



**Grab A Hat...and...
Treat Yo Self To A
Selfie! ✕**

Tag Us!

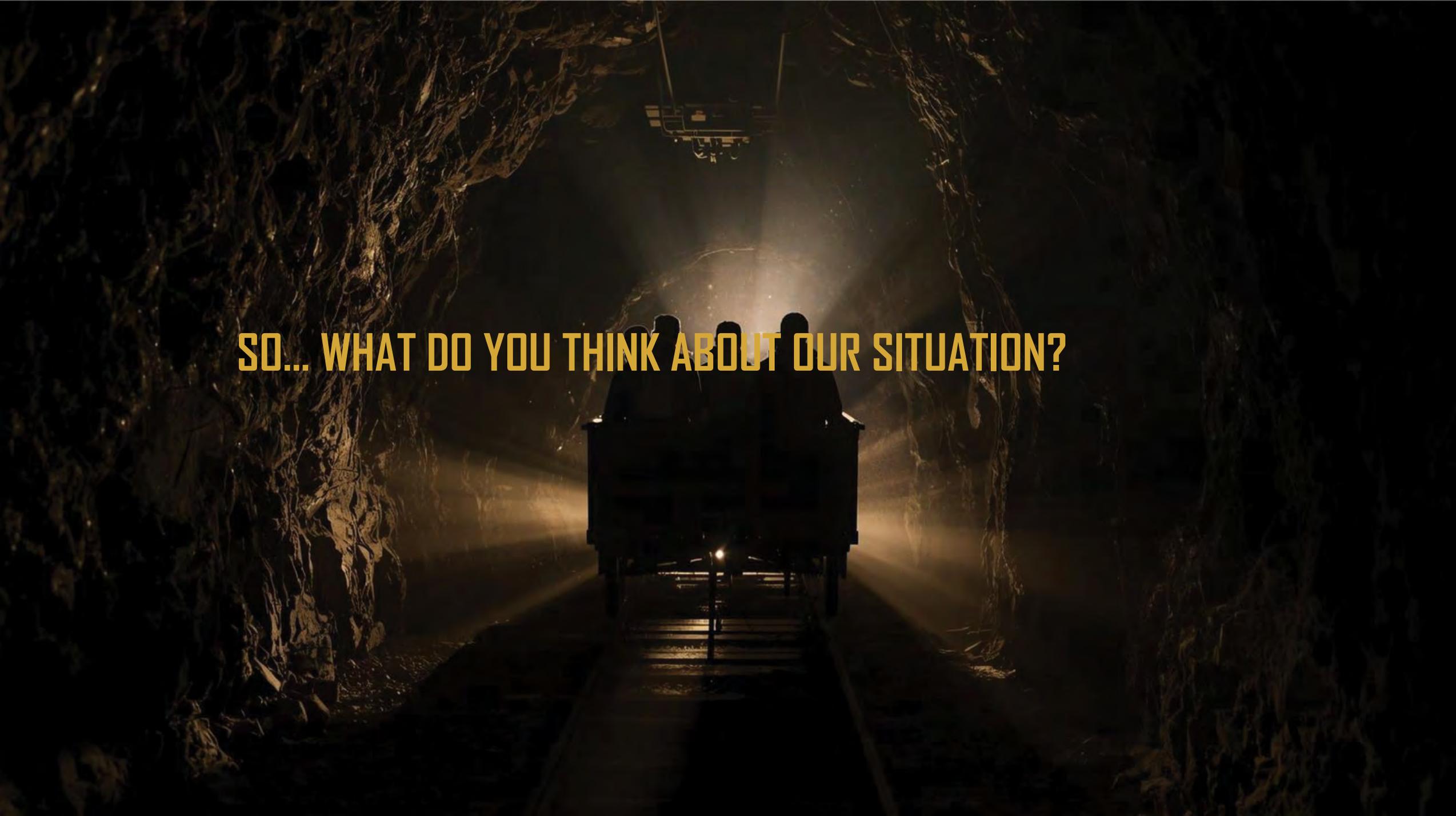
**GO GREATER
GRANT on
Facebook!**



RAIDERS
of the
FUTURE
WORKFORCE

GREATER GRANT COUNTY

MARCH 5 & 6

A dark, atmospheric scene of a cable car in a cave. The cable car is silhouetted against a bright light source at the end of the tunnel, creating a strong lens flare effect. The cave walls are covered in intricate, gnarled roots or stalactites. The overall mood is mysterious and dramatic.

SO... WHAT DO YOU THINK ABOUT OUR SITUATION?



QUICK ACTIVITY

What brought you to the GGC Raiders of the Future Workforce Summit?

Instructions:

- 1 Min: Silent self-reflection by individuals on a shared challenge, framed as a question.
- 2-3 Min: Find someone you don't know or do not know well and generate ideas in pairs, building on ideas from self-reflection.
- 4-5 Min: The 2 of you find 2 more people to share and develop ideas from your pair in foursomes (notice similarities and differences).

A vintage-style world map on aged parchment. A red dashed line traces a path across the map, starting from the bottom left, curving around the Americas, and ending at the top right. Two red 'X' marks are placed at the start and end of this path. The map includes various details like a compass rose, sailing ships, and a lighthouse.

WHAT WE ARE FACING:

WHAT THE DATA TELLS US

SURVEYING THE LANDSCAPE: GRANT COUNTY

TOTAL POPULATION (2025)

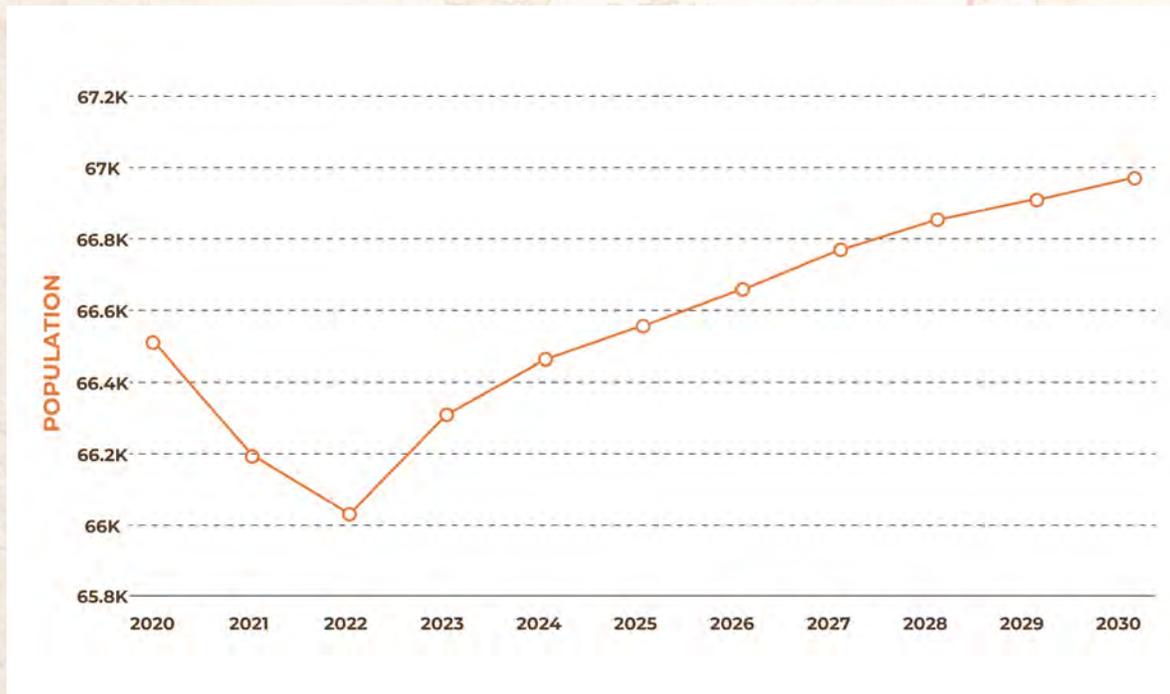
66,533

PROJECTED POPULATION (2030)

66,970

5-YEAR PROJECTED GROWTH

0.6%



- Population growth is projected at just 0.6%, an increase of approximately 417 residents over the next five years.
- 0.6% projected growth places Grant County squarely in the middle of our 10-county region, yet below Indiana's projected 2.3% growth rate.
- Stability is not the same as momentum, and modest growth will require intentional strategy.

SURVEYING THE LANDSCAPE: GRANT COUNTY

MEDIAN HH INCOME (2023)

\$54K

RESIDENTS WITH 4-YR DEGREE

12.8%

RESIDENTS WITH ASSOC. DEGREE

10.7%



	% of Population	Population
● Less Than 9th Grade	3.5%	1,520
● 9th Grade to 12th Grade	6.7%	2,934
● High School Diploma	36.2%	15,871
● Some College	21.5%	9,401
● Associate's Degree	10.7%	4,674
● Bachelor's Degree	12.8%	5,623
● Graduate Degree and Higher	8.6%	3,787

- Median household income ranks 89th out of 92 counties in Indiana, reflecting constrained opportunity and urgency to raise earning potential across our community.
- Bachelor's degree attainment sits 9% below the national average and 6.3% below the state average, while associate degree attainment exceeds both national and state averages.
- We have built strength in two-year pathways – now the opportunity is to expand and align credentials with high-demand careers.

SURVEYING THE LANDSCAPE: GRANT COUNTY

TOTAL JOBS
(2025)

32,618

TOTAL LABOR FORCE
(2025)

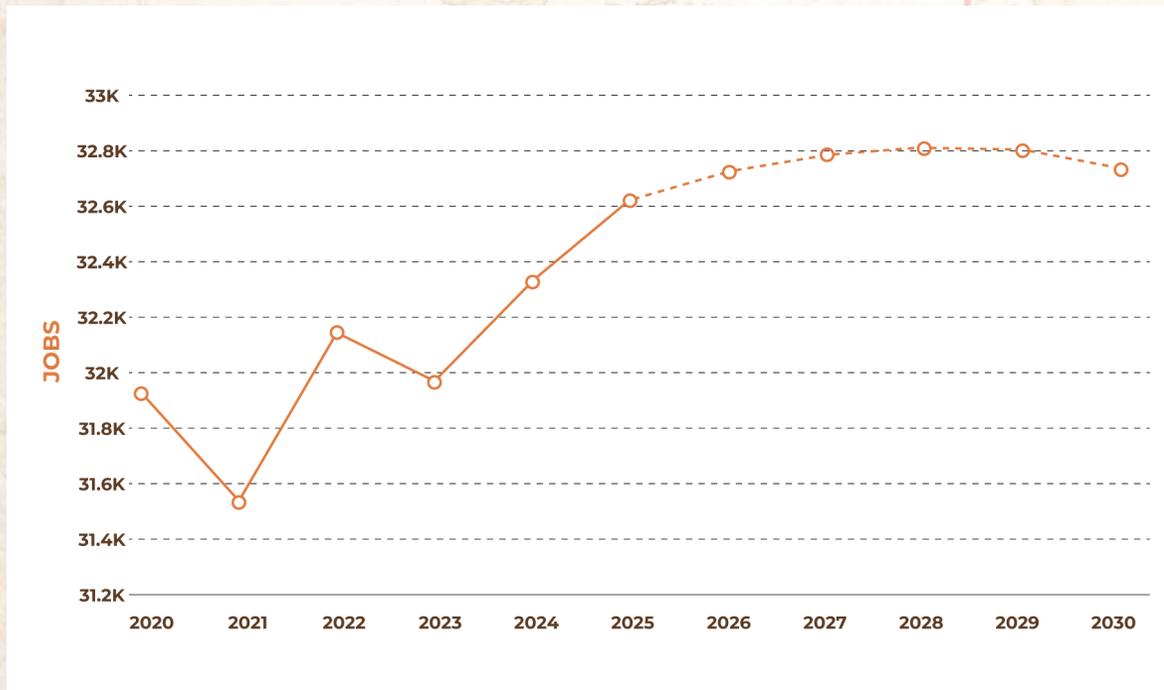
31,474

JOB GROWTH
2020-2025

2.2%

PROJECTED JOB GROWTH
2025-2030

0.34%



- Today, we have more jobs than available local labor—that reality signals economic activity and opportunity, but it also highlights a gap between job creation and resident workforce capacity.
- Over the past five years, employment has grown by 2.2%. While growth is progress, it trails the national rate by 8.4%, reminding us that we are moving forward—but not at the pace of the broader economy.
- Current projections show modest job growth of 0.3% over the next five years. Yet projections are built on past patterns, not future potential.

DISCOVERING PITFALLS & POTENTIAL: LABOR PARTICIPATION

TOTAL POTENTIAL
WORKFORCE (2025)

53,415

TOTAL LABOR FORCE
(2025)

31,474

NOT IN LABOR FORCE
(16+)

21,941

UNEMPLOYMENT RATE
(NOV 2025)

3.57%

Nov 2025 Labor Force Breakdown



- While unemployment remains low—just 3.57% as of November 2025—the deeper story lies elsewhere. The challenge is not simply jobs; it is engagement.
- 41% of our potential workforce over the age of 16 is not participating in the labor force at all. That represents a significant pool of untapped talent—individuals who, for a variety of reasons, are not currently connected to employment opportunities.
- And yet, there is reason for optimism. Labor force participation is at a five-year high and has risen nearly 2% over the past year. Momentum is building.

DISCOVERING PITFALLS & POTENTIAL: EDUCATION GAPS

% POTENTIALLY UNDER-EMPLOYED POPULATION

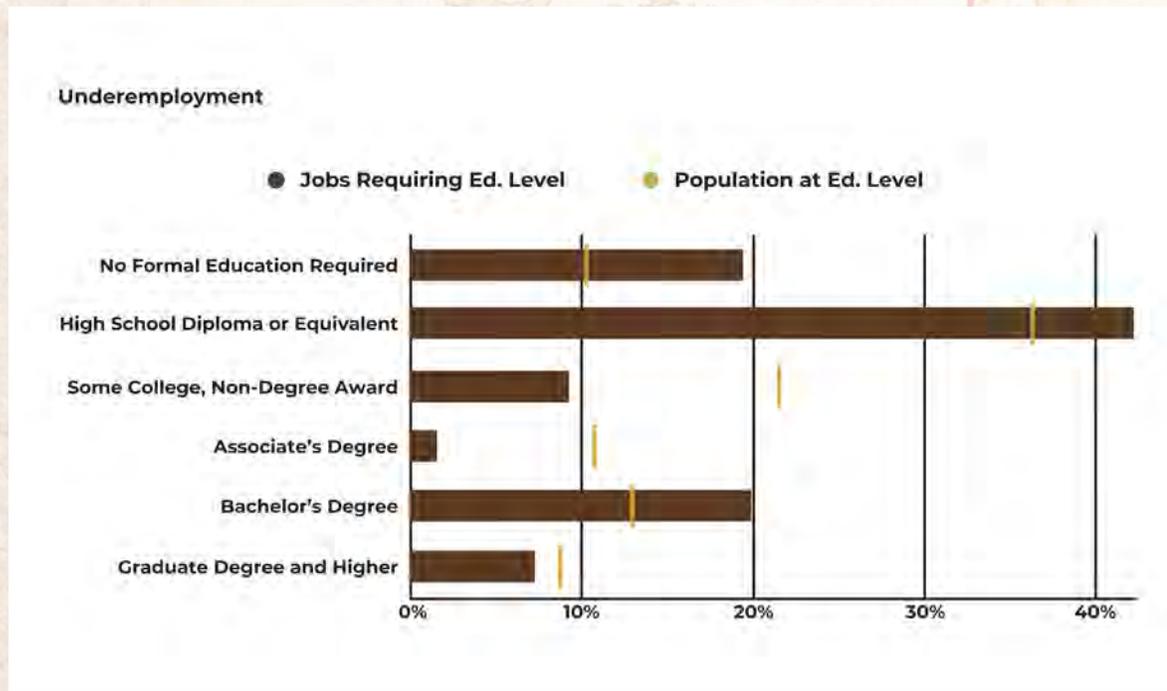
22%

% OF JOBS REQUIRING 4-YEAR DEGREE

20%

% OF POPULATION WITH SOME COLLEGE, NON-DEGREE AWARD, OR ASSOC.

32%



- Under-employment isn't just a workforce issue – it's a community-wide economic challenge that results in lower wages and reduced spending—slowing our overall economic growth.
- Gaps between educational attainment and the skill levels required for available jobs signal inefficiencies in our system. When talent and opportunity fail to align, productivity suffers and potential goes unrealized.
- The question before us is clear: how do we ensure our workforce is equipped with the skills our employers need today—and tomorrow? The answer lies in stronger alignment between education, training, and industry.

DISCOVERING PITFALLS & POTENTIAL: COMMUTING

TOTAL INBOUND COMMUTERS
(2025)

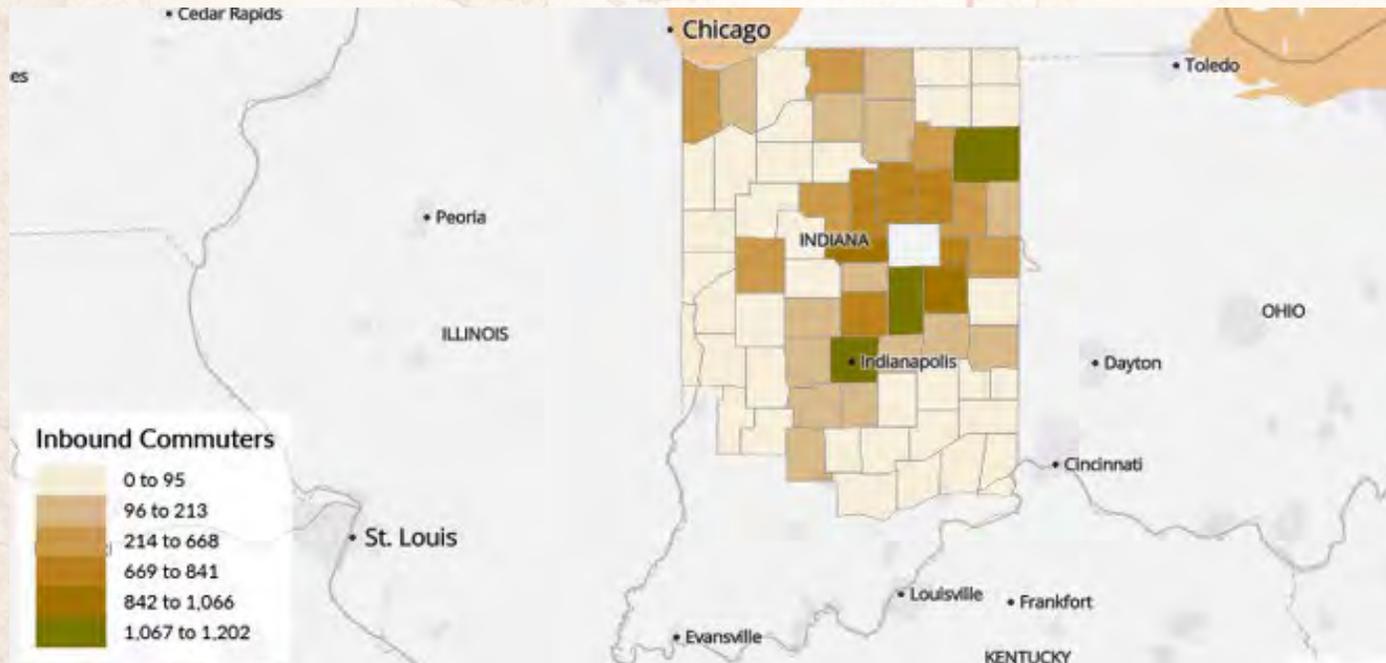
13,691

TOTAL OUTBOUND COMMUTERS
(2025)

11,804

NET COMMUTERS
(2025)

1,887



- 42% of the individuals who power our workplaces commute into Grant County each day—but they build their lives elsewhere.
- At the same time, 36% of our residents leave the county each morning to contribute their skills and energy to other communities.
- Together, these realities tell a powerful story about movement, choice, and connection. They challenge us to rethink how we approach talent attraction, retention, and workforce development.

DISCOVERING PITFALLS & POTENTIAL: YOUNG TALENT

% OF POPULATION AGES 10-24
(FUTURE WORKFORCE)

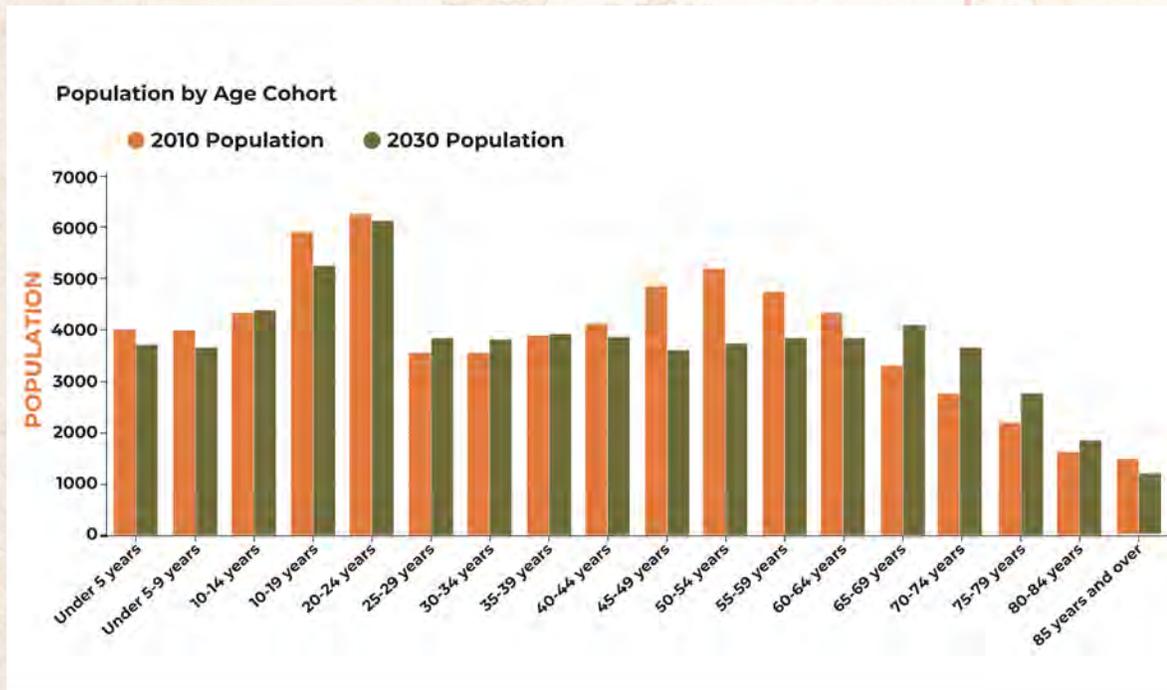
23.5%

% OF WORKFORCE AGED 55+
(RETIRING SOON)

24%

TOTAL % OF POPULATION AGED 30-44
(MILLENNIALS)

16.4%



- While projections show a modest 0.6% population increase by 2030, it's not enough to reverse years of steady decline. We must be intentional about shaping our future.
- At the same time, our workforce is aging, and without a clear succession strategy, we risk losing critical knowledge and capacity. The moment calls for a thoughtful, forward-looking plan.
- If we are serious about building a sustainable talent pipeline, retention must become a priority. Our young people must see opportunity, advancement, and belonging here.

READY FOR ACTION: INDUSTRY DATA AND TRENDS

JOBS TOP 5 LARGEST INDUSTRIES
(2025)

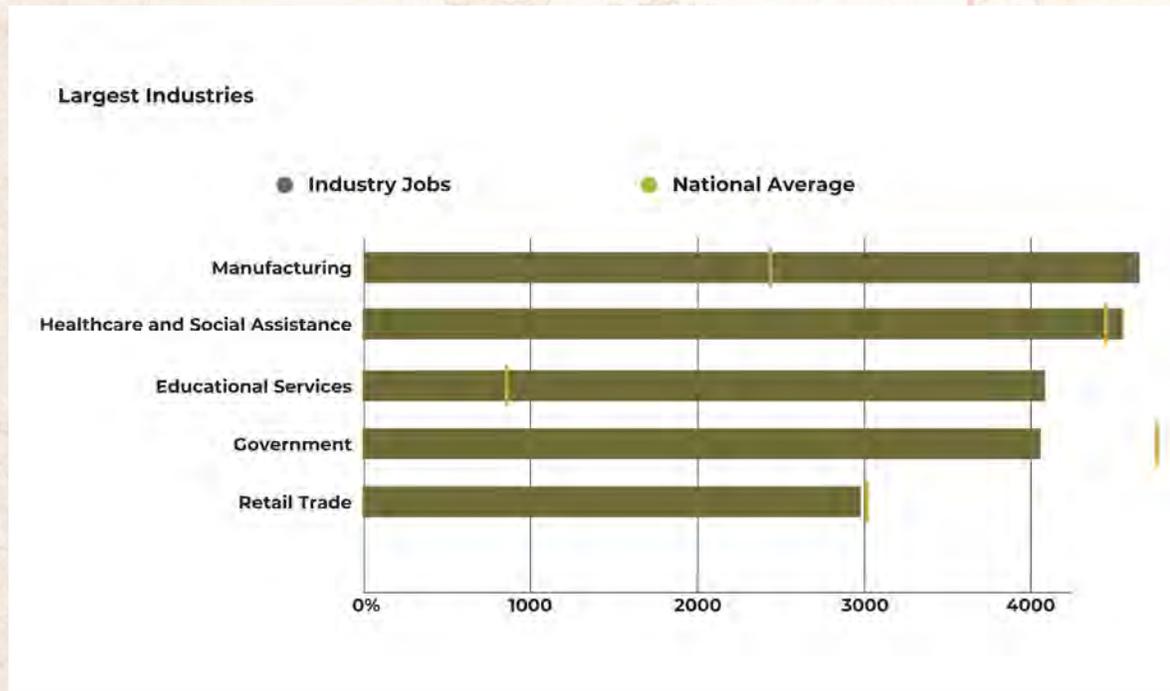
20,318

% OF TOTAL JOBS COMPRISED BY
TOP 5 LARGEST INDUSTRIES

62%

5-YEAR PROJECTED GROWTH RATE
TOP 5 LARGEST INDUSTRIES

-11%



- Our five largest industries account for 62% of all jobs locally, yet collectively are projected to decline by 11% over the next five years.
- That trend appears daunting. But the deeper story reveals pockets of innovation and expansion within those industries—areas where targeted investment and workforce alignment can fuel growth.
- The data is clear: what sustained us in the past will not carry us into the future. To shift our trajectory, we must anticipate change, strengthen emerging sectors, and plan with precision—staying one step ahead rather than reacting one step behind.

KEY TAKEAWAY

Where we are today does not have to define where we go tomorrow. Our current reality is simply the starting point—not the destination.

If we are willing to mine for opportunity, challenge conventional thinking, and work across sectors with intention and trust, we can shape a stronger future than the one projected for us.

KEY TAKEAWAY

At the heart of our future is a responsibility to retain our emerging workforce. When our students and young professionals see meaningful pathways here at home, community development and workforce development move forward together. Talent retention is not just an economic strategy—it is a commitment to the long-term vitality of our county.

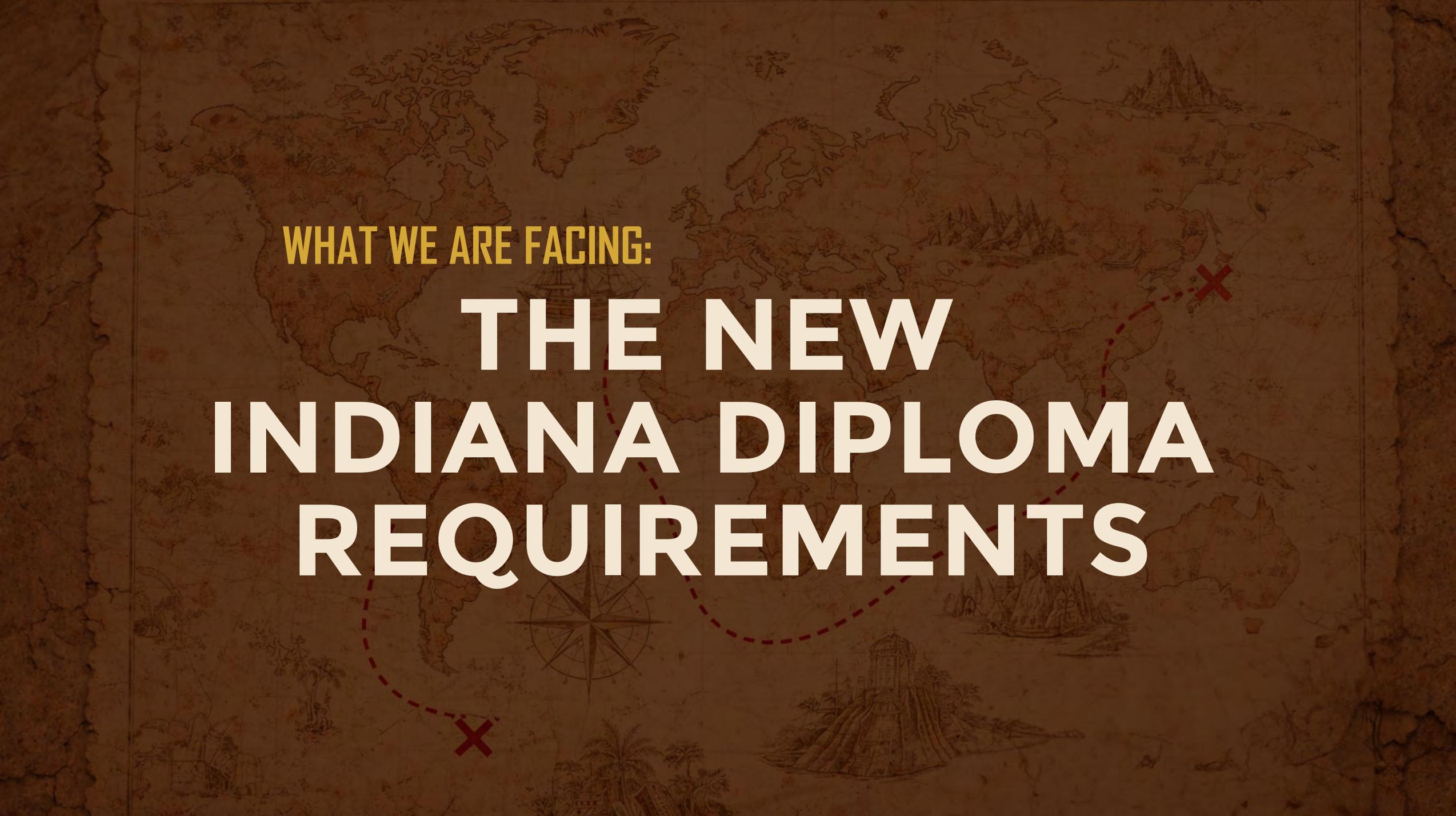
KEY TAKEAWAY

We must acknowledge a critical tension: regionally and locally, we face a mismatch between educational attainment and employer demand. Too many individuals are under-employed—not because they lack ability, but because our systems are not fully aligned. This gap represents both a challenge and a powerful opportunity to better connect education, training, and industry needs.

KEY TAKEAWAY

While our largest industries today are not projected to be the fastest growing over the next five years, that data does not signal decline—it signals the need for strategy.

By leveraging labor market insights and working collaboratively, we can intentionally build a county-wide talent pipeline that prepares residents not only for today's jobs, but for the workforce of the future.

A vintage-style world map on aged parchment. A red dashed line traces a path across the map, starting from the bottom left, curving around the Americas, and ending at the top right. Two red 'X' marks are placed at the start and end of this path. The map includes a compass rose and various geographical details.

WHAT WE ARE FACING:

THE NEW INDIANA DIPLOMA REQUIREMENTS

THE NEW INDIANA HIGH SCHOOL DIPLOMA

- In 2024, Indiana legislators updated the high school diploma requirements to include 42 credits and optional readiness seals designed to enhance students' preparedness for their future after graduation
- The new diploma standards will be fully implemented by the 2028-2029 school year, and have an emphasis on personalized elective credits and required work-based learning experiences
- The new diploma offers three types of readiness seals: Enrollment, Employment, and Enlistment

FOCUS ON: WORK-BASED LEARNING

ENROLLMENT HONORS PLUS

Must complete the requirements of the Enrollment Honors Seal PLUS:

- Complete 75 hours of WBL
- Earn a credential of value

EMPLOYMENT HONORS

- Complete 150 hours of WBL
- Must complete one of the following:
 - A credential of value
 - 3 CTE courses in a pathway
 - An approved CSA program, or
 - An approved, locally-created pathway
- Meet Attendance Requirement

EMPLOYMENT HONORS PLUS

Must complete the requirements of the Enrollment Honors Seal PLUS:

- Complete 650 hours of WBL
- Earn a credential of value

WHAT DOES THIS MEAN FOR YOU?

- The new WBL diploma requirements necessitate schools and employers to work collaboratively to create real-world experiences for students to learn by doing
- To effectively meet student demand, we must build a robust catalogue of WBL experiences (such as internships) available for students at local employers
- If this feels like a heavy lift...it is (for schools and employers!) But, for communities that figure out how to build an effective WBL infrastructure, there is tremendous opportunity to train and retain local talent

WHAT ARE WORK-BASED LEARNING EXPERIENCES?

WBL is defined as sustained interactions between participants and industry professionals in real or simulated workplace settings.

- These experiences foster authentic work experience and develop knowledge, skills, and competencies.
- Experiences support participants in career exploration and readiness and are intentionally aligned and evaluated with course or training competencies.
- WBL requires a written partnership agreement and plan between the participant, parent or guardian, school, and employer partner.
- Each experience must be at least 25 hours, and students can complete a maximum of 3 experiences to fulfill the requirements for a Readiness seal.

TYPES OF EXPERIENCES



Technical Internship

Internships with mentored on-the-job training. It may take the form of a stand-alone capstone, clinicals, or an embedded inside a CTE course.



Academic Internship

Internships that meet the definition of work-based learning but don't rely on a CTE background. The experiences often rely on relevant academic coursework like advanced science courses for Healthcare.



Micro-Internship

A cross between job shadowing and a full-fledged internship. May run a minimum of 25 hours per experience.



Project Based Learning Industry Developed Challenge

An employer mentors a group of students in a class or out-of-school activity as they work on projects connected to an employer's industry or area of expertise.



Modern Youth Apprenticeship

Specific state-certified program that integrates school-based and work-based learning to instruct students in employability and occupational skills and often extends over the course of two to three years with at least 650 hours of on-the-job training.



Pre-Apprenticeship

A specific type of youth apprenticeship opportunity that is articulated to a registered apprenticeship program.



Registered Apprenticeship Programs

A structured talent development strategy that combines on-the-job learning, classroom learning, and mentorship to train students to gain certification in their field of study.

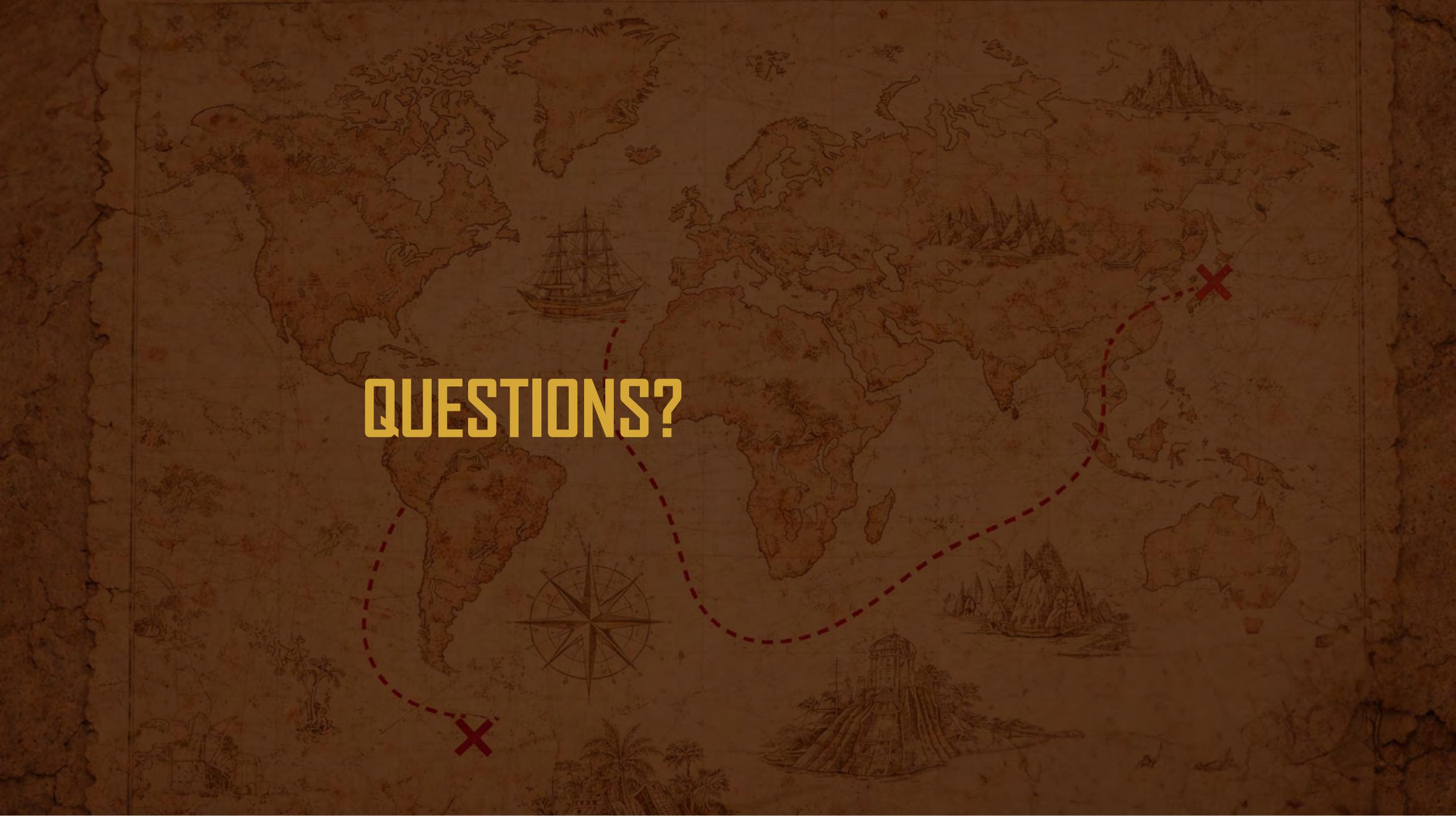


Workplace Simulation

Mirrors a live workplace setting and may include facilities, inputs, resources, and equipment provided by the employer or the school.

KEY TAKEAWAYS

- To meet the new Indiana diploma requirements, schools and employers are being asked to collaborate
- Creating an effective county-wide work-based learning system will take significant effort, and—if done right—can help create a skilled pipeline of local talent
- Local schools and non-profits have been working behind the scenes to build the scaffolding that will support the implementation of the new requirements, and now we need your help

A vintage-style world map on aged, textured paper. A red dashed line forms a path starting from an 'X' in the bottom-left (South America), curving around the globe to an 'X' in the top-right (East Asia). The word 'QUESTIONS?' is written in bold yellow capital letters across the center of the map. The map includes a compass rose, a sailing ship, and various geographical features.

QUESTIONS?



**GAINING CLARITY OF
OUR PROBLEM**



MORNING BREAK OUTS

Time: 120 Minutes

- **Session A:** Temple of the Missing Internship (blue)
- **Session B:** Raiders of the Future Workforce (yellow)
- Find a seat with others
- Rotate in approximately 45 Minutes





LUNCH

45 MINUTES

DISCUSSION CARDS

AT THE TABLE





A close-up photograph of a single, unlit incandescent light bulb resting on a thick, cylindrical wooden pedestal. The background is dark and out of focus, featuring a vertical line of warm, glowing bokeh lights that create a soft, atmospheric glow. The text "READY TO BUZZ IN?" is overlaid in the center in a bold, white, sans-serif font.

READY TO BUZZ IN?

Table 1 vs Table 10

**NAME ONE OF THE TOP
THREE LARGEST INDUSTRIES
IN GRANT COUNTY.**

Table 2 vs Table 9

**WHAT IS A REASON THAT
SOMEONE MIGHT NOT PARTICIPATE
IN
THE WORKFORCE?**

A lightbulb is positioned on top of a wooden stump. The background is dark with several out-of-focus yellow lights, creating a bokeh effect. The text is overlaid on this scene.



**GAINING CLARITY OF
OUR PROBLEM**



AFTERNOON BREAK OUTS

- Session 45 Minutes Each
- **Session C:** Navigating the Recruitment Labyrinth (red)
- **Session D:** The Pit of Hidden Talent (green)
- Find a seat with others
- Rotate in approximately 45 Minutes

A close-up photograph of a single, unlit incandescent light bulb resting on a thick, cylindrical wooden pedestal. The background is dark and out of focus, featuring a vertical line of warm, glowing bokeh lights that create a soft, atmospheric glow. The text "READY TO BUZZ IN?" is superimposed in the center of the image in a bold, white, sans-serif font.

READY TO BUZZ IN?

Table 3 vs Table 8

HOW DOES UNDER-EMPLOYMENT IMPACT ECONOMIC GROWTH?



Go to
www.menti.com

Enter the code

4898 0017



Or use QR code

Mentimeter



Menti

GGC Workforce Summit



Choose a slide to present

What Did We Learn That Changes How We Think?



What Worked Today?

PAVING THE PATH FORWARD BY REFLECTING ON TODAY

What Did We Learn That Changes How We Think?

Schools and employers are eager to connect.

We need to think more broadly across the region and the county to bring in talent and retain them

I learned that together we will be able to do more - great people leading in Grant County.

We all want the same thing!

41% of potential workforce is not participating

That employers and schools are willing to collaborate, we just have to learn how to meet up.

The increasing opportunities for community collaboration between educators and businesses!

menti.com
4898 0017

24 of 30 responded

Menti
GGC Workforce Summit

Choose a slide to present

What Did We Learn That Changes How We Think?

Grant County, Oregon

What is the biggest challenge facing the workforce in Grant County?

What are the biggest opportunities for the workforce in Grant County?

What are the biggest challenges facing the workforce in Grant County?

What are the biggest opportunities for the workforce in Grant County?

PAVING THE PATH FORWARD BY REFLECTING ON TODAY

The image shows a Menti poll interface. The main question is "What Worked Today?". Below the question are three grey boxes with instructions: "All responses to your question will be shown here", "Each response can be up to 200 characters long", and "Turn on voting to let participants vote for their favorites". A large QR code is displayed with the text "menti.com 4898 0017" below it. A status bar indicates "0 of 30 responded". On the right side, there is a control panel with the Menti logo, the poll title "Menti GGC Workforce Summit", and a "Choose a slide to present" section. The "Choose a slide to present" section shows a list of slides, with the current slide "What Worked Today?" highlighted. A smaller QR code is also visible in the control panel.

What Worked Today?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites

menti.com
4898 0017

0 of 30 responded

Menti
GGC Workforce Summit

Choose a slide to present

What Did We Learn That Changes How We Think?

What Worked Today?

What Didn't Work?

PAVING THE PATH FORWARD BY REFLECTING ON TODAY

The image shows a Menti poll and its interface. The poll question is "What Didn't Work?". A response is visible: "Would have loved to do introductions to know who is in the room". The interface includes a QR code, the Menti logo, the poll title "Menti GGC Workforce Summit", and a "Choose a slide to present" section. The poll ID is "menti.com 4898 0017" and it shows "2 of 30 responded".

What Didn't Work?

Would have loved to do introductions to know who is in the room

Mentimeter

Menti
GGC Workforce Summit

Choose a slide to present

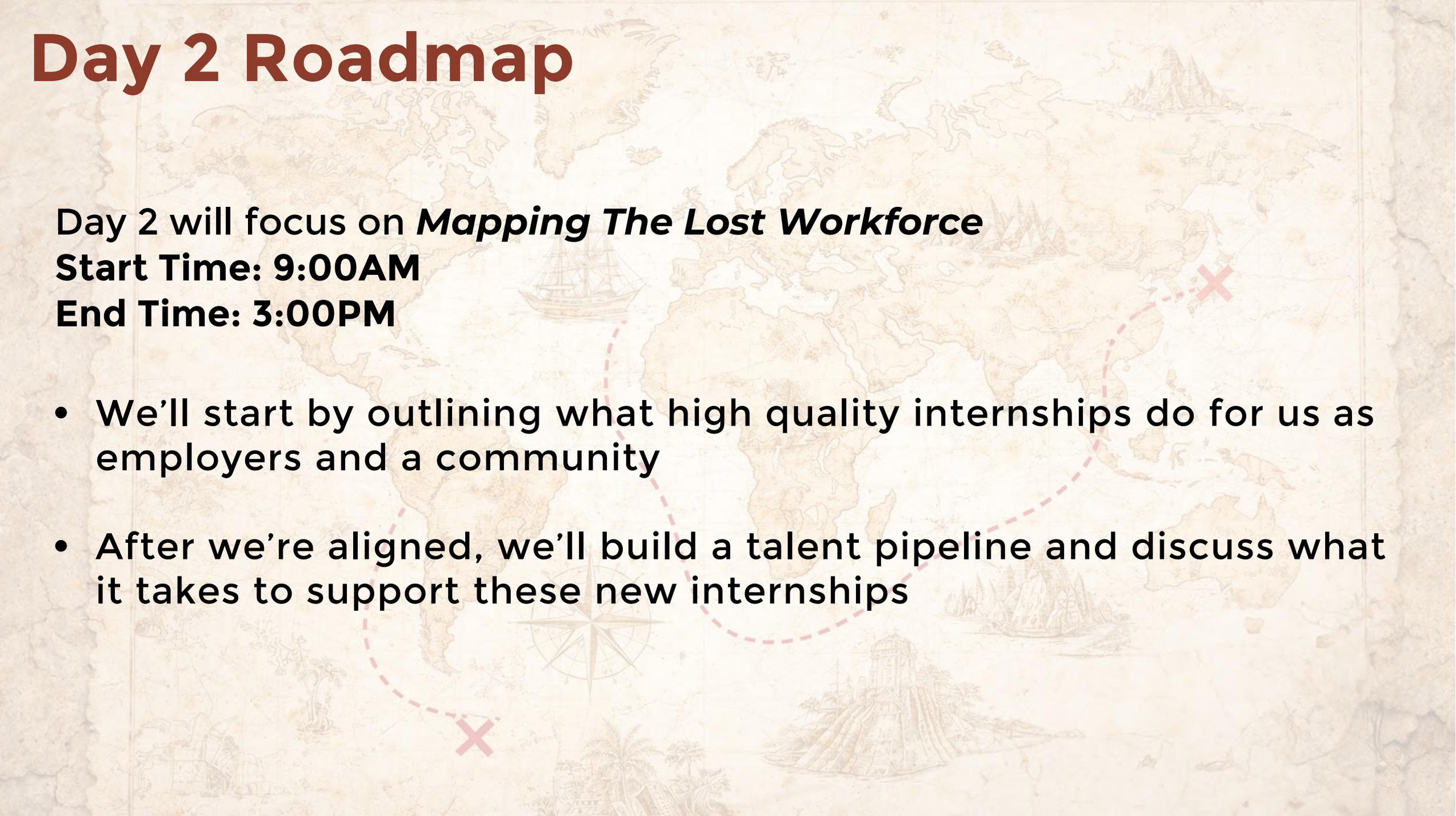
What Did We Learn That Changed How We Think?

menti.com
4898 0017

2 of 30 responded

What Didn't Work?

Day 2 Roadmap



Day 2 will focus on ***Mapping The Lost Workforce***

Start Time: 9:00AM

End Time: 3:00PM

- We'll start by outlining what high quality internships do for us as employers and a community
- After we're aligned, we'll build a talent pipeline and discuss what it takes to support these new internships





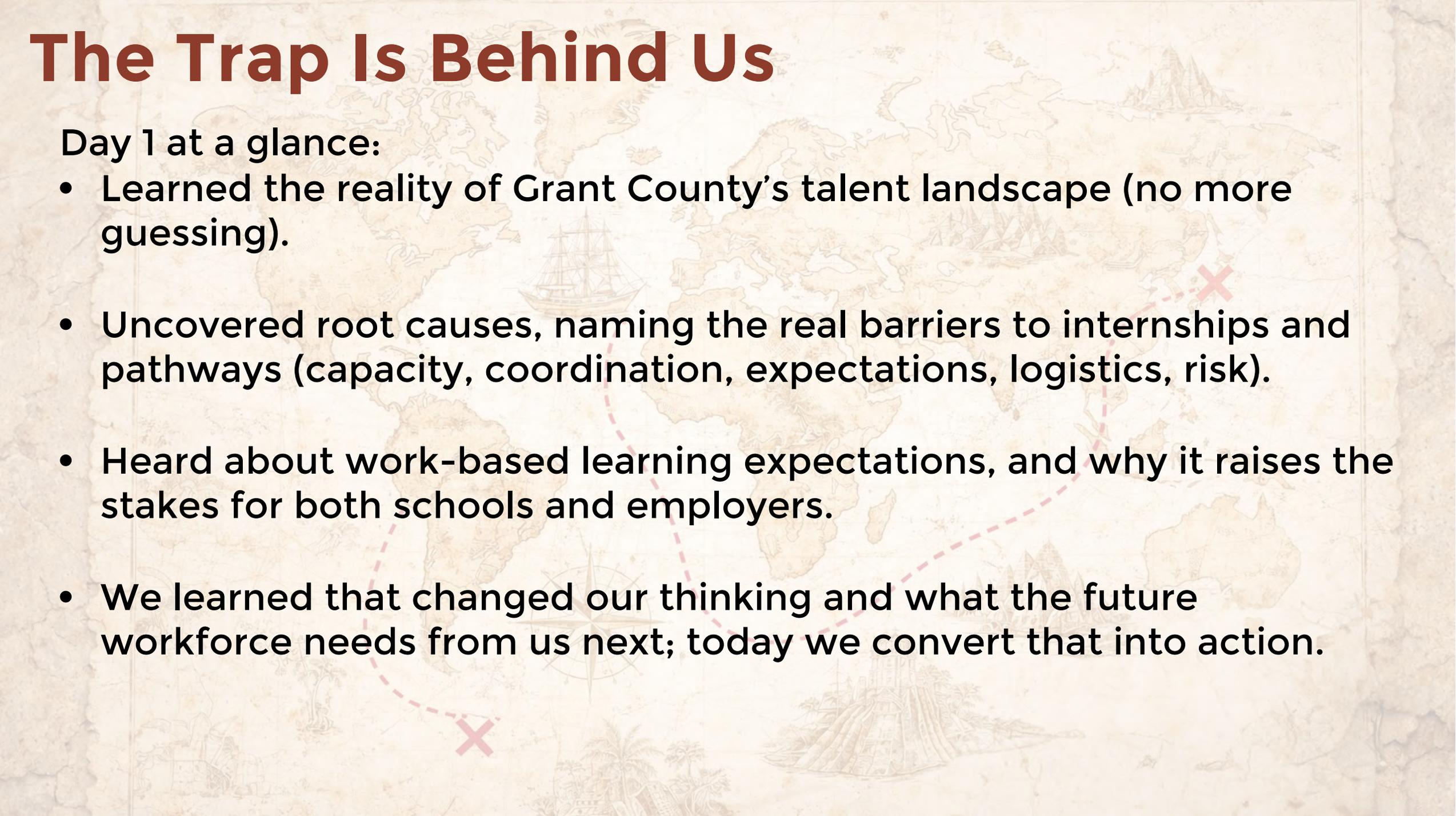
RAIDERS
of the
FUTURE
WORKFORCE

GREATER GRANT COUNTY

MARCH 5 & 6



The Trap Is Behind Us



Day 1 at a glance:

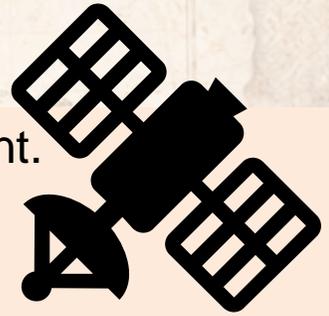
- Learned the reality of Grant County's talent landscape (no more guessing).
- Uncovered root causes, naming the real barriers to internships and pathways (capacity, coordination, expectations, logistics, risk).
- Heard about work-based learning expectations, and why it raises the stakes for both schools and employers.
- We learned that changed our thinking and what the future workforce needs from us next; today we convert that into action.

Right Altitude?

North Star: My kids' kids see choosing a healthy lifestyle brings our mind, body, and soul into alignment.

Vision: I'm able to easily pick up my grandchildren, travel, and enjoy hobbies without no limitation.

Mission: To choose the healthy option even when it's hard.

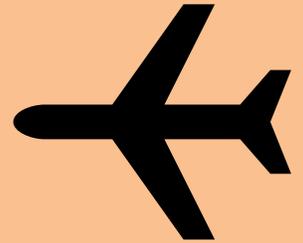


Big Buckets Of Work To Make These Things Happen (aka PILLARS)

Eating Right and Exercising Regularly

Eating Right's Goal (what I want to accomplish): My plate is full of well-balanced nutritional food.

Exercising Regularly Goal: My muscles and my bones are strong.



Eating Right Tactics/Metrics (Implementation Plan)
Meal plan every week focusing on fiber and protein.
Fiber intake is XX grams 5 out of 7 days a week.



What's Missing?

EMOTIONAL RADIANT (needed to help CHOOSE healthy WHEN HARD)

Question, bring us back around

Self-manage, not everything is a nail

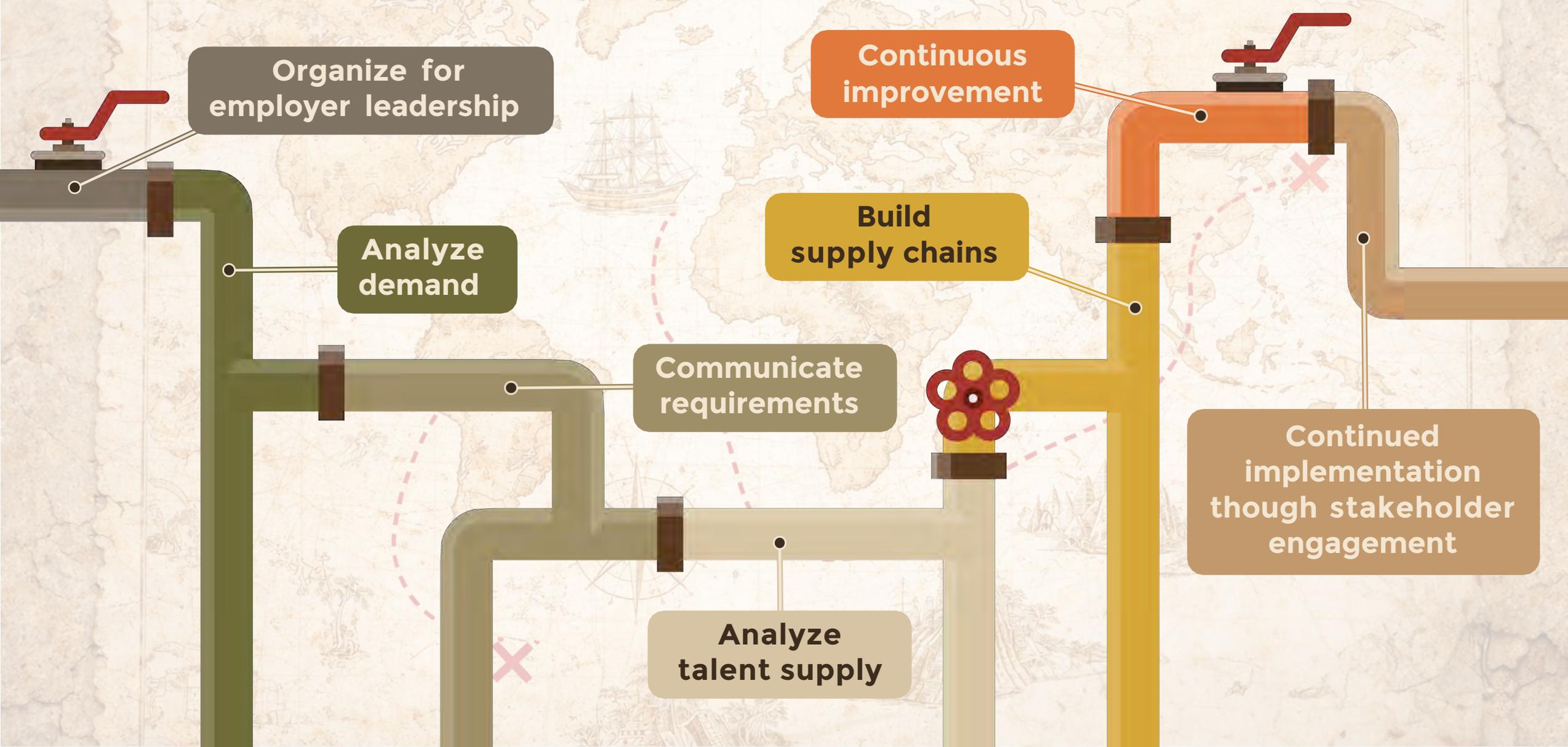
What Do High Quality Internships Do For Us?

PANEL DISCUSSION moderated by Kylie Jackson

- Steve Gibson, Project Leadership
- Mike Wiley, Wiley Metal
- Lezlie Winter, The Academy

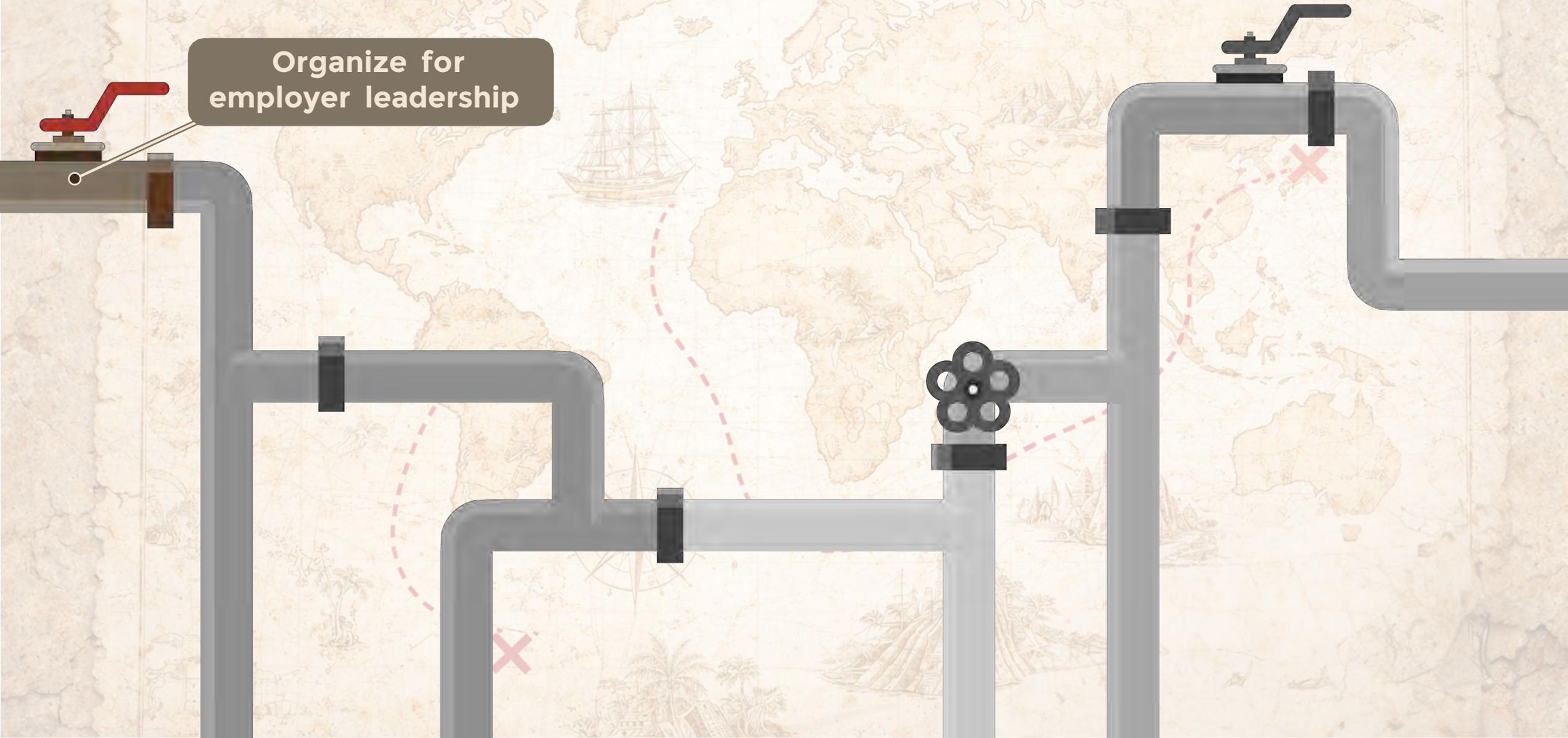


BUILDING A TALENT-PIPELINE

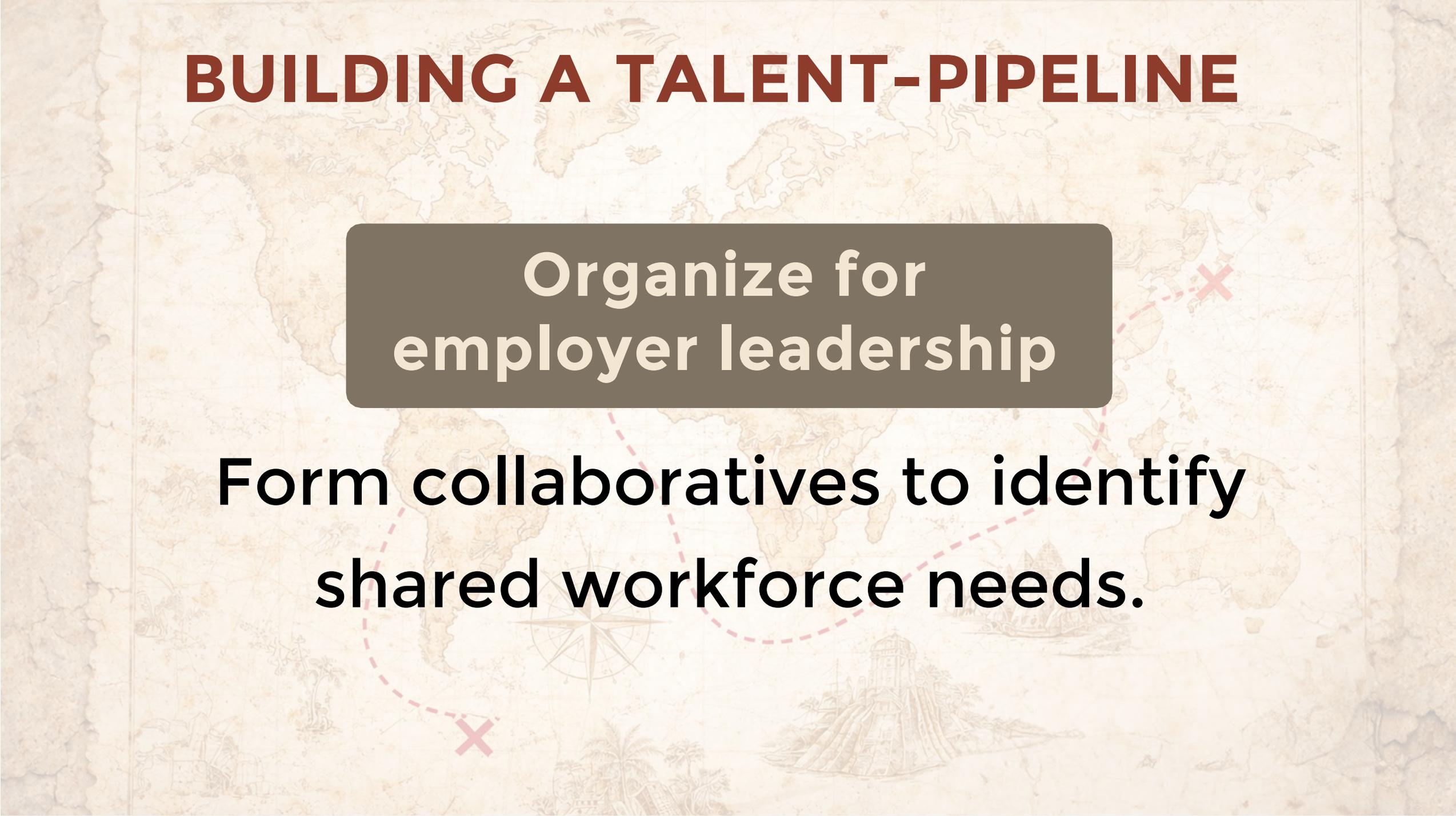


BUILDING A TALENT-PIPELINE

Organize for employer leadership



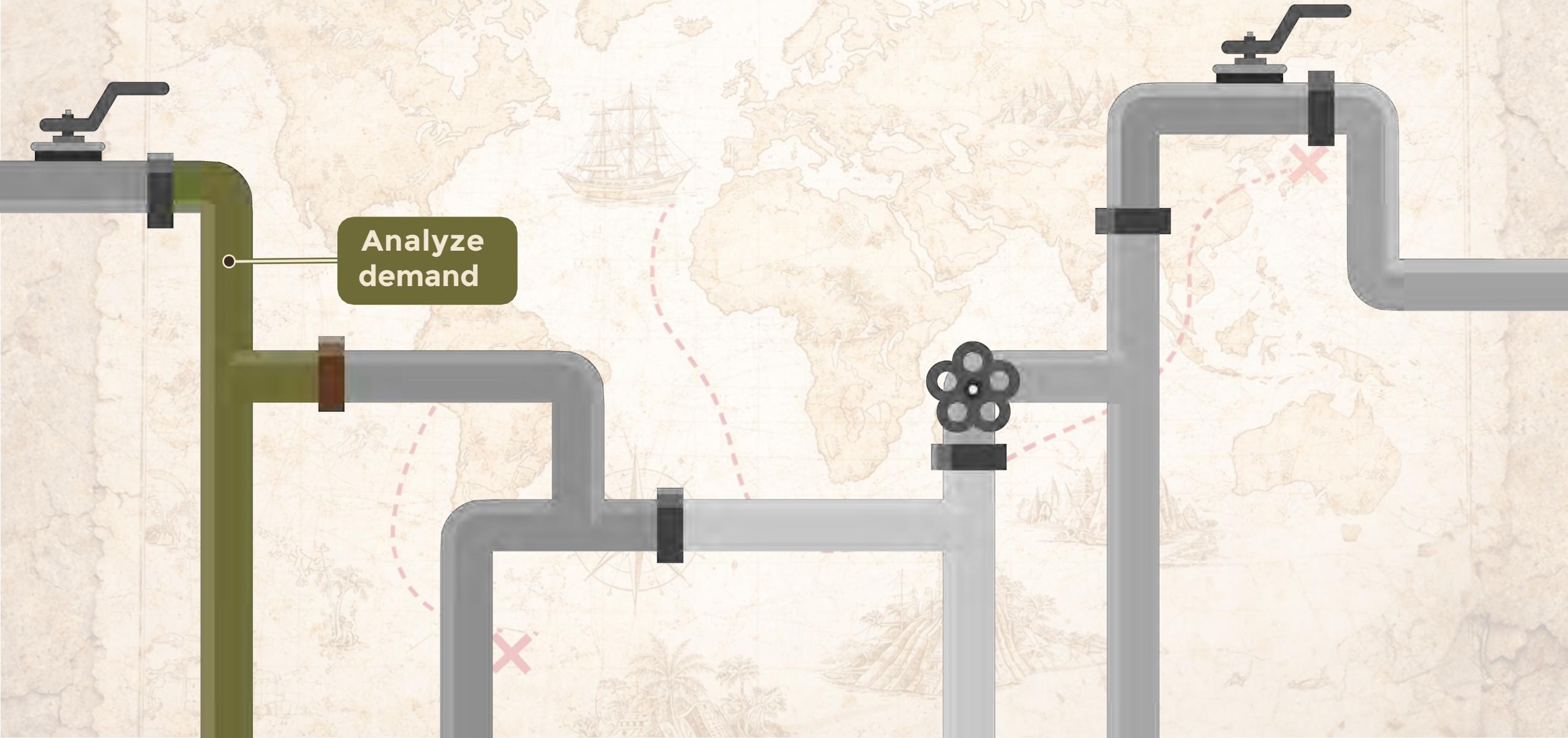
BUILDING A TALENT-PIPELINE

A vintage-style world map with a grid and decorative elements like a compass rose and a lighthouse. A red dashed line forms a circular path across the map, with three red 'X' marks at different points.

**Organize for
employer leadership**

**Form collaboratives to identify
shared workforce needs.**

BUILDING A TALENT-PIPELINE



Analyze demand

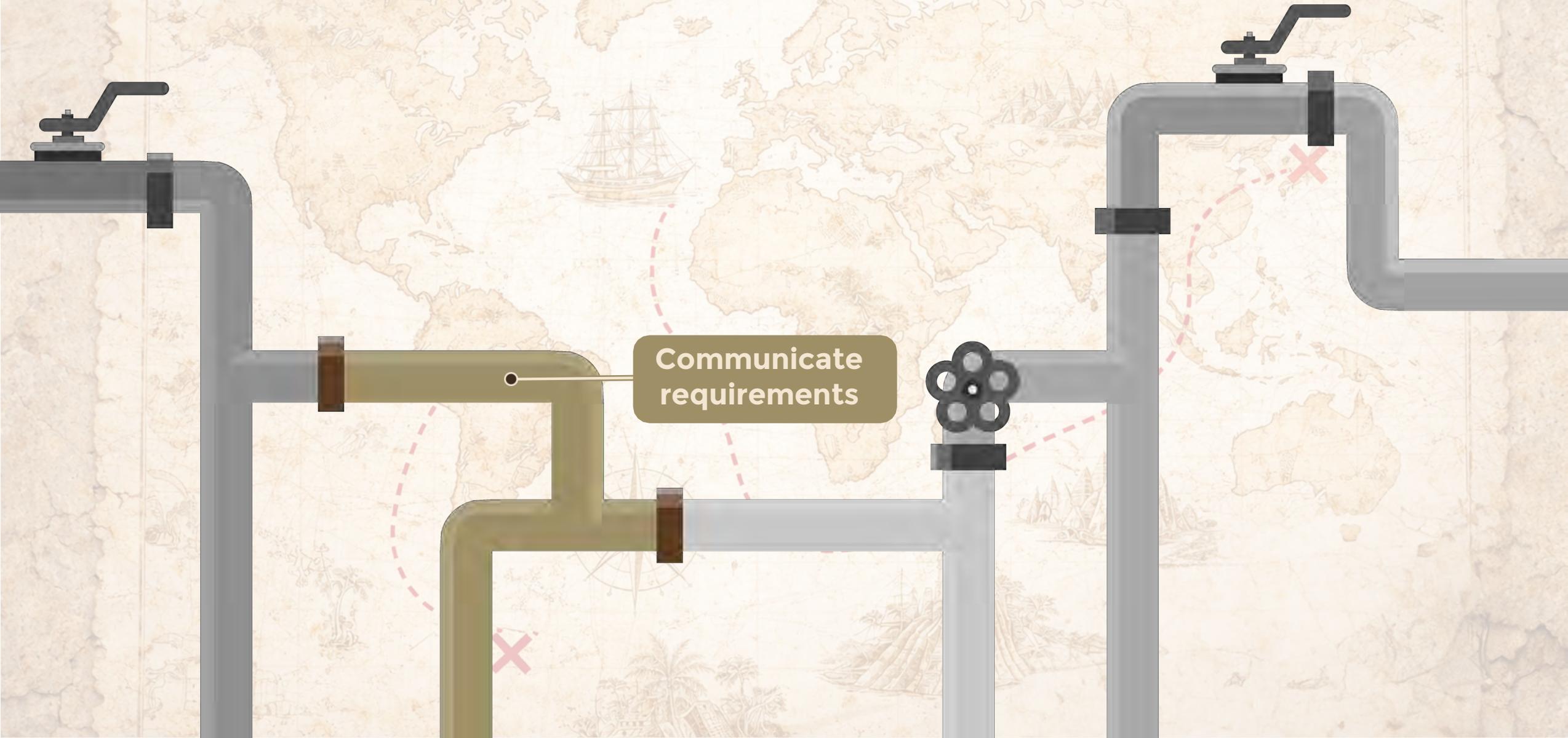
BUILDING A TALENT-PIPELINE



**Analyze
demand**

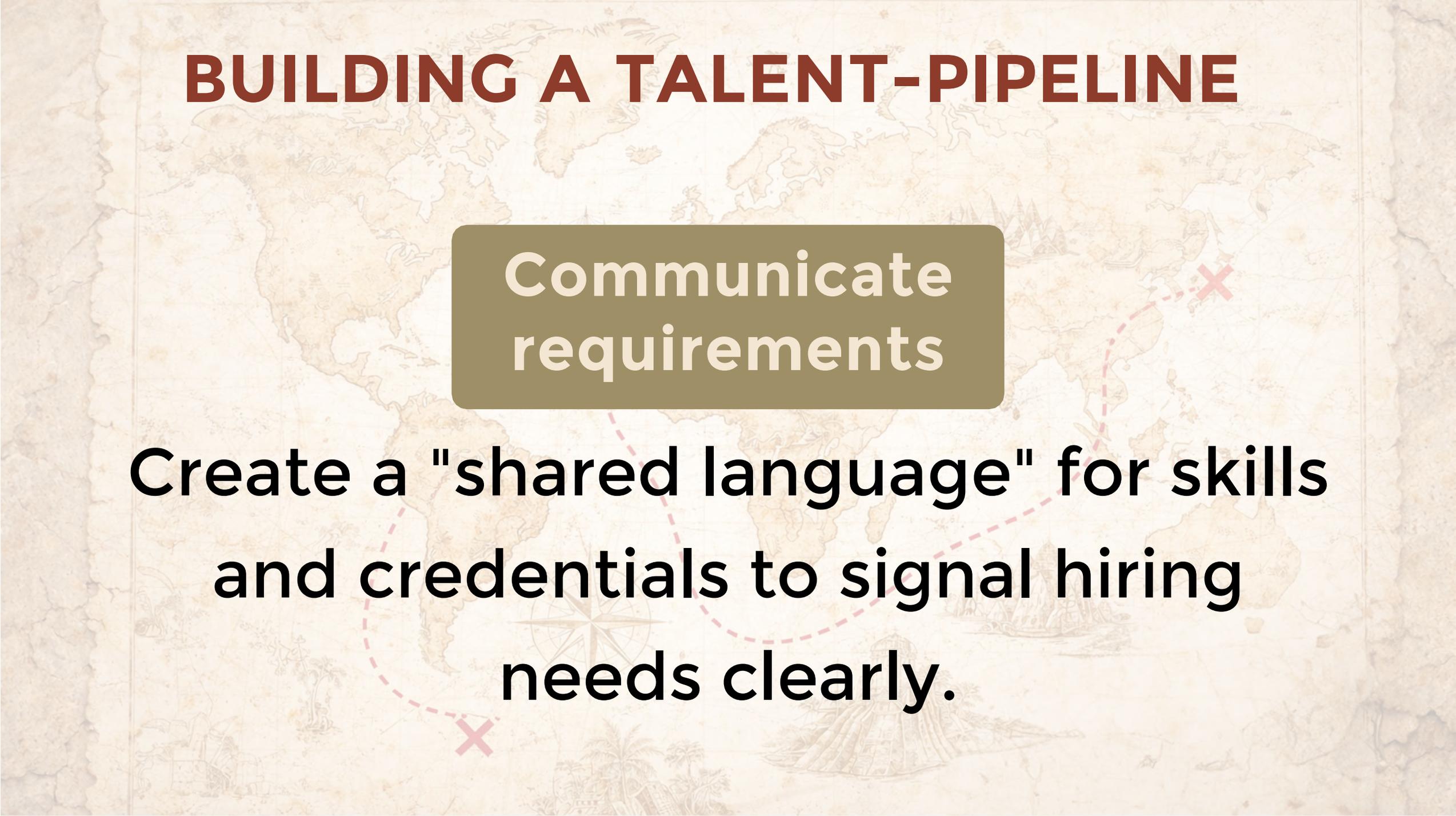
**Survey/talk to employers about
forecast job openings and required
competencies.**

BUILDING A TALENT-PIPELINE



Communicate requirements

BUILDING A TALENT-PIPELINE



Communicate
requirements

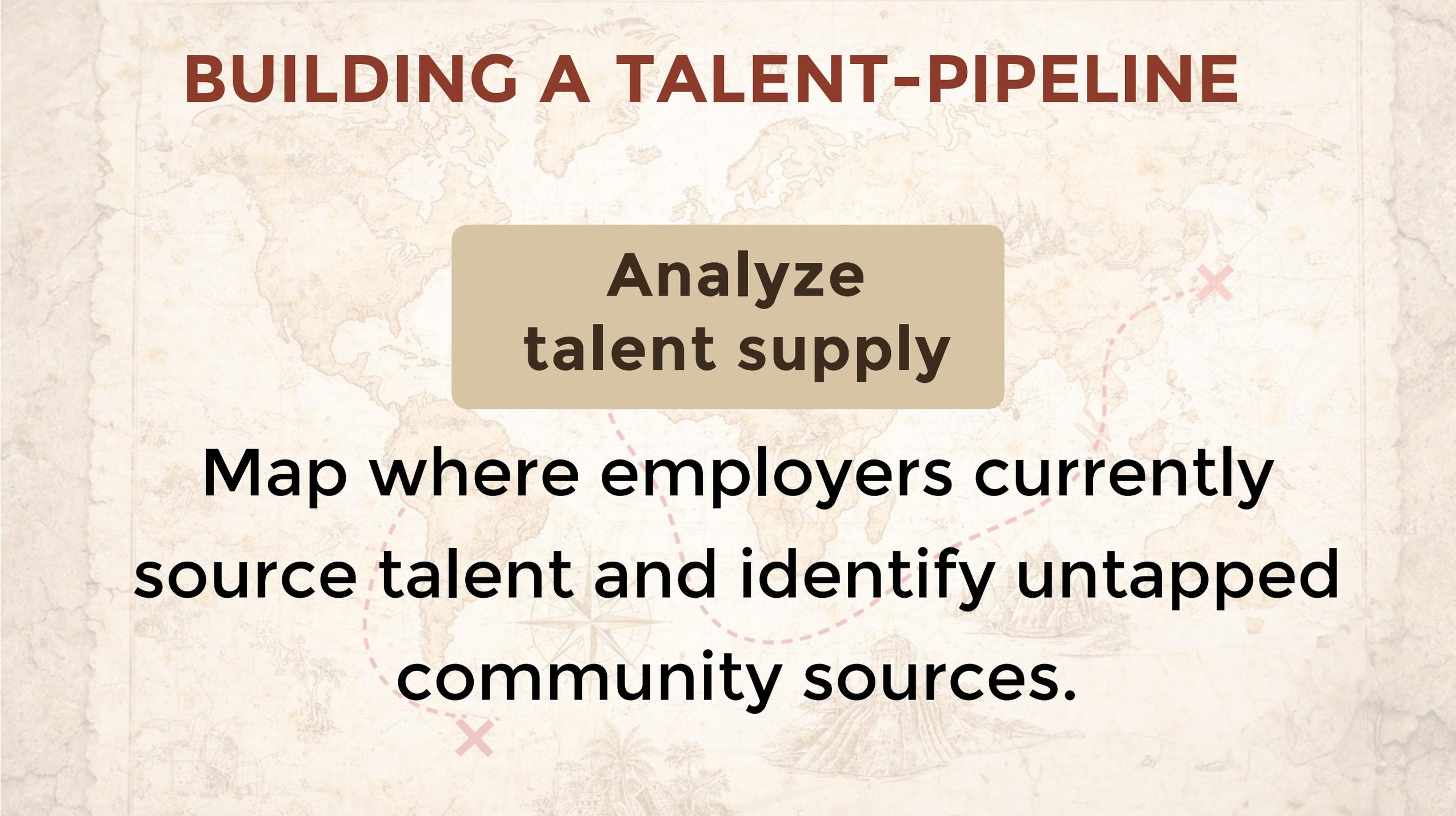
Create a "shared language" for skills
and credentials to signal hiring
needs clearly.

BUILDING A TALENT-PIPELINE



Analyze
talent supply

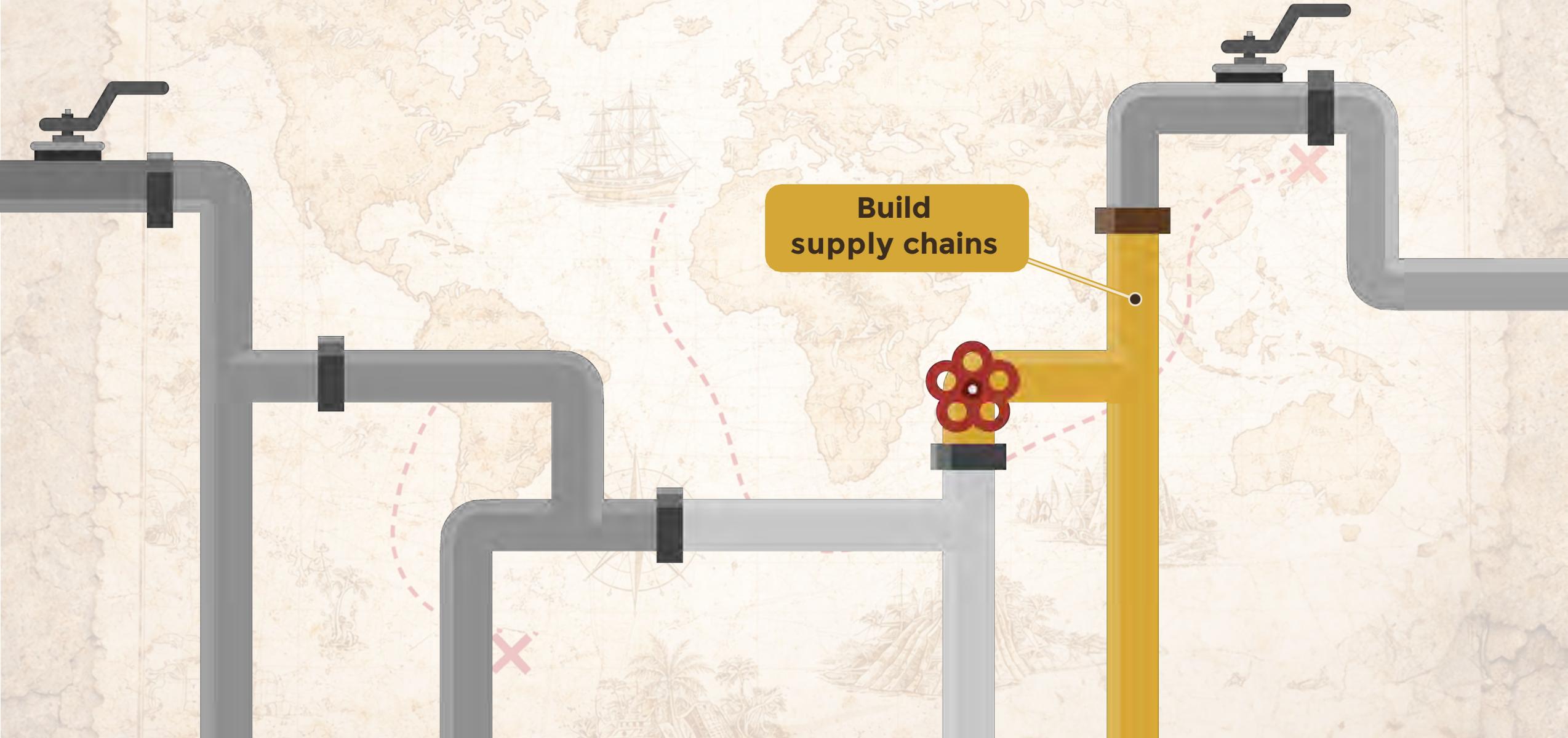
BUILDING A TALENT-PIPELINE



**Analyze
talent supply**

**Map where employers currently
source talent and identify untapped
community sources.**

BUILDING A TALENT-PIPELINE

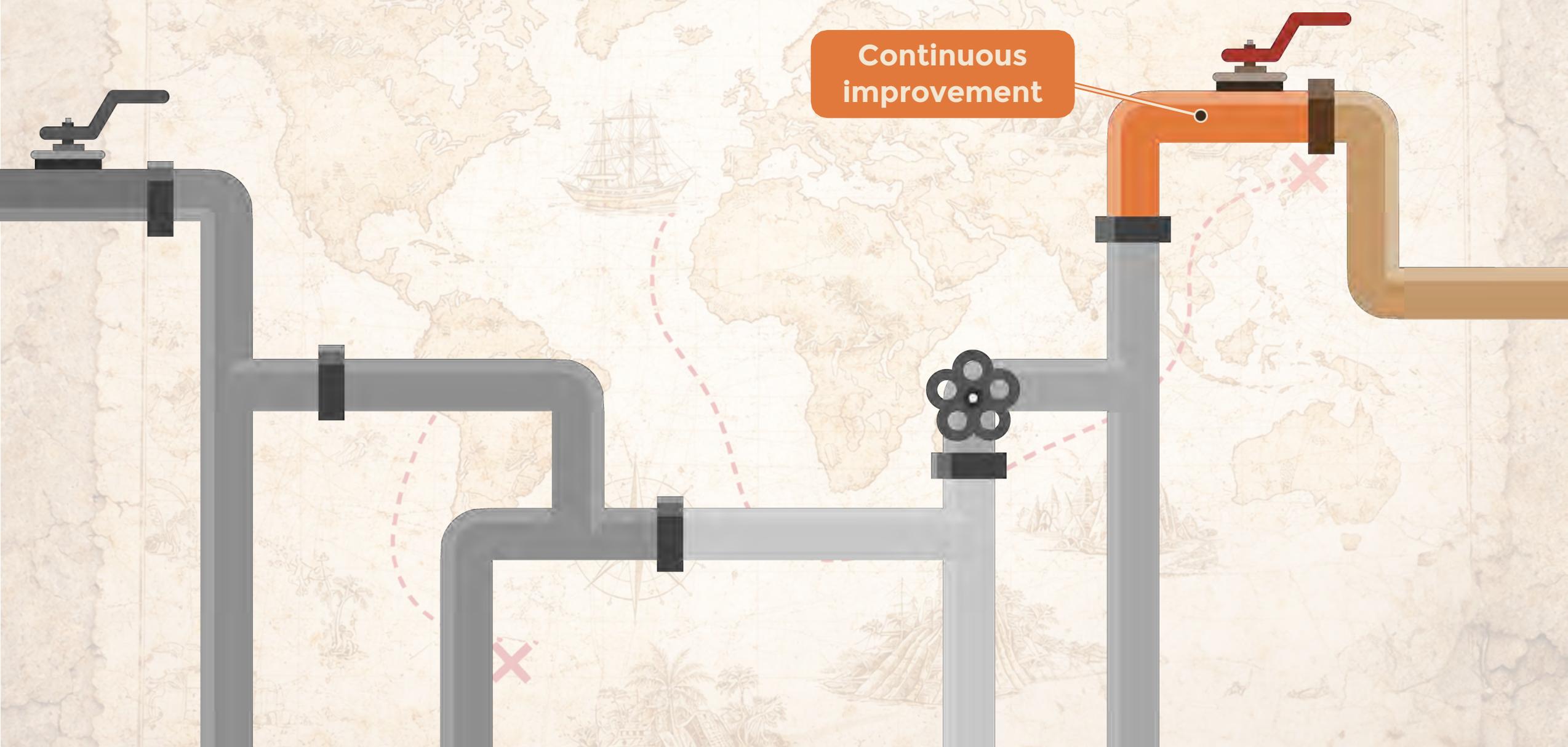


BUILDING A TALENT-PIPELINE

**Build
supply chains**

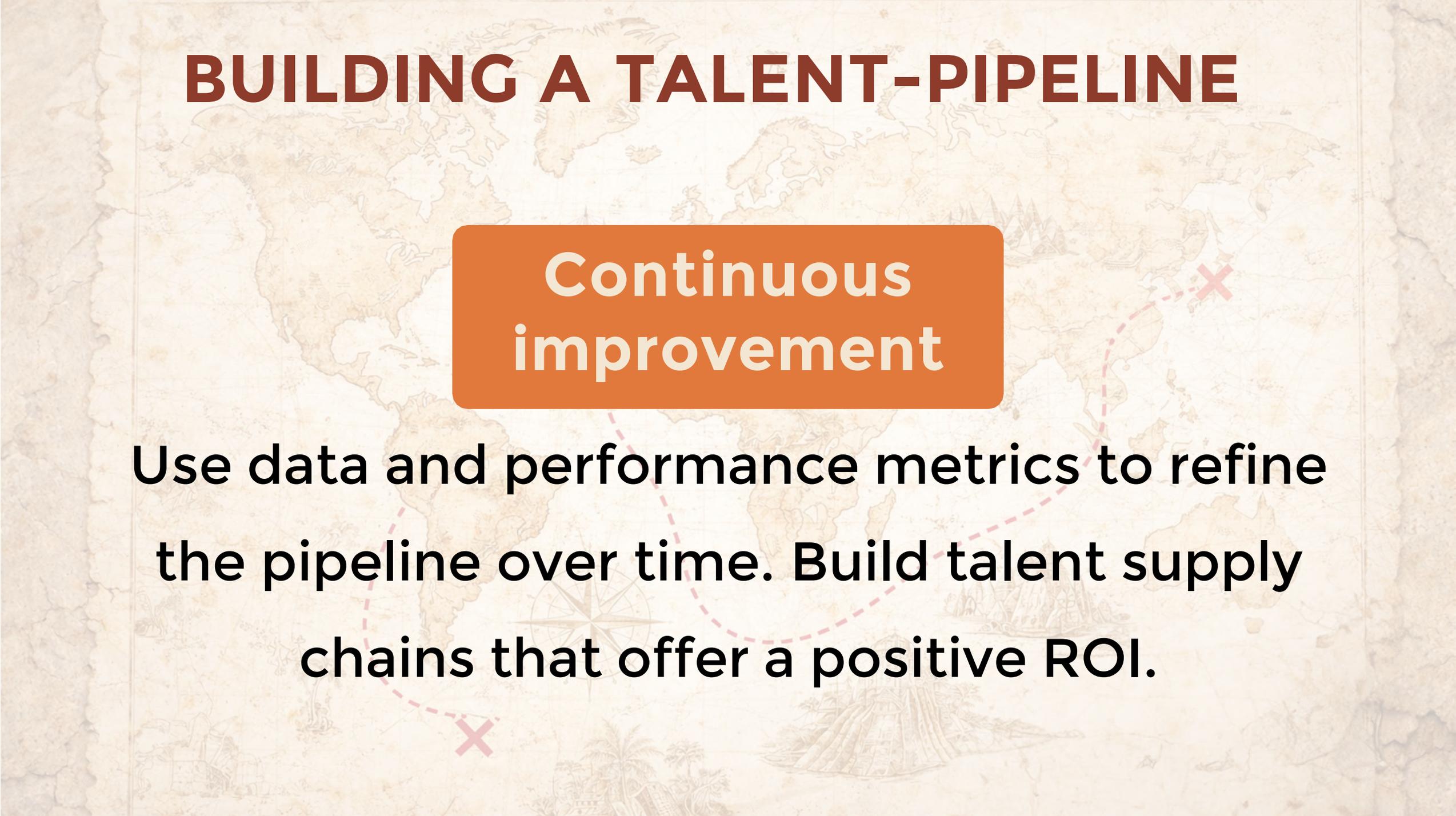
Establish partnerships between employers and training providers (e.g., community colleges) to align curricula with market needs.

BUILDING A TALENT-PIPELINE



Continuous improvement

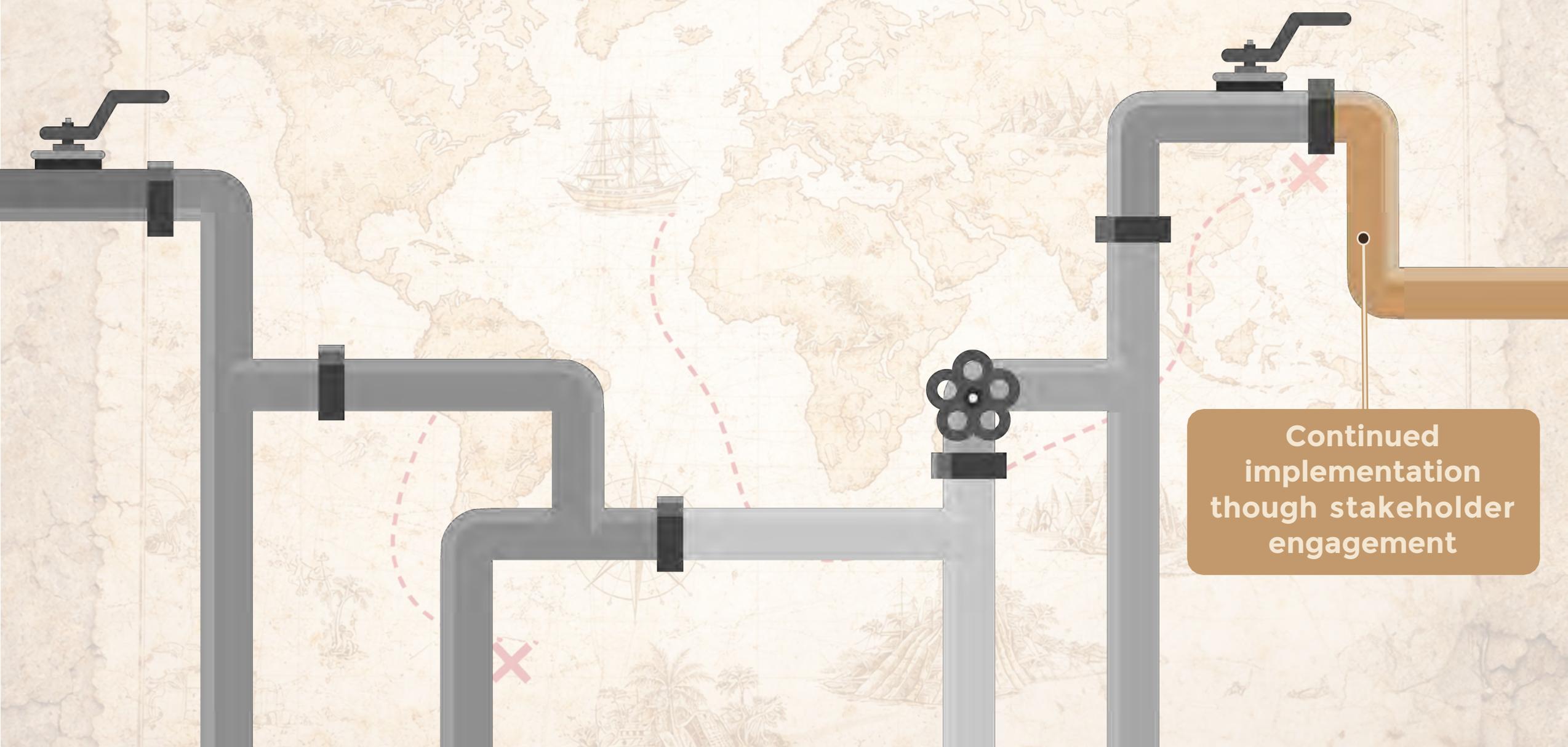
BUILDING A TALENT-PIPELINE

The background features a vintage-style world map with a grid. A red dashed line starts from the bottom left, curves around the globe, and ends at the top right. There are two red 'X' marks on the map: one at the end of the dashed line in the upper right quadrant and another at the start of the dashed line in the lower left quadrant.

**Continuous
improvement**

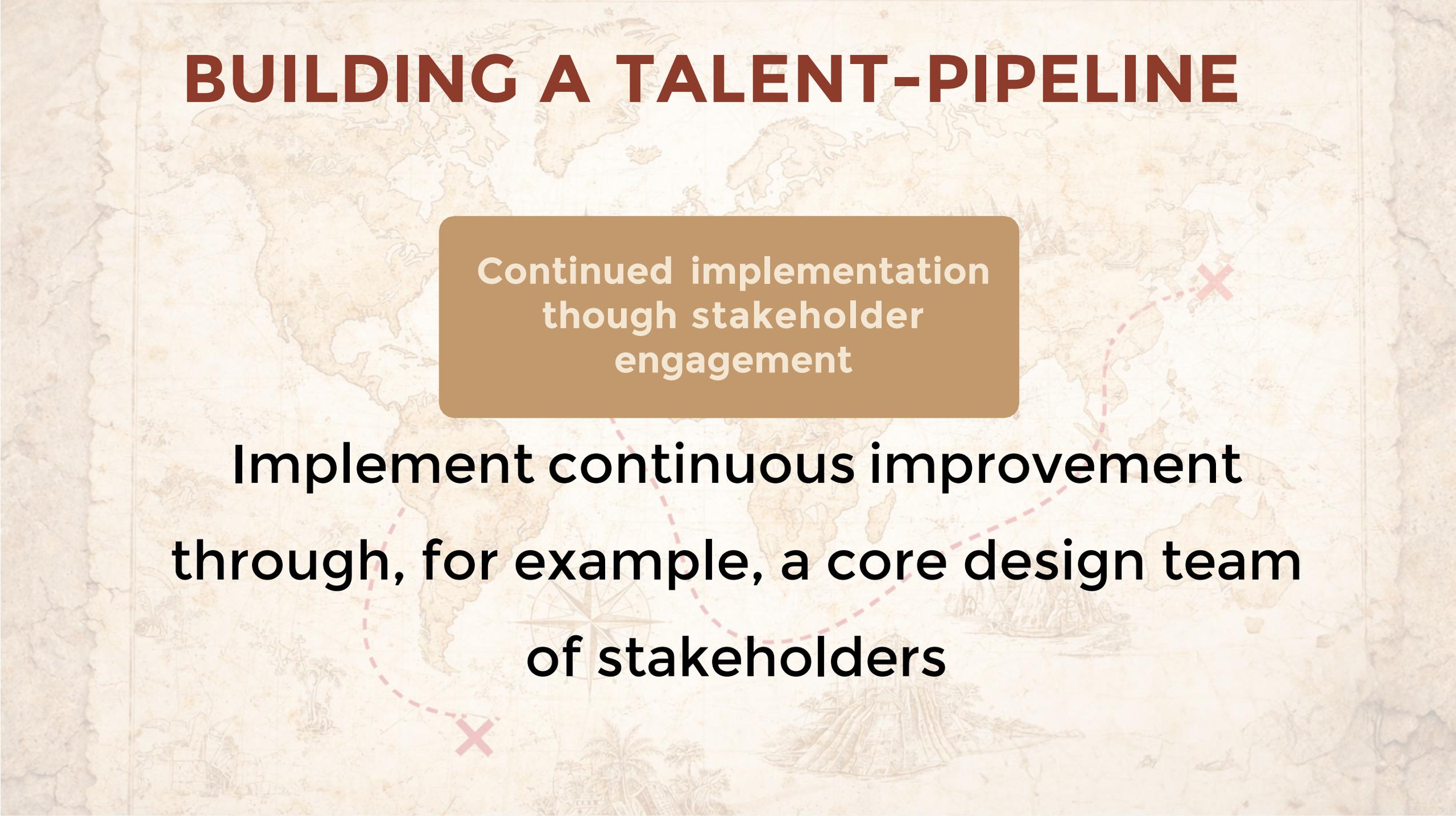
Use data and performance metrics to refine the pipeline over time. Build talent supply chains that offer a positive ROI.

BUILDING A TALENT-PIPELINE



Continued implementation though stakeholder engagement

BUILDING A TALENT-PIPELINE

The background features a vintage-style world map with a grid. A red dashed line forms a circular path around the globe, with a red 'X' mark at the top right and another at the bottom left. The map includes various geographical details like continents, oceans, and a compass rose.

Continued implementation
through stakeholder
engagement

Implement continuous improvement
through, for example, a core design team
of stakeholders



F HD



Brain Break

15 MINUTES





MORNING BREAK OUTS

10:30 - 12:00

Time: 90 Minutes

- **Session E: Work-based Pathways Adventure**
- **Session F: Workforce Talent Pipeline Ecosystem Engine**
- Find a seat with others





LUNCH

45 MINUTES

DISCUSSION CARDS

AT THE TABLE





NearSpace
Education

Dream Big:
STEPS to Space

Tom Foltz

NSE Director of Education & Training

tomfoltz@nearspaceeducation.org

Alex Reno

Director of Operations and Entrepreneurial Programs

alexreno@nearspaceeducation.org

Entire team

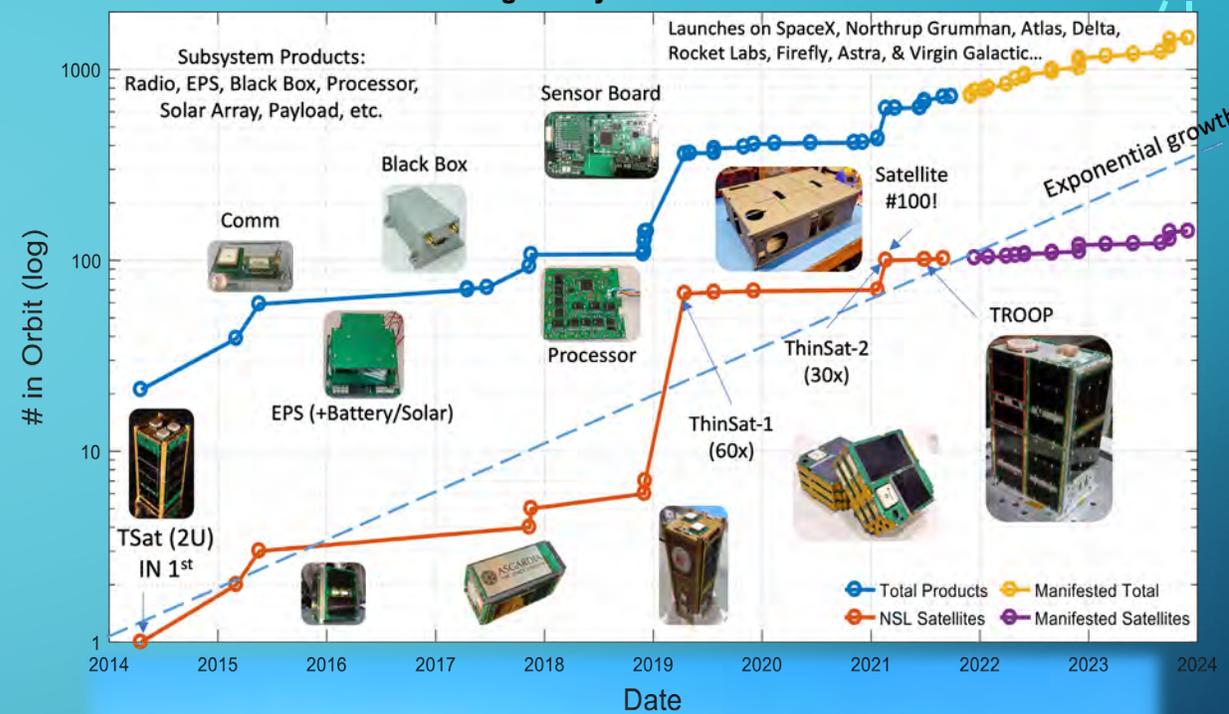
nse@nearspaceeducation.org



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HISTORY – NSL AND NSE

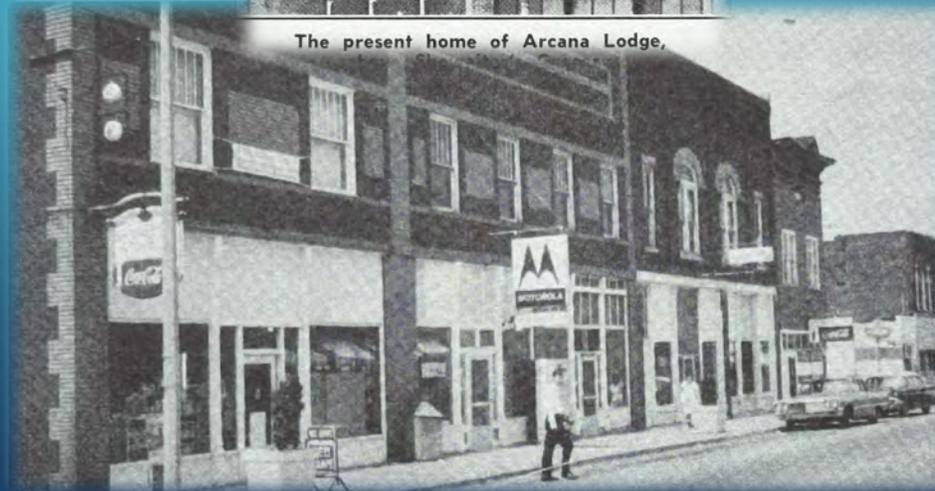
- NearSpace Launch – founded in 2014 by 2 Taylor University professors
 - Built and launched Indiana’s first satellite as a student project
 - Lab, cleanroom, manufacturing facility in Upland, IN
 - To date over 100 satellites and over 1,000 subsystems in orbit
- NearSpace Education – founded in 2020 as a nonprofit organization
 - Applying the NSL aerospace knowledge and flight heritage to PreK-college educational programs, community outreach, entrepreneurial programs, workforce development and more
 - Inspire, Equip, Impact



REVITALIZING UPLAND – THE NSE BUILDING



The present home of Arcana Lodge,



REVITALIZING UPLAND – THE NSL BUILDING



REVITALIZING UPLAND – DREAM BIG PARK

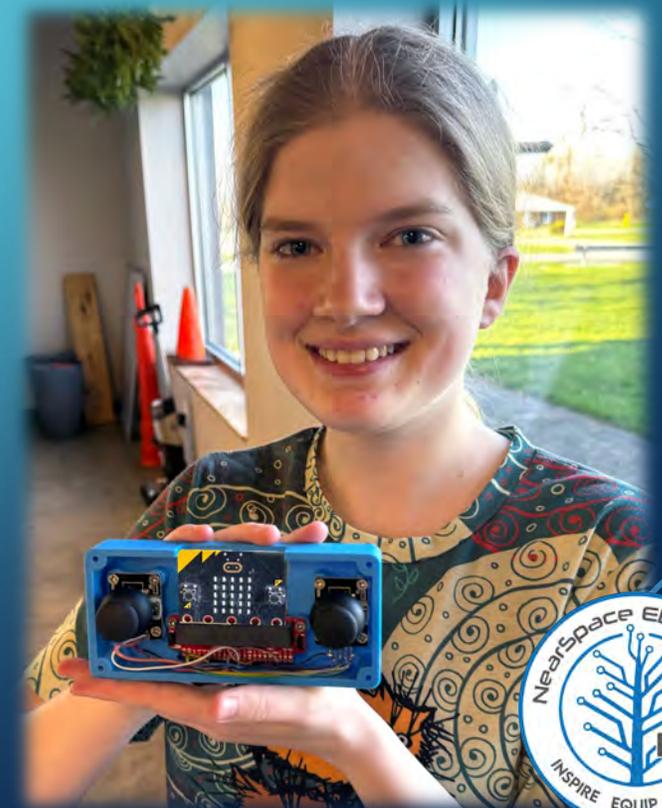


REVITALIZING UPLAND – RETAIL AND DINING



STEPS TO SPACE – CAMPS, FIELD TRIPS AND MORE

- Field trips – PreK-college
- Community maker space
- Aerospace Club
- Classroom kits – satellite kits (coming soon)
- Custom aerospace programs or support – including grants and partnerships



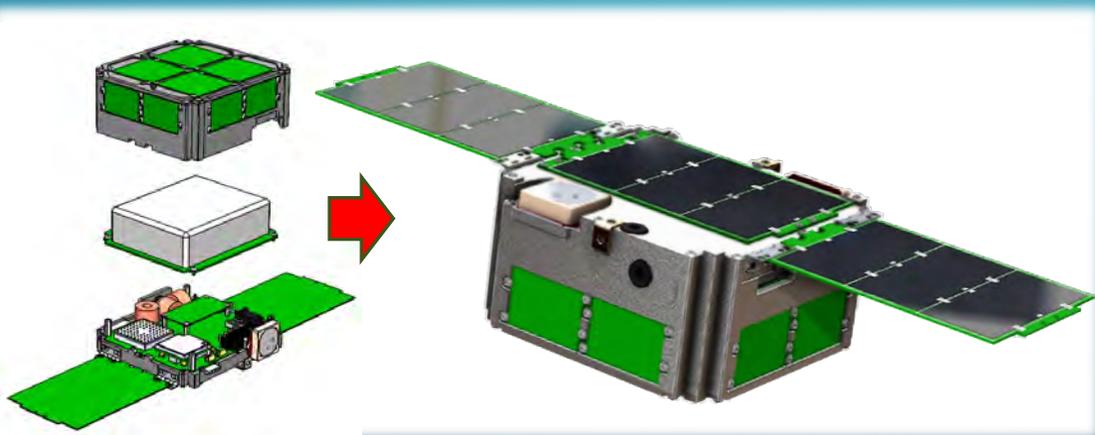
STEPS TO SPACE – HIGH-ALTITUDE BALLOONS

- Flight Options:
 - Subscriptions
 - Launch for hire
 - Buy a kit
- Growing curriculum library
- Authentic flight experience to the edge of space



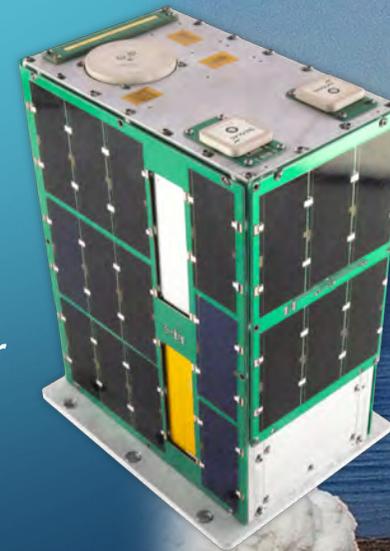
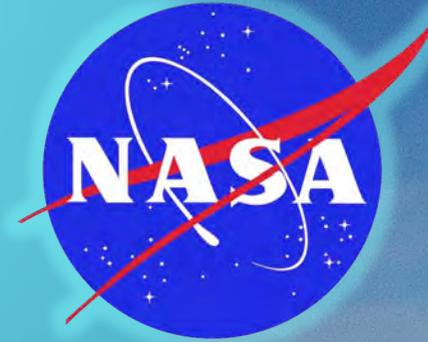
STEPS TO SPACE – STUDENT SATELLITES

- Dream Big – Phase 1
 - 6 satellites – local colleges
 - Standardized bus by NSL
 - Custom student payloads
- Launching March 2026



STEPS TO SPACE – STUDENT SATELLITES

- Dream Big – Phase 2
 - 30 groups across Indiana
 - Up to 900 Middle school-aged students, plus public outreach
 - Each group gets up to 31 Micro:bit computer boards
 - Learn programming
 - Return 1 board to NSE
 - Incorporate them into an NSL TROOP satellite
 - Launch in late 2027/early 2028
 - Students retrieve and analyze real flight data from their Micro:bit
 - Teams share mission results through publications or conferences



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A close-up photograph of a single, unlit incandescent light bulb resting on a thick, cylindrical wooden pedestal. The background is dark and out of focus, featuring a vertical line of warm, glowing bokeh lights that create a soft, atmospheric glow. The text "READY TO BUZZ IN?" is superimposed in the center of the image in a bold, white, sans-serif font.

READY TO BUZZ IN?

Table 4 vs Table 7

**WHAT IS ONE STRATEGY GRANT
COUNTY COULD IMPLEMENT TO
HELP BUILD A TALENT PIPELINE?**

Table 5 vs Table 6

**THE NEW INDIANA DIPLOMA IS
UNIQUE BECAUSE IT PLACES A
SIGNIFICANT EMPHASIS
ON WHAT TYPE OF EXPERIENCE?**



AFTERNOON BREAK OUTS

Time: 90 Minutes

- **Session G: From Script To Screen - Main Room**
- **Session H: Igniting The Talent Engine - Break Out Room**
- You will be in the same group you were in this morning

A close-up photograph of a single, unlit incandescent light bulb resting on a thick, cylindrical wooden block. The background is dark and out of focus, featuring a vertical line of warm, glowing bokeh lights. The text "READY TO BUZZ IN?" is overlaid in the center in a bold, white, sans-serif font.

READY TO BUZZ IN?

Table ? vs Table ?

**HOW MANY SEALS DOES
THE NEW INDIANA DIPLOMA
OFFER?**

KEEP THE MOMENTUM GOING & GROWING!

- Fill out the Work-based Learning sheet in your folder to indicate what type of work-based learning experiences your company would be willing to offer
- Give it to Shelby or Kylie before you leave (or if you have questions, take it with you and schedule a meeting with Shelby to discuss!)

KEEP THE MOMENTUM GOING & GROWING!

Contact Shelby Schuh at shelby@gogreatergrant.org to schedule a meeting:

- Brainstorm work-based learning opportunities
- Get resources to assist with internship development
- Share ideas and discuss suggestions
- Get and stay plugged in with workforce development initiatives in Grant County

KEEP THE MOMENTUM GOING & GROWING!

- Register to have a booth at the Industry Showcase at the end of April! Additional details are coming soon.
- Also, be sure to register for the county-wide college and career fair this fall!

KEEP THE MOMENTUM GOING & GROWING!

- Be a part of the Grant County Talent Coalition and help play a role in the continued development and execution of our county-wide workforce development strategic action plan.
- Please indicate your interest on the survey that will be sent out following the end of the Summit.

PAVING THE PATH FORWARD BY REFLECTING ON TODAY

What Worked Today?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites



menti.com
4898 0017

0 of 30 responded

Mentimeter



LH

Menti

GGC Workforce Summit



Choose a slide to present

What Did We Learn That Changed How We Think?



1/3

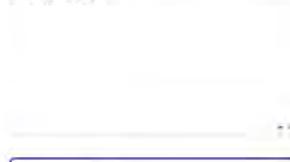


What Worked Today?



2/3

What Didn't Work?



3/3

What Worked Today?

4/3

PAVING THE PATH FORWARD BY REFLECTING ON TODAY

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What Did We Learn That Changed How We Think?



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What Worked Today?



2/3

What Didn't Work?



3/3

What Worked Today?

4/3