



VIII. EDUCATION

The City of Richmond will continue to put forth the belief that education is our future and that education empowers the individual and benefits our entire community. Richmond will provide or support quality life-long learning opportunities accessible to all ages, vocations, and abilities. Richmond in conjunction and cooperation with the exemplary collection of public and private schools and institutions of higher education will work together to raise expectations with mutual trust and respect.

VIII. EDUCATION

A. Introduction



Policies that enhance opportunities for quality education are an investment in Richmond's future.

Source: www.jimwatson.ca

One of the keys to Richmond's future lies in maintaining quality schools and a well-educated citizenry. While the primary role of the public school system continues to be the education of our children, American families are looking to schools for a broader range of support than at any time in our nation's history.

More than ever, working families demand early child care, before and after-school programs, services and resources. The rapidly changing nature of *Information Age* business and industries, combined with the emergence of a global economy, mandates continuous lifelong learning and a greater emphasis on career and work force development.

The latest research on human development has demonstrated that fundamental learning capacity is shaped at a very early age. In recent years, Richmond Community Schools has intensified efforts in the areas of early childhood education and literacy. It has also placed a priority on making a wider variety of educational alternatives available to families.

Like other Midwestern cities that must cope with the loss of manufacturing and industrial jobs – Richmond faces a pressing need to prepare its current and future work force to meet the needs of the new economy. Toward this end, Richmond Community Schools, Earlham College, Indiana East University, Ivy Tech, and Purdue University are actively engaged in partnerships with business, industries, public entities and social service agencies that expand the traditional role of education and address the complete range of life-long learning needs. A few examples illustrate this point:

- Earlham College offers a Master's of Education degree in co-operation with Richmond Community Schools and Wayne County for working adults.
- Ivy Tech State College offers a workforce development program with local employers.
- The Richmond Innovation Center shares a Downtown campus for technology programs with the local universities and colleges.

While education is not a municipal function, the City's economic sustainability is closely linked to the quality of its school systems. Policies that promote and support quality education for citizens at every stage of life are an investment in the economic future of the community.

Future efforts toward ensuring the delivery of quality educational opportunities should include:

- Strengthening the City's partnership with Richmond Community Schools (RCS), local private schools, area colleges and universities.
- Providing leadership in the creation and maintenance of a high-quality early child care.
- Maximizing after-school, adult education and work-force development opportunities.

B. Goal and Objectives

Goal

Richmond's educational institutions will provide continued outstanding facilities and programs, and provide and develop a continued strong community presence and relationship. The educational resources and facilities will enable all students to succeed in education and career opportunities, to be effective life-long learners and to participate actively in our democracy.

Objectives

1. Encourage citizens to be involved in education and schools. Collaborate with other agencies to educate City employees on how to be their child's first teachers/ mentors to stimulate development in reading and writing at home.
2. Assist schools' efforts to create and sustain early childhood and kindergarten program options (including full-day programs for at-risk students) that focus on early language and literacy by supporting infrastructure improvements or redevelopment activities as they are identified.
3. Ensure effective communication between the City and Richmond Community Schools and higher education institutions by strengthening joint planning, collaboration and communication.
4. Collaborate with all education institutions for safety and emergency access in all facility design and physical orientation.
5. The City will help and encourage all education institutions to be more environmentally sound in their daily and long-term practices.
6. The City will help and encourage all education institutions in the preservation of their historic and natural resources.
7. The City will support collaborative efforts with all education institutions to educate City employees on racial diversity and conflict resolution.
8. The City will support collaborative efforts with all education institutions to support job shadowing within the City administration.

C. Pre-Kindergarten through 12th Grade

Issues and Findings

Richmond Community Schools

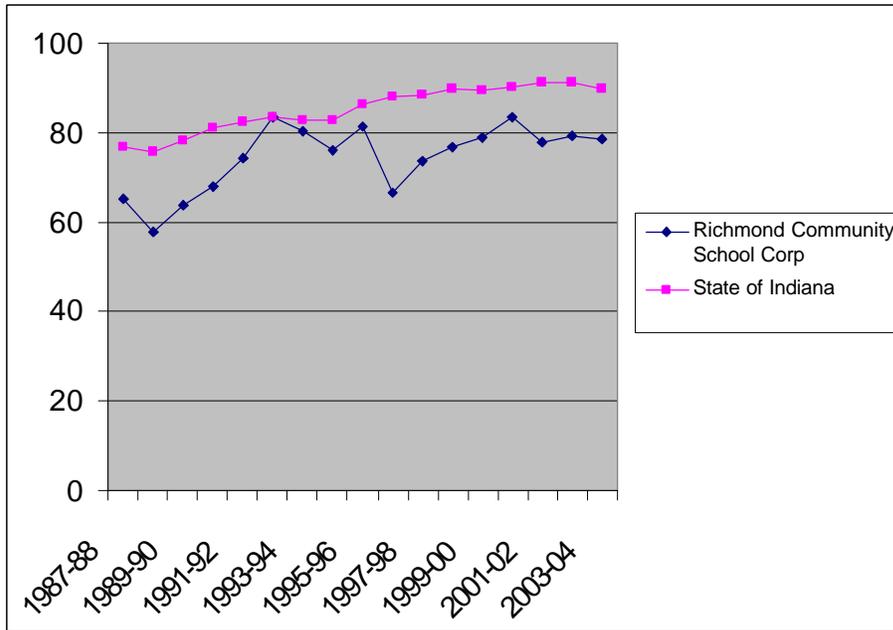
Richmond's public school district includes nine elementary schools, two middle schools and one high school. Total enrollment in the Richmond Community Schools fluctuated between 6100 & 6200 students from 2000 – 2002. The District projects enrollment to increase in 2005-2006 and for the 2006-2007 school years and projects a decrease once again in the 2007-2008 school year.

Richmond Community School Corp - Enrollment																					
Year	PK	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Other	Elementary	% Change	Secondary	% Change	Total	% Change
2000-01	0	492	478	479	499	479	462	471	480	453	557	397	357	299	275	3360	-	2543	-	6,178	-
2001-02	28	531	493	456	448	486	464	446	435	455	582	364	371	321	326	3324	-1.07%	2528	-0.59%	6,206	0.45%
2002-03	0	549	525	481	467	443	480	482	469	502	639	391	339	309	41	3427	3.10%	2649	4.79%	6,117	-1.43%
2003-04	0	509	492	501	434	436	432	454	482	443	659	360	350	285	1	3258	-4.93%	2579	-2.64%	5,838	-4.56%
2004-05	51	530	492	493	469	438	419	422	453	445	614	445	334	304	1	3263	0.15%	2595	0.62%	5,910	1.23%
Richmond Community School Corp - Enrollment Projection																					
2005-06	51	521	511	478	468	458	426	411	419	450	599	394	410	287	1	3273	0.31%	2559	-1.39%	5,884	-0.44%
2006-07	51	534	502	496	454	457	446	418	409	416	606	384	363	353	1	3307	1.03%	2531	-1.09%	5,890	0.10%
2007-08	51	482	514	488	471	443	445	437	416	405	560	388	354	312	1	3280	-0.82%	2435	-3.79%	5,767	-2.09%
2008-09	51	510	465	500	463	460	431	437	435	412	546	359	358	305	1	3266	-0.43%	2415	-0.82%	5,733	-0.59%

According to the 2000 Census, 37% of persons living in Richmond that are age 25 or older, have received a high school diploma or equivalent while only eight (8%) have received a Bachelor's degree. Nineteen (19%) of adults over 25 have attended some college, but have not received a degree.

	2000	1990
Population 25 years and over	25,657	24,498
Less than 9th grade	1,790	2,603
9th to 12th grade, no diploma	4,728	5,236
High school graduate (includes equivalency)	9,408	8,560
Some college, no degree	5,125	3,985
Associate degree	1,077	938
Bachelor's degree	2,052	1,739
Graduate or professional degree	1,477	1,437
Percent high school graduate	37.0	35.0
Percent Bachelor's degree	8.0	7.0

As shown in the graph below, High School graduation rates for Richmond Community Schools have lagged behind the State of Indiana averages since 1987. Since 1997, graduation rates have shown an upward trend. *Note: Dropout data determines the graduation rate. Beginning in 1996, students who dropped out and re-enrolled the next fall were not counted as dropouts.*



Source: U.S. Census 2000

The chart below summarizes and compares educational statistics for Richmond Community Schools to the State of Indiana. The attendance rate for the year 2003-2004 was very high at 94.5% and is comparable to the state average attendance rate at 95.90%. There are more single parent families (35%) in the City of Richmond than the State of Indiana at 27%. The Richmond Community School Corporation graduation rate was 78% for the 2003-2004 school year compared to 90% for the State of Indiana. These statistics indicate a higher incidence of limiting socio-economic factors (higher poverty - free lunch eligibilities, low graduation rates) than the state as a whole.

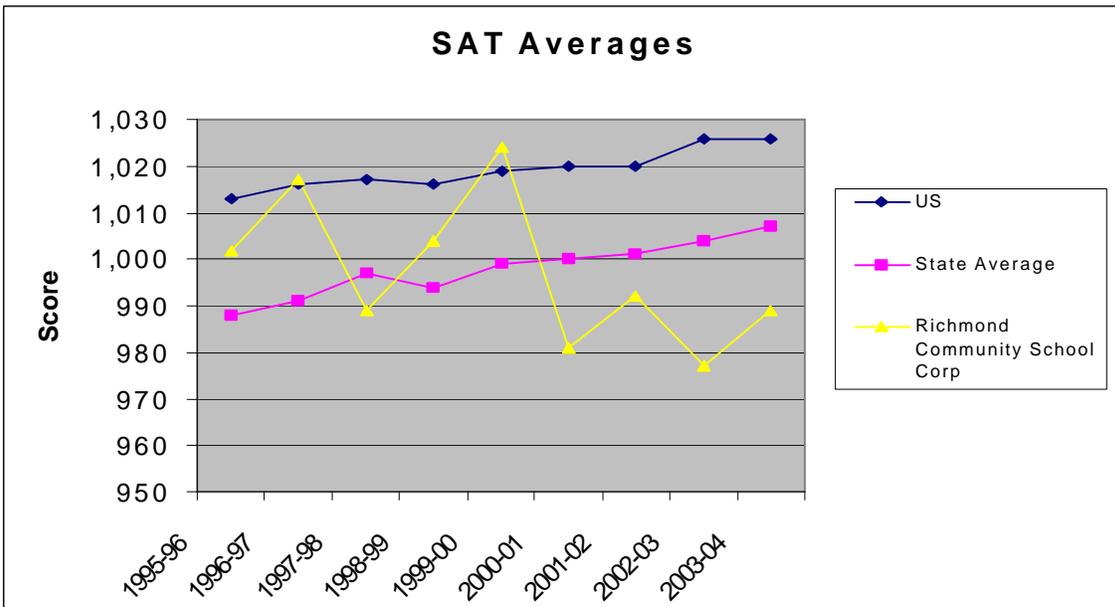
Educational Statistics for Richmond Community Schools and the State of Indiana

	Richmond Community School, Corp	Indiana Average
Assessed Value per A.D.M. 2005	\$284,127	\$275,854
State Support Per A.D.M. 2005	\$4,524	\$3,851
Prop Tax Levy Per A.D.M. 2004	\$4,154	\$3,970
Tax Rate 2004 (before CAGIT)	1.4612	1.4457
Tax Rate 2004 (after CAGIT)	1.4133	1.4235
Per Capita Income 1999 (Census)	\$17,742	\$20,397
Total Expense per Pupil 2002 to 2004 Avg	\$9,075	\$9,077
Avg Teacher Salary 2004-05	47000	46600
Avg Teacher Contract Days 2004-05	184.7	184.9
Average Teacher Age 2004-05	43.8	43.3
Foreign Language Teachers, Pct 2003-04	1.60%	2.40%
Attendance Rate 2003-04	94.50%	95.90%
Graduation Rate 2003-04	78	90
College Attendance Rate Class of 2003-04	64%	72%
SAT Scores (Composite) 2003-04	989	1007
SAT, Pct 12th Graders Taking 2003-04	52%	54%
ISTEP (Grades 3, 6, 8, and 10) Pct Pass Both Engl and Math 2004-05	52%	63%
ISTEP (Grades 3, 6, 8, and 10) Pct Pass English/LA 2004-05	63%	71%
ISTEP (Grades 3, 6, 8, and 10) Pct Pass Math 2004-05	62%	72%
Remediation Dollars per ADM 2004	\$24	\$20
Adults w/ Less Than High School Education, Pct (Census)	24.60%	17.90%
Families Below Poverty, Pct (Census 2000)	18.60%	6.70%
Single Parent Families, Pct (Census 2000)	35.50%	27.80%
Free Lunch, Pct Pupils Elig. 2004-05	49.60%	27.10%
Special Ed Students, Pct 2004-05	26.10%	17.70%
Minority Students, Pct 2004-05	23.20%	21.30%
Limited English, Pct 2003-04	1.61%	2.70%
Same Residence 2000 as 1995, Pct	52.90%	55.00%
Children w/ At-Risk Mothers, Pct (Census 1990)	7.80%	3.60%
Square Miles (Area)	77	123
Round Trip Bus Miles 2005	1,305	1,513
Enrollment 2004-05	5910	3211
Suspension or Expulsion, Incidents per 100 State	20.2 per 100	15.0 per 100

ISTEP Test Scores (Grades 3, 6, 8, and 10)

YEAR	UNITED STATES			INDIANA			RICHMOND		
	MATH	VERBAL	TOTAL	MATH	VERBAL	TOTAL	MATH	VERBAL	TOTAL
1996-97	511	505	1,016	497	494	991	500	517	1,017
1997-98	512	505	1,017	500	497	997	492	497	989
1998-99	511	505	1,016	498	496	994	505	499	1,004
1999-00	514	505	1,019	501	498	999	518	506	1,024
2000-01	514	506	1,020	501	499	1,000	491	490	981
2001-02	516	504	1,020	503	498	1,001	497	495	992
2002-03	519	507	1,026	504	500	1,004	484	493	977
2003-04	518	508	1,026	506	501	1,007	490	499	989

The chart above lists the ISTEP math and verbal test scores that is a test given to only students in grades 3, 6, 8, and 10. The chart lists scores from 1996-2004 for the United States, the State of Indiana and the City of Richmond. The ISTEP test scores for Richmond in both math and verbal testing have fallen below the State of Indiana average test scores since the year 2000. From 1996 though 2000, Richmond's ISTEP test scores exceeded the State of Indiana's.



SAT Scores

According to statistics collected by the Indiana Department of Education, average SAT scores for Richmond's students during the five years from 1990 to 1995 declined steadily in comparison to those of United States and the State of Indiana. Since 1996 average SAT scores for the United States and the State of Indiana have steadily improved, as illustrated by the graph above, while Richmond's scores have fluctuated significantly and still remain below the United States and Indiana State's average.

Socio-Economic Factors

Many socio-economic factors have a great impact on a student’s school performance and consequently affect the student’s participation in opportunities for a higher education. These socio economic factors have been identified as:

1. Single parent families
2. Lower than average household income
3. Teen pregnancy rates
4. Level of education attained by parent

Socio-economic background is the major factor in the variation in student perspectives on the value and attainability of higher education. The quality and sustainability of Richmond’s future workforce is dependent upon an educated, well-skilled and technologically sophisticated population. These factors provide the City of Richmond, the Richmond Public School Corporation, the local universities and area businesses with justification to develop intervention strategies to address the socio-economic factors affecting student performance.

Public Schools

Home of the Richmond Red Devils, Richmond High School is the only high school for grades 9-12 located within the city limits. The high school had 1,662 students enrolled during the 2004-2005 school year. The high school offers over 200 courses to fit the wide range of students’ needs. The school has received awards in fine arts, athletics, and in academic competitions.

Elementary Schools

- Baxter Elementary School
- Charles Elementary School
- Crestdale Elementary School
- Fairview Elementary School
- Garrison Elementary School
- Highland Heights Elementary School
- Richardson Elementary School
- Starr Elementary School
- Vaile Elementary School
- Westview Elementary School

Middle

- Dennis Middle School
- Test Middle School

High School

- Richmond High School



Richmond High School
 Source: www.pal-item.com

David W. Dennis Middle School and Julia E. Test Middle School are the 2 middle schools in the Richmond area. Dennis Middle School is located on the west side of the city and Test Middle School is located on the east side of the city. The jurisdiction of Test middle school is 6% greater than the Dennis Middle school. There are 10 elementary schools in the Richmond area. Westview had the highest enrollment in the 2004-2005 school year with 418 and Crestdale Elementary had the lowest enrollment of 226.

Many of the public school facilities are historic buildings including Garrison Elementary , Highland Heights Elementary, Dennis and Test Middle Schools and, most notably, Richmond High School which features the Richmond Art Museum and the McGuire Auditorium among its unique architectural features.

The Galileo Charter School

The Galileo Charter School is a free, public school that is available to all Kindergarten through 3rd grade students in the Richmond/Wayne county area. The founders of the Galileo Charter School believes that the school should be one that revolves around the student, just as the 16th century scientist, Galileo believed the earth revolved around the sun. The Galileo Charter School differs from other elementary schools in the area by utilizing a strong literacy component along with character education and deliberate self-esteem building in the following manner:

1. The approach to reading failure is preventative instead of remedial
2. The school year is 190 days
3. An 18:1 student to teacher ratio
4. Small School size K-3 (144 students) that will grow to K-6 (no more than 252)
5. Spanish culture instruction
6. English-as-a-Second Language instruction
7. Free after-school program from 3:30 to 5:00 with built in reading time
8. In-home parent/student/teacher conferences option
9. 1:1 reading instruction by a trained reading therapist
10. On site elementary school social worker

Richmond benefits from a charter school by:

- Bringing in new educational dollars to the community
- Provides an option in education for those that cannot afford private schools
- Targets at-risk students
- Enhances Richmond's marketability
- Provides a strong foundation in literacy, work and study skills, and critical thinking for our future workforce.

Private Schools

There are several private Christian schools, including one affiliated with the Religious Society of Friends (Quakers). There are two schools that have kindergarten through 8th grade, one small school that currently has 2nd through 5th grades, one school for teens, and several schools that offer kindergarten through 12th grades. One kindergarten through 12th grade school is all boys while the one school for teenagers is for those that have behavioral problems and have been involved in the justice system.

Richmond Area Career Center

The Richmond Area Career Center was created in July 1980, with the goal to expand the services provided to students of Richmond High School, Northeastern High School, and Randolph Southern High School. Richmond Area Career Center is currently serving 603 sophomores, junior, and senior students. The Center offers students eighteen different Career Education Programs with opportunities to earn dual and articulated college credits through Ivy Tech State College. The focus of the career center is on providing students with the opportunity to pursue a strong academic education in conjunction with a strong career education, so that graduates are prepared to meet the challenges of the workforce.



Source: Richmond Public Schools

Richmond High School Alternative Education

The Alternative High School Program is for students already enrolled in Richmond High School. This program is designed for students who are unable to succeed in a traditional high school setting. The goal of the alternative program is to provide educational programming that will allow students to return to Richmond High School or transition into adult education programs and earn a diploma.

Volunteer Programs



Source: www.successforall.net

Middle School Mentoring

Middle School Mentors provide mentoring to students entering middle school and encourages attendance. It prepares students for working, acknowledging academic progress, shares organizational/goal setting skills and sponsors field trips with groups of 2 to 5 students. These activities enable a smooth transition from elementary to middle school. Other components of mentoring address skills in decision making, positive behavior, accountability, conflict resolution, communication, cooperation and citizenship. Mentors try to connect the concept that learning and having a sound education leads to being prepared for a solid career.

Partners in Education

Partners in Education is a national, state, and local initiative designed to strengthen American education through the active involvement of business, community groups, colleges, government and concerned citizens. Richmond Community Schools has partnerships with local churches and neighborhood groups. These partners work together with educators to achieve mutual goals that benefit students in Richmond. Richmond Community School partnerships promote effective interaction between community and schools by advancing citizenship and workforce skills necessary to succeed in the future.

Study Buddies

Elementary Study Buddy volunteers meet one-on-one with an elementary student (Kindergarten through 5th graders) to help the students with school work. Study Buddies use an intergenerational approach. They generate a lot of enthusiasm which positively influences their elementary buddy. With a non-judgmental attitude, each Study Buddy volunteer seeks to enhance the joy of learning by working personally with one young person. Through this consistent and nurturing time investment, their student friend grows as a lifelong learner.

Summary

The lifelong learning needs of Richmond's residents will be met through cooperation and commitment to excellence in education for all citizens. The City will continue to support and cooperate with Richmond educational institutions so residents can benefit from the highest quality and greatest variety attainable.

The following summarizes the top education issues in Richmond:

Early Childhood Education

Richmond should continue to offer more quality early childhood care, early education and child development services. Child development services and parenting classes should be easily available and affordable for all parents, especially new ones. Major employment centers should include child-care centers.

K-12 Education

Academic achievement of children from all socioeconomic backgrounds needs to improve dramatically. All children should read and write at their grade level or higher. Richmond should always have an adequate supply of qualified teachers, well prepared in their subject areas and trained to deal with the challenges of urban education. The City of Richmond should continue to effectively facilitate school-community dialogue and site-based planning.

Neighborhood Schools

Neighborhood schools are a focal point of community activity, and schools are a key point of access to human services and continuing education. Schools should continue to offer and expand upon organized activities after school, during the summer, and on weekends for elementary and middle school children.

Quality Higher Education

Strong public and private educational institutions in Richmond provide economic and educational benefits. More students are entering post-secondary school education with a broad range of choices such as professional schools, trade schools and technical school, in addition to community colleges and universities. More high school graduates from all socioeconomic backgrounds continue education and/or pursue productive careers. Post-secondary education and career training reaches out to working adults of all socioeconomic levels, including low-income persons striving for self-sufficiency.

Changing Workforce Demands

All businesses need technologically savvy employees, while high-tech businesses need even higher levels of expertise. Richmond's economy heightens this need for highly skilled employees, which, as of 2002, is going unmet from the local labor pools in many industries. Preparing local students and retraining adult workers for these jobs are significant challenges for educators and businesses.

Adult Education

Opportunities for continuing education should be plentiful and accessible, especially for working adults. More students and older adults are recognizing the need for secondary, professional and continuing education. Adult programs teaching professional skills, weekend and evening degree programs, and work-to-career programs have increased in number and enrollment. It is

important for more high school graduates from all socio-economic backgrounds to continue education and/or pursue productive careers.

Post-secondary education and career training should reach working adults of all socioeconomic levels, including low-income persons striving for self-sufficiency and higher learning opportunities.

Access

Children should have access to educational and technological resources regardless of the public/private school they attend.

Technology

Richmond Community School students should understand and use state-of-the-art educational technology. Adequate technical resources facilitate learning for all.

Choices

Public schools must offer alternative educational philosophies and practices to families. School-to-career programs and cooperative work experiences connect more students to the world of work and as a result school dropout rates dramatically decline. Multilingual students are valued and well served by education.

Strategies and Recommendations

E D 1. Support Wayne County Safe Schools Committee by having City Staff participate

The City should appoint a representative to insure planning efforts for safety and access for all Richmond Community School educational facilities for Emergency Vehicular access and other safety issues. This coordination would enhance the City's ability to respond to crisis/emergency situations, as well as plan for the expansion of current facilities and sites.

E D 2. Initiate Public Awareness among City Employees on their involvement in their child's learning

Support ongoing efforts with local, regional and statewide parent-teacher groups to expand parents' role as their children's "first teachers". Support distribution of information to Richmond families on how to begin education at home. This will emphasize the involvement of parents in children's lives beginning in pre-school and kindergarten to improve literacy and language skills.

E D 3. Coordinate State-of-the Art Technology Resources and Wireless Community Infrastructure

Assess technology needs in school facilities. Develop an advisory committee and prepare a technology plan to assess the needs for ongoing wireless infrastructure, plan for upgrades, equipment, training and materials and identify funding to meet the technology needs. Educate students and parents to understand and use state-of-the-art educational technology. Ensure adequate technical resources to facilitate learning for all.

E D 4. Promote Government Interface with Community Education

The City and County Governments will continue to recognize education as an important element. The government will interface with education and develop programs for children to actively participate in government programs, city council, and special projects. Assist schools in their efforts to enhance the range of programs and activities offered after school and year-round by promoting and supporting partnerships with schools, service providers and neighborhood groups.

E D 5. Develop Sustainability and Conservation Programs with Local Environmental and Conservation Agencies

The City and local environmental agencies and the Richmond Community Schools and private schools should enhance its partnerships to advance programs for students to be involved directly with the environment by learning about sustainability and conservation techniques that will better the quality of life for the current and future residents of Richmond.

E D 6. Work with the Richmond Community Schools and their effort to locate a Central Fleet Garage

The City and Richmond Community schools should develop a plan to locate a central garage to house the school bus fleet in a convenient location.

E D 7. Promote and Develop Historic Preservation in Educational Facilities

Promote the historic preservation and significance of Richmond's historic education facilities.

E D 8. Educate City Employees on Diversities within a Community

In collaboration with Wayne County Diversity Council, develop diversity training for city employees on conflict resolution, diversity realities and perceptions, and on understanding differences in diverse populations.

E D 9. Strengthen Career Development Opportunities and Learning/Working Programs

Strengthen school/work programs to train student on the importance of developing a career by supporting job shadowing opportunities in city departments.

E D 10. Involve Students as Citizens in Local Government and Agency Programs

Continue to develop programs and opportunities for students to participate as citizens in "real-life" local issues and programs, including city council, historic preservation, transportation, neighborhood involvement, the elderly and the needy populations.

E D 11. Encourage the development of Neighborhood Schools as Neighborhood Centers for City Employees and others Where Appropriate

Support and participate in collaborative, community-based planning processes to create, within neighborhood schools, a seamless system of support services toward literacy and mentoring opportunities for city employees and their families

E D 12. Continue School-Linked Programs with Community Centers

Support continued involvement with, and promote coordination among, school-linked programs that have demonstrated effectiveness as community centers. Encourage parent, volunteer, business and community involvement in education and schools.

D. University Community

Issues and Findings

All Richmond's citizens deserve reasonable and affordable access to higher education opportunities appropriate to their individual needs and abilities, unrestricted by age, culture, disability, color, national origin, gender or economic status. Higher education has an important role in supporting the City's economic development goals by contributing to a competent and competitive workforce, and by ensuring lifelong learning and training opportunities for the citizens of Richmond. A strengthened cooperative relationship between higher education and K/12 education is needed to ensure that students entering Richmond's university community are prepared to succeed.

Adult Opportunities

The quality and variety of higher education within Richmond are competitive with those of American cities of similar size. Richmond's citizens continue to benefit from this comprehensive network of diverse and high quality postsecondary education institutions that maintain distinct, but complementary, roles and missions. All of the following institutions offer continuing education opportunities for working adults: Earlham College, Indiana East, Ivy Tech, and Purdue University. These institutions are collaborating increasingly to offer expanded learning opportunities for students and partnering with business to meet workforce challenges. The Richmond Innovation Center provides a downtown campus for technology classes and has a higher education learning center for the local university institutions at which to hold classes at. The doors to higher education are opening wider due to the efforts of schools such as IU East and Ivy Tech State College which are both adjusting their enrollment and workforce development programs to reach students of all backgrounds.



*Johnson Hall at Ivy Tech
Source: Waynet.org*

Complete Listing and Summary of Richmond's higher education institutions:

Bethany Theological Seminary, founded in 1905, is the graduate school and academy for theological education for the Church of the Brethren. Bethany is accredited by the Association of Theological Schools in the United States and Canada and the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools. Bethany is located on the northeast corner of the Earlham College campus, a mile west of uptown Richmond.

Earlham College is a national liberal arts college affiliated with the Religious Society of Friends (Quakers) and was founded in 1847. Located one mile west of Richmond's central core, Earlham enrolls 1200 students from all 50 states and 55 countries. Its 800 acre campus offers a challenging intellectual environment that attracts a diverse group of students with a variety of motivations — academic, political, social, athletic, ethical and career-minded. Students of many races, religious backgrounds, economic levels, and ethnic traditions join together on this Midwestern campus to share an experience rooted in Quaker values of tolerance, equality, justice, respect and collaboration. They explore an unending desire to see the world differently and to bring about change when necessary. Earlham's commitment to engage students in a changing world is at the heart of its mission. Earlham is a residential college. Students live in the seven residence halls and 27 college-owned houses near the campus.

Earlham offers a Master of Arts in Teaching in addition to Master's degree in Education. This 11-month program for liberal arts and sciences graduates leads to certification in English/language arts, math, modern foreign languages and science and social studies, all at the middle and high school levels.

The Earlham School of Religion, a Quaker seminary, is located on the Earlham College campus and shares many facilities with the college. Founded in 1960, ESR offers an accredited Master's degree and other programs. The Earlham College of Religion also prepares Quakers and others for Christian ministry in meetings, churches and in lay ministry.



Indiana University East
Source: waynet.org

Indiana University East (IUE) is one of 7 regional campuses that opened in 1971. IUE is the eastern most campus that offers a range of majors to complete a bachelor's, associates or a certificate degree. Credits can easily be transferred to other IUE campuses. Average enrollment is over 2,300 students with a cost of around \$2,800 a year.

Ivy Tech State College has 5 different training sites to serve the Richmond area and a branch campus in Connersville. This technical based institution offers various certificates and associate's degrees. The main building is located adjacent to the IUE campus near Chester Boulevard and Interstate 70. Ivy Tech Community College – Corporate and Continuing Education Services underwent a name change to better identify the services that it provides.

Workforce and Economic Development (WED) will replace what is now called Corporate and Continuing Education Services. The Department focuses on: Corporate/Customized Training, Apprenticeship Programs, Workforce Skills Assessment, Continuing Education, and Workforce Certification. The name change was effective October 1, 2005. This program leverages the College's resources to help the local economies. Ivy Tech has worked for many years to provide training services for employers and to coordinate with economic development efforts. The program reflects the College's desire to meet the challenge to strengthen workforce development and to fulfill the new mission given to the college by Senate Bill 296.

The Governor's office and the General Assembly have singled out Ivy Tech for a bold and unique assignment – to be the primary instrument for workforce development in the state. Ivy Tech is also taking an aggressive approach in being a key community contributor to economic development by preparing more highly skilled and technically competent workers for the more rigorous, ever-changing demands of the job market.

Purdue University College of Technology at the Richmond campus is part of Purdue University's College of Technology statewide educational system. It was created to extend Purdue's existing technology programs across the State of Indiana by helping meet demand for educated workers with technical skills. The system also provides a mechanism for updating presently employed people in modern technology as well as training recent high school graduates. Purdue University's College of Technology has offered degree programs in Richmond for 40 years. Along with seven other locations in Indiana, Purdue University College of Technology offers degrees in programs researched to fit the area's needs.

Purdue University College of Technology in Richmond is a unique partnership between education, business, industry, and government to meet the needs for technology in East Central Indiana. The curricula, faculty, and equipment are equivalent to those found at the West Lafayette campus.

Each degree program is offered as a result of careful research and planning by local officials and Purdue University staff. Labor market studies are conducted and community needs are assessed. Local business, industry, and government representatives help plan, develop, and implement the programs.

Strategies and Recommendations

U C 1. Initiate Dialogue to Enhance and Market Lifelong Learning Programs

Provide City Employees with opportunities to continue learning throughout life through the five universities and colleges. Promote collaboration and innovation in providing educational, vocational and enrichment activities accessible for City Employees.

U C 2. Collaborate a Joint Planning Committee between the City and Higher Educational Institutions

The City, in partnership with the local colleges and universities and Richmond Community Schools, should develop a working committee to develop cross-curriculum and facility planning.

U C 3. Develop and Support Distance Learning Programs

The City, in partnership with the local colleges and universities and Richmond Community Schools, should develop a working committee to develop cross-curriculum and facility planning.

U C 4. Encourage and Support Post-Secondary Education in City Employees and their Families

City employees from all socioeconomic backgrounds shall be encouraged to ensure that their own families graduate high school, continue post graduate education and/or pursue productive careers. Offer post-secondary education and career training to reach working city employees of all socioeconomic levels.

U C 5. Increase Adult Literacy

Encourage participation in programs to teach and increase adult literacy or English as a second language. Continue to develop opportunities for City Employees toward continuing education that are plentiful and accessible.

U C 6. Make Community Resources known to citizens and students through the City Website

Encourage the broadest use of the available community resources (Morrison Reeves Library system, the Richmond -Wayne County Small Business Development Center, community centers, schools, community colleges and other existing facilities) through City website links to help students and citizens participate and utilize community resources as part of their life-long educational experience.

U C 7. Establish a Seamless Transition from High School to Post-Secondary Institutions

More students should be encouraged and supported to enter into post-secondary school education such as professional schools, trade schools and technical schools in addition to community colleges and universities.

U C 8. To Collaborate Closely With Community Partners and Alumni to Promote the Value and Effectiveness of the Regional Educational System

Create closer partnerships and collaborative efforts between the City, community organizations and the universities and colleges. Develop an integrated and comprehensive approach to developing public knowledge of and support for post-secondary education products. Develop a city-wide approach to enrollment and management. Develop and refine the marketing plans for enrollment.

U C 9. Provide an Environment and Curriculum that Promotes an Understanding of Diversity of People’s Backgrounds, Beliefs and Experiences

Collaborate on career development with Wayne County Diversity Council. Promote diversity through the City. An understanding of the value of diverse perspectives and opinions and of how such differences are formed through distinct cultural and economic backgrounds and experiences is recognized as one of the most important outcomes of a college or university education. Communicate scholarship opportunities throughout the community. Implement strategies to create more scholarships for students from under-served populations. Implement strategies to increase the diversity of candidate pools for faculty and staff positions. Ensure that candidate pools are representative of the national population in those job categories/disciplines.

E. Career Opportunities



Source: www2.und.edu

Issues and Findings

The sustainability of Richmond's economic, social and environmental health depends on the strength and vitality of its workforce. The quality of Richmond workforce is critical to economic development. It is one of the most crucial factors in attracting and retaining businesses and investment. This Comprehensive Plan reflects a deep commitment by the City to the economic vitality of the community and a confidence

in the ability to redesign and re energize the workforce development system to meet the evolving demands of the local economy. The city's quality of life requires the involvement of citizens who are educated, creative and capable of engaging in complex problem-solving.

Regional policy makers need to be concerned with four major categories of educational /workforce and career development resources as they integrate into the community:

- a) Developing a competitive work force.
- b) Existing and/or planned efficient technology infrastructure.
- c) Student readiness and training.
- d) Educational institutions and partnerships with business leaders.

Richmond/Wayne County offers businesses their most valuable asset – a trained, motivated, reliable workforce at a reasonable price. Educational leaders must work cooperatively with business needs to develop new bachelor's and professional master's degrees.

The Department of Workforce Development

The Department of Workforce Development (www.dwd.state.in.us) provides employers with a free labor exchange service designed to help build Indiana's workforce by bringing together qualified job seekers and employers seeking qualified workers.

Workforce Development Centers strategically located across the state provide tools to help students, job seekers, and workers adjust to the rapidly changing job market. Ivy Tech State College offers a division of Workforce and Economic Development (WED) that provides customized training, professional development and evaluation services for Richmond's workforce. WED is the continuing education and training arm of Ivy Tech. WED can assist workers in upgrading and enhancing their skills and employers to create a more competitive workforce. The WED program offers students flexible and customized training programs, on-site work training and courses and full-degree programs. It offers employers training for their existing workforce including skills training, leadership classes and organizational instruction. The centers are regional career information sources providing the latest job and labor market information. Other available services include:

- Job Training
- Dislocated Worker Program
- Unemployment Insurance

- Employment Services
- School-to-work Transition
- Vocational and Technical Education
- Tech Prep
- Certificates of Technical Achievement
- Workforce Literacy
- Labor Market Information
- Workers at Risk

Strategies and Recommendations

C O 1. Create New Partnerships with Workforce Preparation Programs

Review existing partnerships and create new partnerships with workforce preparation programs to foster literacy skills outcomes in career and technical education.

C O 2. Develop Programs and Partnerships to Involve Educational Institutions and Students in Community Based Initiatives

Facilitate major community-building and region-building projects. Promote linkages between IU research centers and community organizations. Use the resources and contacts of universities and colleges, like IUE's Economic Education Center and the Entrepreneurship Center to identify grant possibilities, to involve faculty and students in community-based initiatives. Develop partnerships with community organizations in which the educational resources of higher education institutions play a central role in the economic development of the region.

C O 3. Coordinate an Education Coalition with Manufacturing Businesses

Coordinate an education coalition including all educational institutions to provide a world-class education and training environment to support Richmond's growing manufacturing community.

C O 4. Focus On Technology-Driven Learning, Careers and Business Development

Define and implement the role to be played by the universities and colleges in Richmond's technology parks. Investigate opportunities for university, community, state, federal, and industrial partnerships to enhance the advancement, implementation and application of Information technology. The City of Richmond and the Wayne County Economic Development Corporation should continue to work together to develop technology driven programs and careers with business partnerships. All businesses need technologically savvy employees and high-tech businesses need even higher levels of expertise. Preparing students and retraining adult workers for these jobs are significant challenges for educators and business.

C O 5. Enrich the Lives of the Citizens in the Region by Providing Opportunities for Cultural, Educational and Economic Growth

The mission of regional universities includes enriching the lives of citizens and participating in economic development efforts in the region. Increasing the opportunities for cultural, educational and economic growth will also render the region more attractive to industry and other employers, raise the educational aspirations of its citizens, and ultimately provide a larger population of potential students for higher education.

C O 6. Further Develop and Market Educational Co-op Programs and Career Development Programs for Students in Richmond, Indiana

The City of Richmond should continue to work closely with the Economic Development Corporation of Wayne County and local colleges including Earlham College, Purdue, IU East, Ivy Tech State College, Main Street Richmond, and the local Chamber of Commerce to further higher educational opportunities and co-op programs.

The Economic Development Corporation of Wayne County works with a number of different organizations in the community to improve economic and community development. Develop and build on existing co-op programs with local universities for job placement and training.

C O 8. Create Programs for High School Students and College Students to Explore Career And Job Opportunities In The Richmond Area

Currently there are programs between the Richmond-Wayne County Chamber of Commerce and the Economic Development Corporation to promote careers for students. The City of Richmond should participate in this program and provide funding support or mechanisms to further the programs and awareness of the programs. Work with the Chamber of Commerce to further brand and market the existing and future workforce development and training programs for the labor force in Richmond, Indiana.