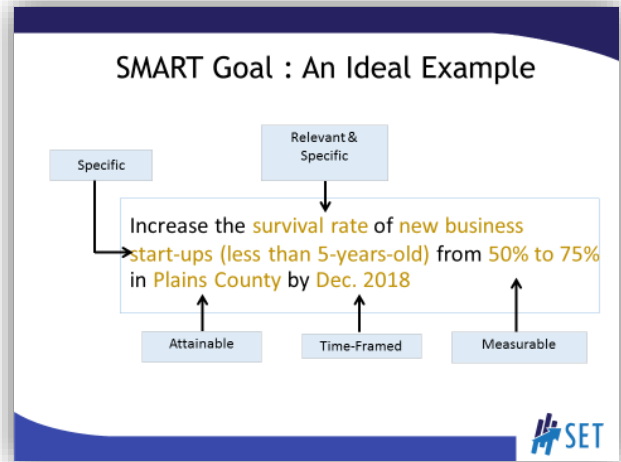
What are the workforce needs (skills)?

SLIDE 13

INSTRUCTIONS

Goal: To show the SMART elements.

A SMART goal example is presented on this slide. Share with the participants how the five key elements of a SMART goal are found in this statement.



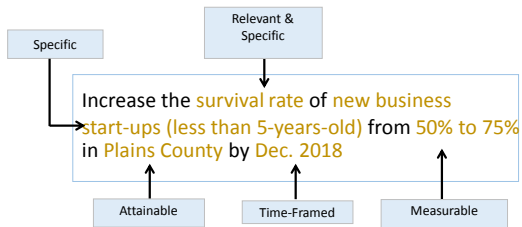
SLIDE #13

TIME: 1 MINUTE

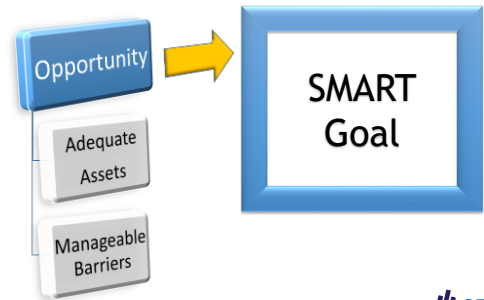
SUPPLIES: NONE

HANDOUTS: NONE

SMART Goal : An Ideal Example



Your Goals



Taken Together...



Do these goals:

- Build on existing assets in the region
- Take into account challenges that could limit progress
- Strengthen the region's competitive advantage
- Focus on a few relevant high priority areas
- Have buy-in from key stakeholders
- Honor public input
- Hold promise of building the region's economy
- Benefit the entire region



Next Steps

- Writing
 - Refine SMART goals based on feedback from today's session
 - Finalize the plan's evidence base for the goals selected
- View video ABCs of Planning
- Other items?

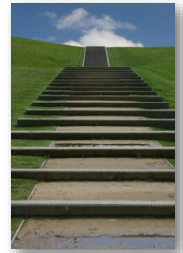









TABLE 1 The Seven Types of Community Capitals

	<i>DEFINITION</i>	<i>EXAMPLES</i>
 Natural	The quality and quantity of natural and environmental resources existing in a community.	Parks; lakes; rivers; wildlife; forestland; farm land; mountains; other natural resource features.
 Cultural	The values, norms, beliefs and traditions that people inherit from the family, school and community. Also includes material goods produced at a specific time and place (such as paintings, books) that have historical or cultural significance.	Cultural events/festivals; musical heritage, libraries; museums; multi-lingual populations; historical associations.
 Human	Attributes of individuals that provide them with the ability to earn a living, strengthen community, and otherwise contribute to community organizations, to their families, and to self-improvement (Flora et al. 2004). It includes access to education and knowledge development, training and skill building activities and efforts to build and expand local leadership.	Formal and informal educational institutions; workforce training programs; adult and youth leadership programs; lifelong learning activities.
 Social	Connections existing among people and organizations that help make things happen in the community. Includes close ties that build community cohesion (bonding) as well as weaker ties with local and outside people and organizations that help promote broad-based action on key matters (bridging).	Activities that build trust among people and groups of different races and ethnic backgrounds; citizen involvement in community discussions and events; community celebrations or parades; involvement in civic and service groups; organizations that link diversity of people and organizations together.
 Political	The ability to influence and enforce rules, regulations, and standards. Access to individuals and groups with the power to influence decisions. Participating in civic discourse on difficult public issues.	Elected and appointed government officials; citizen participation in issue forums; Congressional representatives and staffers; political organization leaders; voting rates in local, state and national elections.
 Financial	The variety of financial resources available to invest in local projects or economic development initiatives. Efforts to build wealth to support community development activities.	Community foundations; grants; micro-loan programs; revolving loan funds; community development financial institutions; banks.
 Built	Represents the infrastructure of the community – the basic set of facilities, services and physical structures needed by a community.	Broadband and other information technologies; utilities; water/sewer systems; roads/bridges; business parks/incubator facilities; hospitals/health care buildings; main street buildings; housing stock.

Sources: Flora and Flora (2008); Flora, Flora and Fey (2004); Jacobs (2011a, 2011b, 2011c, 2011d); Flage and Hauser-Lindstrom (2007); Emory, Fey and Flora (2006).










Opportunity:

CAPITALS						
built	natural	human	social	cultural	financial	political
<i>Example: New amphitheater built</i>	<i>Example: New park built</i>	<i>Example: Every child completes preschool program</i>	<i>Example: New clubs form</i>	<i>Example: New cultural festival held</i>	<i>Example: New matching grant fund established</i>	<i>Example: City government funds greenway</i>

Based on "Figure 6. Mapping Assets by Community Capital" from Emery, Fey and Flora, 2006.
 "Community Capitals Framework using Appreciative Inquiry," CD Practice, Community Development Society.



Opportunity:

CAPITALS						
						
built	natural	human	social	cultural	financial	political
<i>Example Greenway trails</i>	<i>Example Parks</i>	<i>Example Community College</i>	<i>Example Community clubs</i>	<i>Example Community festivals</i>	<i>Example Banks</i>	<i>Example Elected officials</i>

Based on "Figure 6. Mapping Assets by Community Capital" from Emery, Fey and Flora, 2006.
"Community Capitals Framework using Appreciative Inquiry," CD Practice, Community Development Society.



Specific

What do you want to achieve?
Where will you focus your efforts?

Measurable

How do you plan to measure progress toward the goal?
What is the end result and milestones along the way?

Attainable

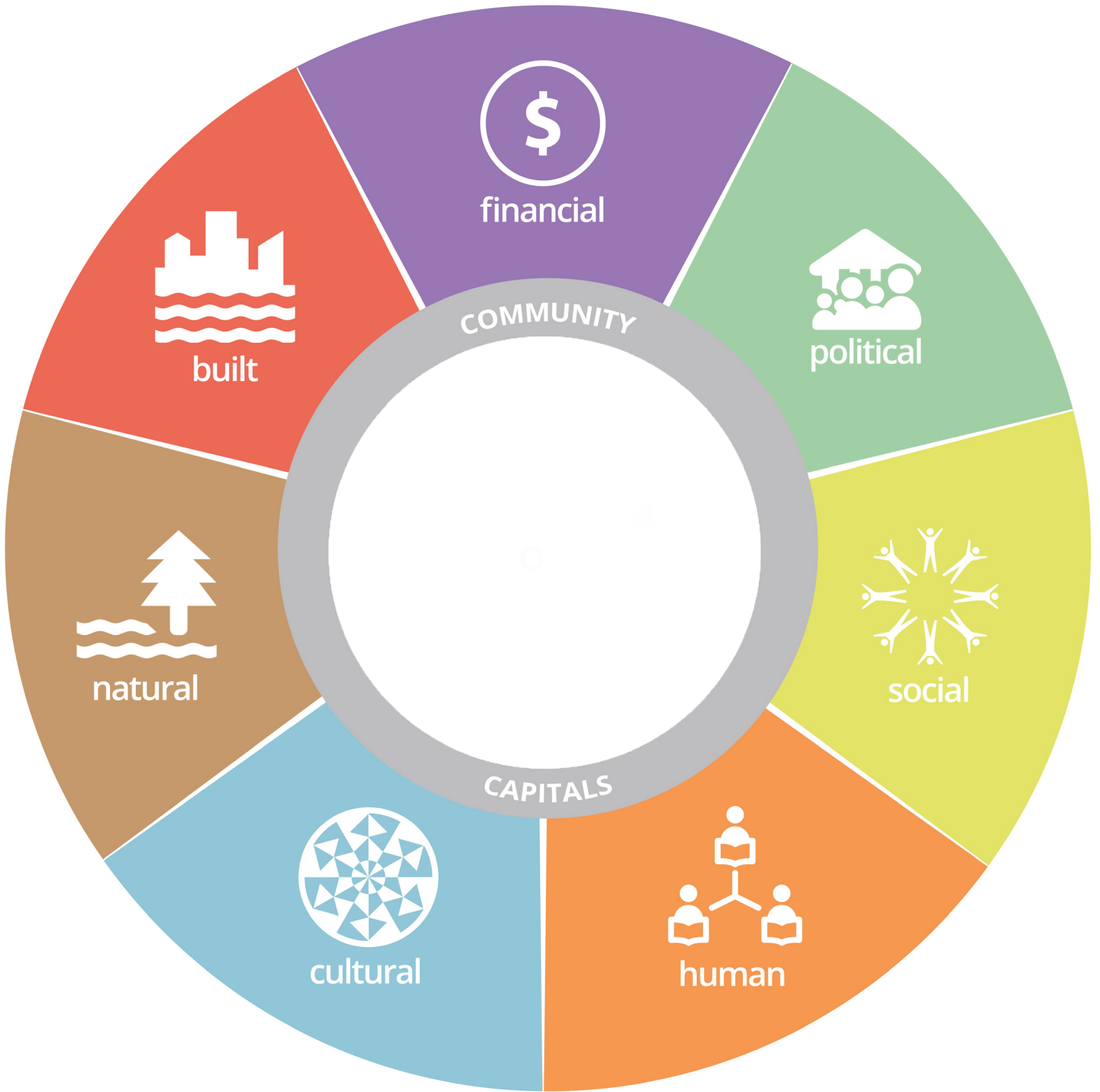
Do you have the resources to achieve the goal?
What factors might prevent achieving these goals?

Relevant

Is this important for your region?
Does this matter or bring benefit to the region?

Time Framed

When do you want to achieve your goal?
What is the target date for accomplishing the goal?



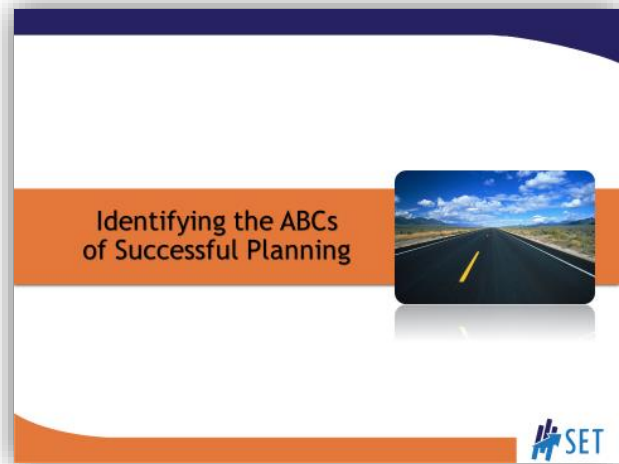
SLIDE 4

INSTRUCTIONS

Goal: This transition slide prepares participants to consider the path they will need to take to reach the goals they have identified.

At this point, the coach can either:

- Play the ABC video
- Walk through the section and provided needed explanation along the way



SLIDE #4

TIME: 1 MINUTE

SUPPLIES: NONE

HANDOUTS: REGIONAL ECONOMIC
DEVELOPMENT PLANNING CHART
(HANDOUT 2)

ABC VIDEO LINK:
[HTTPS://YOUTU.BE/EVMDOP7FOMG](https://youtu.be/EVMDOP7FOMG)

SLIDE 16

INSTRUCTIONS

Goal: To remind participants of the elements of a High Quality Plan

This slide serves as a reminder of the building blocks to the High Quality Plan. Refer the group also to the ***High Quality Plan Guidance Handout from session 1.***

One good exercise to help the group think more objectively about this is that ask them to score their own plan individually once the pieces are all put together. This may be an eye-opening experience, particularly if some in the group have not been at every session.



SLIDE #16

TIME: 5 MINUTE

SUPPLIES: NONE

HANDOUTS: HIGH QUALITY PLAN
GUIDANCE HANDOUT (HANDOUT 2 FROM
SESSION 1)

HIGH QUALITY PLAN SCORING TOOL
(HANDOUT 7)

Finalizing the Plan

Session Four

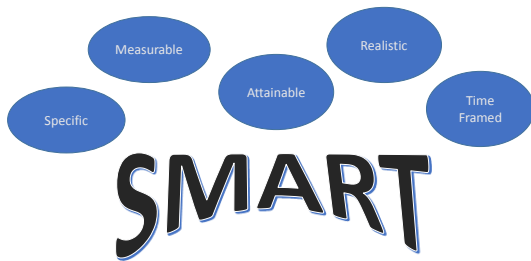


Session Overview

- Finalizing SMART Goals
- Designing Strategies and Actions to Meet Goals
- Identifying Appropriate Measures
- **Deliverable:** Crafting strategies, actions and measures to support the Regional Plan



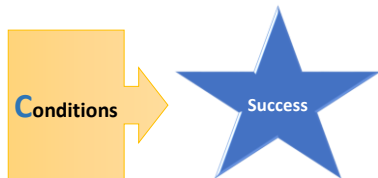
Checking In: SMART Goals



Identifying the ABCs of Successful Planning



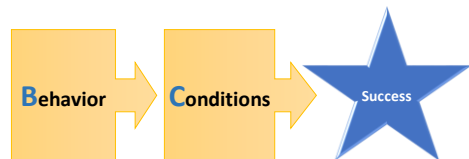
Start with the End in Mind



- What do you hope is different because of SET?
- What conditions do you hope to change?



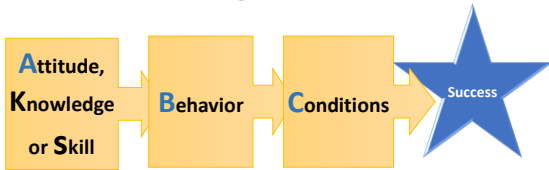
Changes in Behaviors Change Conditions



What behaviors need in your region to reach conditions you identified?



Attitudes, Knowledge & Skills Change Behavior



To change the behaviors you identified, what changes in attitudes, skills or knowledge are needed?



Strategies: What We Do



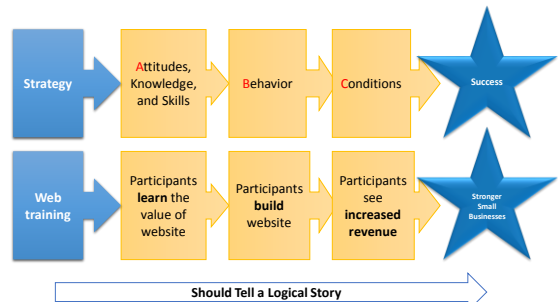
Strategies: Key Questions

Which ones will:

- Come closest to producing the desired outcomes (ABCs)?
- Appeal most to your target audience?
- Make the best uses of resources & assets?
- Help overcome key barriers?
- Be likely to spur the growth of the identified clusters?



Connecting the Pieces

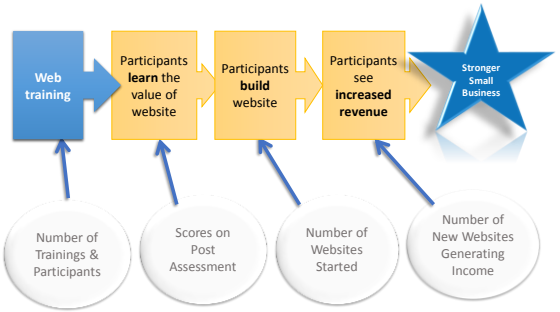


Tracking Progress on the Plan

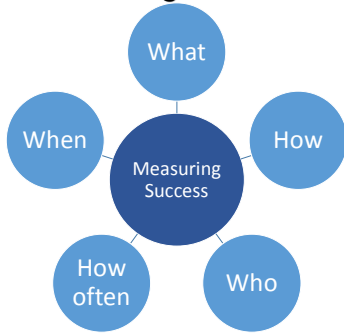
- **Problem:** You have followed your strategies for five years, but your desired condition is not being reached.
- **Discussion:** What are some possible points at which the strategy failed to produce the desired condition?



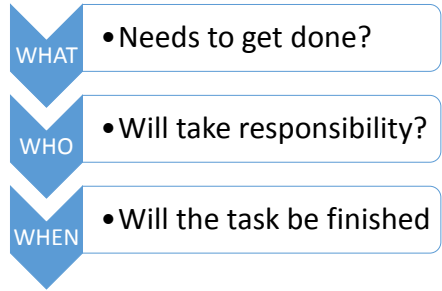
Points for Course Correction



Tracking Success



Three Elements of a Plan of Action



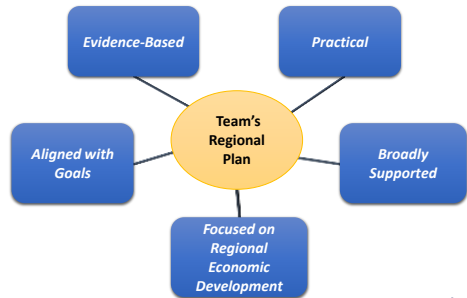
Next Steps



- Finalize regional plan
- Check against High Quality Plan Guidelines
- Present to State Resource Team for feedback and guidance
- Submit for Peer Review
- Other thoughts



Producing a High Quality Plan: The Essential Components



Timeline

When?



Who?









Peer Review High Quality Plan (HQP) Scoring Tool

Plan Title	
SET Region	
Phase	
State(s)	
Reviewer	

HQP Attribute Scoring Rubric

Point Value	Rating Standard
4	HQP attribute integration exceeds expectations
3	HQP attribute is acceptable as presented
2	HQP attribute integration needs some work
1	HQP attribute incorporation needs significant work
0	HQP attribute is not present/evident

** As appropriate, please use half scores to assess HQP attributes (i.e. 2.5)*

Evidence-Based

Assets and Challenges- The plan is based upon a strong understanding of the region's current and/or emerging assets and challenges, as well as the demographic and economic features of the region.

Score	Comments

Comparative Advantage- The plan's major strategies are intended to build on the region's comparative economic advantages, especially its key current and/or emerging economic clusters.

Score	Comments

Peer Review High Quality Plan (HQP) Scoring Tool

Plan Title	
SET Region	
Phase	
State(s)	
Reviewer	

Practical

Focused - The plan focuses upon a small number of goals. The collective set of goals appears to be well suited to the regional team's capacity (in terms of available resources, including but not limited to person-power, regional assets, and funds). (A good rule of thumb is a maximum of five goals for a group with substantial resources available for plan implementation.)

<i>Score</i>	<i>Comments</i>

Logical - Plan's major strategies, taken together, are designed to achieve the region's clearly stated goals by influencing attitudes, knowledge, and skills to motivate behavior.

<i>Score</i>	<i>Comments</i>

Targets- The plan specifies measurable targets that must be met along the road to goal achievement.

<i>Score</i>	<i>Comments</i>

Peer Review High Quality Plan (HQP) Scoring Tool

Plan Title	
SET Region	
Phase	
State(s)	
Reviewer	

Time Periods - The plan includes short-term (typically less than 1 year), medium-term (2-4 years), and long-term (5 years or longer) goals, which build together toward lasting economic improvements.

<i>Score</i>	<i>Comments</i>

Initial Tasks -The plan specifies clear tasks to be completed and delineates the person(s) or groups responsible for completing these actions, at least for the short-term timeframe of the plan (the first 6-12 months).

<i>Score</i>	<i>Comments</i>

Responsibility - Plan specifies clearly what person or entity is a responsible for assuring that plan implementation is continued beyond the intial 6-12 months.

<i>Score</i>	<i>Comments</i>

Peer Review High Quality Plan (HQP) Scoring Tool

Plan Title	
SET Region	
Phase	
State(s)	
Reviewer	

Broadly Supported

Broad Participation - Plan was designed with input from a broad range of institutions and highly active persons.

<i>Score</i>	<i>Comments</i>

Public Input: Input on the plan is collected from the general public, including a range of other people and institutions not directly engaged in SET planning.

<i>Score</i>	<i>Comments</i>

Buy-In - Plan has buy-in from key decision-makers in the region.

<i>Score</i>	<i>Comments</i>

Persuasive: The plan helps persuade interested citizens who have not been actively engaged in the development of the plan of the value of pursuing a regional approach to economic development.

<i>Score</i>	<i>Comments</i>

Peer Review High Quality Plan (HQP) Scoring Tool

Plan Title	
SET Region	
Phase	
State(s)	
Reviewer	

Focused on Regional Economic Development

Economic Development Focus - Plan is clearly focused on improving the economy.

<i>Score</i>	<i>Comments</i>

Regional Development Focus - The plan is clearly focused on regional economic benefits (as opposed to benefits for a specific town or county)

<i>Score</i>	<i>Comments</i>

Aligned with Regional Goals

Consistent & Connected: The plan is consistent with the region's goals and data. Goals, strategies, and action steps are consistent with each other, and will help the region take positive steps toward the achievement of its regional goals. Logical ties can be seen that connect the actions to the strategies and strategies to the goals, creating a well-connected package.

<i>Score</i>	<i>Comments</i>

Total Score out of 60	0
Average HQP Attribute Score	0.00

Sustaining Existing Businesses

Exploring Opportunities for a Stronger Regional Economy



Outline

- Why focus on existing businesses?
- What is Business Retention and Expansion?
- How does the process work?
- Where can I get support/assistance to initiate a BR&E strategy in my region?



Why Focus on Existing Businesses?

	Creek		Lincoln		Payne		Region	
	2010	2013	2010	2013	2010	2013	2010	2013
Jobs by Establishment Type (in thousands)	26.5	28	10.3	10.3	50.8	61.2	87.6	99.5
Resident Businesses	80.7%	78.5%	81.0%	78.6%	82.3%	82.3%	81.7%	80.8%
Nonresident	11.9%	12.5%	8.8%	8.0%	9.1%	9.0%	9.9%	9.9%
Noncommercial	7.3%	9.0%	10.2%	13.4%	8.6%	8.7%	8.4%	9.3%
Jobs Gained (in thousands)	2.2	2.8	1.2	1.1	3.1	9	6.5	12.9
New Startups	71.8%	57.6%	75.8%	71.5%	63.6%	86.2%	68.6%	78.7%
Expansion Startups	4.0%	10.3%	3.1%	8.6%	3.9%	2.9%	3.8%	5.0%
Expansions	14.7%	18.1%	15.9%	17.4%	27.5%	10.4%	21.0%	12.7%
Move in	9.6%	14.0%	5.2%	2.5%	4.9%	0.5%	6.5%	3.6%

Source: <http://www.youreconomy.org>



Our Region

1. What economic development practices does our region (or communities within the region) use for economic development?
2. What impact do these practices have on existing businesses?
3. Based upon the discussion, what implications/inferences can be made regarding these practices and job creation?



What is Business Retention and Expansion?

A BR&E Program:

- **Assists** existing businesses in their survival and expansion.
- **Is driven** by feedback from business owners and managers.
- **Is proactive** in maintaining a vibrant local economy and assisting existing businesses to grow.



What is Business Retention and Expansion?

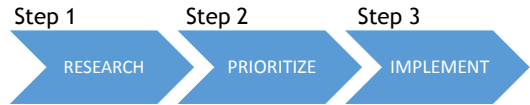
What benefits accrue to a region conducting a BR&E program?



How Does the Process Work?



Three Major Steps



Step 1: Research

- **Organize** a leadership team.
- **Develop** interview guide/visitation survey.
- **Recruit** and train volunteers.
- **Visit** businesses.
- **Tabulate** data.



Step 2: Prioritize

- **Identify** “red flag” items, those needing immediate response (or can be quickly addressed).
- **Analyze** interview data.
- Hold a leadership retreat to **prioritize** projects.
- **Design** priority projects.
- **Draft** reports describing survey results and priority projects.
- **Host** a regional meeting to announce projects/implementation.



Step 3: Implement

What types of projects get implemented?

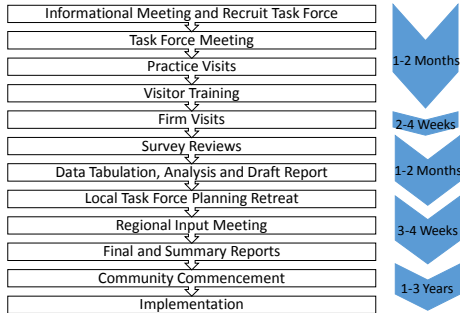


Step 3: Implement

- **Develop** project teams and commence work on projects.
- **Sustain** leadership.
- **Provide** updates on projects to the region .
- **Evaluate** projects.
- **Sustain or conclude** the BR&E program.



Timeline



What Resources Are Required?

- Leadership
- Volunteers
- Organizational capacity
- Analytical capacity
- Commitment/buy-in from businesses, governments and residents
- Funding



Summary of Estimated Time Commitments

Participants	Number of Participants Per Program	Total Hours Per Person	
		During Visits and Planning Phase (4 to 9 months)	During Implementation Phase (1 to 2 years)
Local Citizens and Leaders			
Overall Coordinator	1	70	40
Other Leadership Team Members	3-4	45	30
Task Force Members	25-30	20	20
Volunteer Visitors	25-30	10-20	0
Firm Owner/Operators	30-100	1-3	0
Technical Assistants			
BREI Certified Coordinator or Professional	1	100	30
Computer Technician	1	25-45	0
Report Writer	1	100	0



Regional Assessment

- Are we ready to take on a BR&E program?
- If not, where do we need to focus our efforts to get ready?



Where Can the Region Get Assistance to Initiate a BRE Strategy?

- SET State Resource Team
- Business Retention and Expansion International
 - <http://www.brei.org>



Questions?





SLIDE 12

INSTRUCTIONS

Goal: To define the elements of a SMART goal.

SMART is an acronym that helps define a solid goal. This slide outlines the characteristics of SMART goals and provides a few guiding thoughts for each.

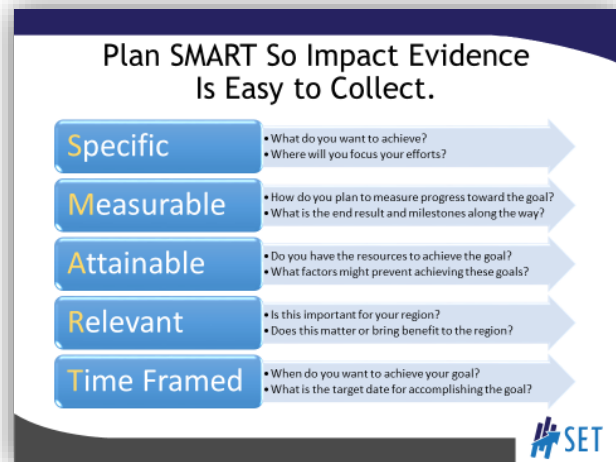
S means Specific: Knowing what you want to achieve and where they want to focus their efforts is important. As you develop specific goals, think through exactly what you hope to accomplish. Be clear.

M means Measurable: Develop measures that will allow you to document whether you are moving in the right direction in terms of achieving your goals. Think about the ultimate outcomes you want to achieve and the measures you want to use to document your progress along the way.

A means Attainable: Avoid embracing goals at odds with the current or anticipated resources that will be available in your region. Consider goals that align with the assets of your region. These assets are those you identified using the Community Capitals framework.

R means Relevant: Is the goal something that your SET team is truly committed to tackling? Since you may have a variety of goals that you want to pursue related to the region, taking a hard look at the importance and relevance of each specific goal is vital. Consider whether each goal will bring the greatest benefit to the region. In addition, ask yourself as a team, "Are we the right or appropriate group to address this goal or is there another entity in the region that is better equipped to tackle this goal?"

T means Time Framed: Having timelines for each of your goals is important. If you don't have target dates or time frames, then you are likely going to muddle along, having no clear sense of what key actions need to be undertaken and by when. In order to keep things on track, build a timeline of when your team goals are to be accomplished.



SLIDE 12:

TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUTS: PLAN SMART
(SESSION 3 | HANDOUT 4)

Adapted from the following source:

Heathfield, S. M. (2011). Beyond smart goals. *About.com Human Resources*. Retrieved from <http://humanresources.about.com/cs/performance/a/goalsetting.htm>

TOOLBOX

Below is a listing of a variety of tools available for your use. Feel free to suggest or add tools to the SET toolbox as we explore this phase together.

TOOLS YOU ALREADY HAVE

SET Regional Plan: First and foremost, the SET Plan is your region's implementation guide. The whole purpose of this implementation period is to ensure that the work of this document grows legs and runs toward success. Within the document, these additional tools will also help guide this phase:

Plan of Action (30/30): During each implementation session, review the Plan of Action (30/30) and check for progress. A good practice is to put the Word version up on a screen for all to view together and walk down the identified steps using these questions as guides:

- What has been accomplished since the last meeting? (Mark those as complete in the right hand column.)
- Has anyone hit a roadblock with a step? If so, brainstorm solutions. How can we, as a group, maneuver around or past this challenge? Edit the Plan of Work to reflect the changes, if needed.
- Has anything changed that leads to a change in our steps, timelines, or responsibilities? Discuss those and make any adjustments to the 30/30.
- What additional steps do we need to add to further our progress?

Measurement Plan: During each session, take time to review the Measurement Plan and any associated measures that have been gathered. Consider these guiding questions:

- What measures have been gathered since we last met?
 - What did we learn from the measures?
 - How do we need to change our course for the future based on these measures?
- What steps do we need to take toward other measures we are not yet measuring?
- Do we see any need to adapt our measurement plan at this point?

TOOLBOX

ASSESSMENTS

Three different assessments may be helpful to employ as you begin this phase of the work, depending on the maturity of your group.

Are We Ready

You may remember that during the site visits before SET regions were selected, you used this tool to assess readiness for SET. Consider bringing this tool back to the group and having them complete it now. Compare to their original scores (or summary scores) and discuss places where they have grown versus places that still need work. Use these areas as guides to the next steps.

Program Sustainability Assessment Tool

This tool was developed for the healthcare field but is quite applicable to SET regional work. The tool walks team members through 8 Domains to assess strengths in each. The tool includes a scoring rubric that can be used to compile and average scores across the team, if desired. If a less formal analysis is appropriate for your group, you can simply provide the tool and allow each person to complete it, including rating their individual responses on the rubric. Then you can ask participants to place themselves on an imaginary number line based on their scores (lowest score 5; highest 35) for each domain. Go through each domain one at a time and ask participants to move to their score for each. This can quickly provide a sense of how the whole group is feeling about each domain. Any place where the whole group is at the lower end OR where the group is divided in their views are clear opportunities for you, as the coach, to provide assistance. The tool site has suggestions to grow each domain. Additionally, the sessions discussed in the next section may provide guidance. <http://www.sustaintool.org>

Roles and Responsibilities

While not exactly an assessment, this listing of roles and responsibilities was introduced to the region at the initial site visit. During that visit, they should have assigned someone to each role. Consider these questions:

- Are these roles still in place?
- How should they be adapted to fit the implementation period?
- Who will take each role?
- What roles should be added or refined?

TOOLBOX**MODULES**

Leadership

Is leadership lacking in the SET team? If so, the specific module on leadership and sustainability may provide some insights for your team to consider. Feel free also to use tools you may already have to address these issues. If so, please consider sharing in the SET Toolbox for others to use.

Grant Writing Basics

Particularly for newly formed groups, grant-writing skills may be lacking. While this module is not intended to be an “end-all” session on becoming a master grant writer, it does provide some helpful guidance on thinking about how to begin the process of finding and writing grant proposals that are a good fit to the SET work.

Communications Planning

One of the biggest challenges of a large group is to maintain clear, consistent communication both within the organization and with outside stakeholders. This module explores some of the basic principles to guide both internal and external communication planning.

EVALUATING THE WORK

RIPPLE MAPPING

As you close out the implementation period during which you have provided coaching, please use the Ripple Mapping process described in the handout to document progress. This is an essential tool, not only for the region to begin to document a picture of their progress, but also to help inform the SET process of important accomplishments and potential opportunities for growth.

Handout: Community Capitals one page table (From Session 3)

Materials: Flip chart or newsprint and markers

Ripple Mapping: Instructions for Mapping Impact

1. Welcome participants
2. Purpose of the activity is to look at how the work has made a difference in the community and to use that information to think about what we can learn from our work together, how we can use that information going forward and how we can evaluate that work.
3. Begin by asking people to share in pairs for about 5 minutes specific efforts or changes that have taken place because of the target program.
4. Write the capitals around the edges of the map with a brief explanation each. Place them in the same location and order as the sample chart in this document to allow for ease of region-to-region comparison. [Handout on Community Capitals from Session 3]
5. Write SET (Stronger Economies Together) in the center and explain that you will be mapping results of that effort.
6. Explain the three levels of ripple process and that the purpose of this tool is to better understand the impact of our work by thinking about it as a pebble or boulder in the community pond. Using the capitals to frame this discussion helps us think about the whole community and avoid overlooking some aspects. Some find it helpful to draw

three rings around the center topic with ring 1 representing the first ripple right around the topic, ring 2 around that ring, and ring three representing the outside ring.

7. Begin mapping the first ripple with the question – What specific actions or activities were started because of the initiative? Put the items generated during the first ripple discussion near the center in the section of map in the region of the map framed by the capital they represent. When the map is done, you should be able to see all the social capital impacts, for example, in one section of the map. Probe for more ideas by asking about changes in the capitals not yet mentioned. Keep in mind, though, that an identified initiative may not necessarily impact all 7 capitals, and that is ok.
8. Begin mapping the second ripple by focusing on items in the first ripple and using questions like: “who is benefitting and how, how is the fact that people are doing things differently affecting others?”
 - Use a different color, so the ripples are evident in the colors scheme.
 - Draw an arrow from the item in the first ripple to the item in the second. Sometimes there are multiple arrows. The arrows will show the process by which change was accomplished which can inform new efforts.
9. Begin mapping the third ripple by asking the question, “What changes are you seeing in the community’s systems and institutions and organizations? Are everyday ways of thinking and doing changing? How?”
 - Use a new color.
 - Use an arrow to link items in the second ripple to those in the third ripple.
10. Ask, “What do you think the most significant change is on the map? Why?” Use red to star those items.
11. Initiate a brief discussion on how the map can help with evaluation. Looking at the map and thinking about the impact of your work, what questions about your work would you like to have answered? Are their items on the map for which data is already available?
12. Initiate a brief discussion on how this reflection process can provide insights into next steps.
 - “What are the implications of what we learned about our impact from the mapping that will be helpful in our next round of our work?”

- “What additional stakeholders should we add to our advisory committees or project committees based on how we are impacting the community?”
- “What are next steps we might like to take to increase our impact?”

Once the session is complete, take a good quality picture of the map for evaluation use, but leave the map with the region – it is a record of their work. Please also take a picture of the participants with the map to use in promoting their work.

Evaluation: Using the picture of the map, full in the evaluation tools below to document results. Forward to SRDC (Rachel Welborn) along with the pictures to share impacts.

NOTE: Ripple mapping can also be used to help plan an initiative. Here the questions would be, “if we are successful, what will people be doing differently, how will that make a difference, and what changes do we hope to see in organizations, everyday ways of thinking and doing, and community/neighborhood characteristics.”

Special thanks to Dr. Mary Emery for her guidance:

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<http://www.sdsu.edu/index/directory/directory-detail.cfm?view=detail&ci=3024>

EVALUATION TOOLS:

Evaluating the Ripple Mapping is a three part process using the tools and descriptions below.

Number of actions or impacts by community capital

[Add the number of actions or impacts written on the map by ripple and by capital.]

[Region Name]				[Date]
	Ripple One	Ripple Two	Ripple Three	Totals
Natural				
Cultural				
Human				
Social				
Political				
Financial				
Built				

Self-Identified Greatest Accomplishments of the Region

[Write in the items under Ripple, then total the number of items by capital in the right hand column]

[Region Name]				[Date]
	Ripple One	Ripple Two	Ripple Three	Totals
Natural				
Cultural				
Human				
Social				
Political				
Financial				
Built				

EVALUATION TOOLS, CONTINUED

Measurable Impacts:

[Generate a bullet list of measurable impacts. Some samples are below.]

- 15 students graduated from new certificate program
- 6 new businesses completed website training
 - 3 of them have launched new websites
 - 2 are reporting growth in sales (might have actual numbers OR this could be a follow-up call to those businesses)
- 3 specific challenges identified in the Business Retention and Expansion survey have been addressed.
 - [what were the challenges – what did solving the problems accomplish]