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Wabash Valley
COMMUNITY FOUNDATION

Intern
Impact
Shaping the Future

Business Case Analysis
of Students and Businesses
Through Real-World Experience

CONTENTS

West Central Indiana has the opportunity to create a 10-week summer community-based internship (CBI) program for high school graduates from West Central Indiana (Clay, Putnam, Vermillion, Sullivan, Parke, and Vigo) or students attending higher education institutions in the same region. This report contains research and data that endorse the advantages of establishing a CBI program and the positive influence it can have on planning post-work experience to live long-term in West Central Indiana. This program emphasizes leadership development, community engagement, and mentorship in the region. It provides students with the chance to experience the diversity of activities within the area and proposes a housing stipend to offset living expenses. Our goal is to provide a community partner program that offers experiential learning for students to make informed decisions about living in West Central Indiana region post-graduation with the anticipation of a long-term retention rate.

1. **Availability of equitable employment options post-graduation is critical.**

2. **Many students are unaware or disconnected from employment prospects within the region and desire direction and information.**

This business case analysis includes information on successful internship programs with community-based elements from both state and national perspectives. It incorporates insights from local universities, for-profit and non-profit organizations, Chambers of Commerce, workforce development groups, and career experts who have contributed to the research on community-based internships. Additionally, it outlines a proposed pilot plan for a Community-Based Internship (CBI) initiative in West Central Indiana, built on a foundation of thorough research. The significance of local community-based internships and the retention of graduates must be seen within the context of our communities, which includes the basis of understanding that:
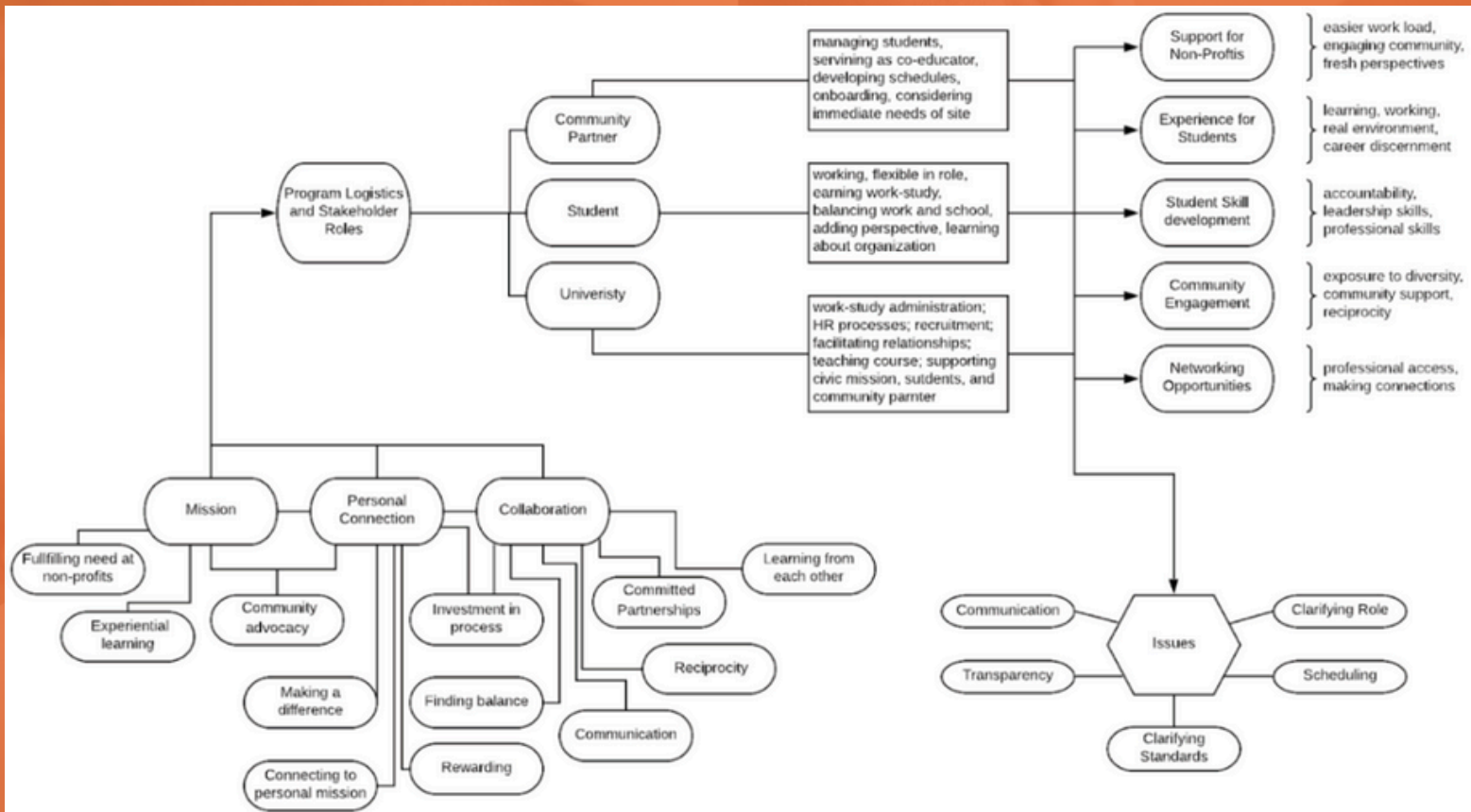
3. **Affinity has a significant influence on retention--this can be an affinity for families, professionals, communities, or companies.**

4. **Well-designed and substantive internships can be a powerful retention tool for graduates and companies. However, effort is needed to identify businesses within the region willing to sponsor the internships.**

DEFINING COMMUNITY-BASED INTERNSHIPS (CBI)

Community-based or civic internships are defined as a "hybridization of service-learning and internships" since they converge learning and engagement practices (Bringle, 2017). The Director of Community-Based Learning at the University of Wisconsin-Milwaukee, Ben Trager, conducted research on a CBI with the participating stakeholders--which are the students, community partners, and university staff--to understand the benefits through the shared experience and social interaction (Trager, 2020).

In his study, he asked the following questions to all the stakeholders:
- What are the issues in the community-based internship program need to be addressed?
- How does the CBI affect our work and lives?
- Where does action in the CBI take place?
- When does action in the CBI take place?
- What are the effects of the CBI?

FIGURE 1: DIRECTOR'S INFORMATION

Trager developed a concept map of his planning process as the director (see Figure 1) and a concept map of the discussion that took place during several meetings with the students, community partners, and university staff (see Figure 2).

FIGURE 2: CONCEPT MAP OF DISCUSSION

Community partners expressed that participation in the program brings a "fresh perspective" and fills an "actual need in nonprofits" by increasing the capacity to complete the work of their organizations. When community partners and university representatives discussed the environment of the CBI, they identified it was one steeped in personal connection and collaboration (Trager, 2020).

Research shows that participation in community-based internships not only affects academic performance (Chittum et al., 2022) but also has implications on the development of civic and social identity (Chittum et al., 2022; Johnson, 2017), leadership skills, career discernment, professional development (Mitchell & Rost-Banik, 2019), and other social skills (Johnson, 2017). The students will have advantages after completing the CBI; such as networking opportunities for employment after graduation, professional relationships built within the workforce, and an understanding of the local economy (Titlebaum, Linderman, 2023). According to the National Association of Colleges and Employers, if an employer must decide between two equally qualified candidates, students who have held leadership positions and training would most commonly be chosen (NACE, 2021). For interns and co-ops, planned social activities are considered benefits being paid for and offered by the companies.

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State-focused programs: The Mill (Bloomington), TechPoint (Indianapolis Xtern Program), University of Evansville Experiential Program (Evansville), and the Intern Experience IN Fort Wayne (Greater Fort Wayne, Inc., Chamber Alliance).

The Mill (Bloomington, Indiana) is located in Bloomington's 12-acre technology park. It is the center for coworking and entrepreneurship. It focuses on memberships for college and professional-level individuals who are part of a start-up, freelance, and entrepreneurial culture. The Mill offers a variety of programming. The gBETA program offers an internship-like experience for students/professionals looking to take their startup skills to the next level. gBETA is a six-week program that focuses on product-market fit, metrics and KPIs development, and financials. This program works closely with Andy Lehman, Head of Accelerator Programming, along with leaders from Elevate Ventures, gener8tor, and other partner organizations from around the state. Mill cohorts are exclusive, small groups focused on individuals or teams who have launched a startup or are ready to launch a startup with an existing minimum viable product (MVP). This program also assists startups with identifying venture capital and mentorship. In addition, The Mill offers a variety of events and learning around coding through its IT Academy, which includes: inspiration and innovation workshops, pitch development, idea competitions, learning about cyber security, design-thinking and development, understanding investment and capital funds, IU faculty startup accelerator programs, K-12 entrepreneurship education experiences, pre-accelerator programming, and remote worker meetups.

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TechPoint (Indianapolis, Indiana) is located just west of downtown Indianapolis. TechPoint is the result of two IT industry organizations – the Indiana Software Associations (ISA) and the Indiana Information Technology Association (INITA) – and in 2006, it became a part of the Central Indiana Corporation Partnership (CICP). Created in 1999, CICP brings together chief executives of Central Indiana's prominent corporations, foundations, and universities in a strategic and collaborative effort dedicated to the continued prosperity and growth of the region and state. One of TechPoint's focus areas is Mission41K.

This area is a collaborative movement to address the largest problem tech employers are facing today—finding, hiring and retaining qualified tech talent. It prioritizes skills-based hiring, provides inclusive pathways into tech roles for significantly more people, and drives a flag into the ground around apprenticeship as a viable path to a successful and lucrative career in tech. The goal is to grow the Indiana tech workforce by 41,000 workers by 2030 TechPoint is looking for ways of accomplishing this goal, one of them being XTERN. XTERN is a premier internship program focusing on technology or technology-related career opportunities. The program recruits students from 20+ campuses in the region and beyond to foster the next generation of tech builders. Students live on campus together and share their experiences working for your company with their peers. XTERN is a built-in marketing opportunity to help get an organization's brand name to current college students as they go back to school and rave about what they did for said organization. XTERN takes care of after hours events, housing, and professional development and social activities. They now offer programming in 18 different technology or technology-related roles. In addition, the program is now expanding outside of the Indianapolis area to partner with organizations and communities in different parts of Indiana. Through this extended XTERN partnership, TechPoint provides 60% of the structure and asks for assistance with the remaining 40% of the program (housing, employer relations, social, and professional development training). TechPoint also offers a variety of other opportunities to promote and grow technology and related jobs such as XPLORE (grades 9-12), an adult apprenticeship program, a leadership academy, programs focused on advancing equity through technology, education readiness grants, and career and skill-first development programs.

TECHPOINT

University of Evansville (Evansville, IN) Experiential Program's purpose is to assist students in gaining immersive education opportunities, furthering their professional development, and building mutually beneficial relationships between the universities (The University of Evansville and the University of Southern Indiana) to reach their region's goals of growing a younger population with a high per capita income. The program's administration is through the Office of Career Services and Cooperative Education. It is available to students enrolled in the College of Engineering and Computer Science, School of Business Administration, and the Departments of Chemistry and Environmental Studies. For students to enroll in the Engineering Internship, they must have 18 earned credit hours, with at least nine hours of cumulative progress toward a degree in the College of Engineering and Computer Science. The internship placements have included organizations such as Boeing, Alcoa, Lockheed Martin, and Kimball International. Each experience is a 35-40 hour work week for a minimum of 10 weeks, and is available during the summer sessions. This is a robust private-public partnership between significant employers, higher education, the chamber of commerce, the Mayor's office, and their regional economic development organizations.

The former Mayor of Evansville, Lloyd Winnecke, stated, "This initiative's goals are to build a relationship with these young professionals over the 3-4 years while they are in school. We aim to completely immerse them [students] in everything the greater Evansville region has to offer. Our region tries to cater to students and young professionals. We try to find ways to help them grow professionally, feel included, and provide tremendous encouragement to stay in the greater Evansville region every summer during their break and then for their professional career upon graduation. We are competing with Indianapolis, Nashville, St. Louis, and other cities for talent. We have to play at their level if we want to have a chance to keep these bright young minds in our community."

Intern Experience IN Fort Wayne (Greater Fort Wayne, Inc., Chamber Alliance) has an immersive program designed for the interns to work during the day, and learn about the city's amenities to engage in networking and social events. Throughout the eight-week summer program, interns have the opportunity to attend post-work events organized by different companies to explore and understand the broader region. The goal for the Greater Fort Wayne Metro Chamber Alliance, Fort Wayne Tourism, and Indiana Destination Development Corporation, is to retain college students to live within the area after graduation, creating a sufficient pipeline of employees long-term to fill jobs. Activities included in the program: visiting the nation's largest online retailer of musical instruments, family entertainment center, farmer's market & festival, children's zoo, and networking at local restaurants (visitfortwayne.com).

National–**Campus Tulsa** was founded in the Fall of 2020, as a response to the growing need for college graduates within the Tulsa area, and the high number of retirements within the workforce. Tulsa has over 67,000 college degree holders within a 50-mile radius, and for the economy to meet the growth trajectory, the city decided to develop an approach to attracting and retaining college graduates (Campus Tulsa, 2023). They are rethinking how to connect students to the community through the Campus Tulsa program, which is considered "One stop shopping for anything when it comes to internships and early career in Tulsa (Henderson, 2023).". Campus Tulsa has partnered with a higher education institution to provide housing as a component for intern success. Additionally, they schedule events that showcase the people and culture of Tulsa. Therefore, the interns understand that Tulsa is not just a place to work but a place to create community and enjoy life (Henderson, 2023). Their vision is to "help college students fall in love with Tulsa and launch their careers at area businesses and nonprofits after they graduate." (Campus Tulsa, 2023).

According to the Indiana Commission on Higher Education (ICHE), more than 75% of financial aid recipients decide to live in Indiana after graduating from college, and those adults who have additional education beyond high school strengthen the economy (College Value Report, 2023). See infographics 1 and 2. The ICHE has survey data identifying that individuals who have attended a two-year or four-year college are 70% more likely to stay within the region (College Value Report, 2023).

The U.S. Department of Education states that approximately fifty percent of students studying engineering at Hoosier universities have permanent residence out-of-state, presenting opportunities to retain an increasing population of post-graduates to live in West Central Indiana (IEDC, 2023).

More than 75% of financial aid recipients decide to live in Indiana after graduating from college, and those adults who have additional education beyond high school strengthen the economy.

MORE THAN 75% of financial aid recipients **stay in the state** after graduating from college.

INFOGRAPHIC 1

COLLEGE GRADUATES STRENGTHEN ECONOMY

Adults with education beyond high school add significantly more dollars to the economy compared to those who only finished high school.

	Lifetime Dollars Added to Economy
Some College	$251,447
Associate's Degree	$700,443
Bachelor's Degree	$1,077,502

INFOGRAPHIC 2

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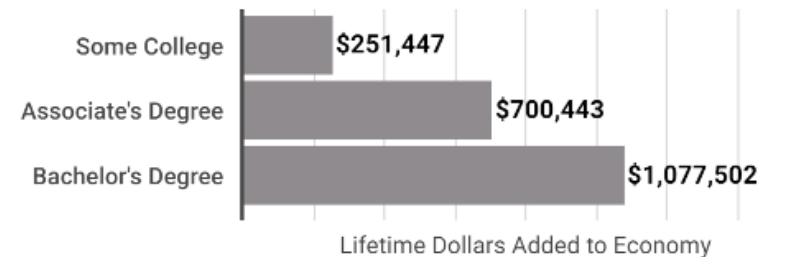
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Now that we have explored some of the fundamental concepts of CBIs and other programs around the state and country, we must explore the purpose and type of program that can help West Central Indiana achieve its goals of population gain, per capita income growth, and increasing educational attainment of its residents.

This business case analysis encourages collaboration with academic and regional community networks to create a community-based internship program to help students launch their careers and promote permanent residence within the area to achieve regional priorities.

An initial group is recommended to begin a pilot program in the summer of 2025, showcasing the forward-thinking civic and business leaders in West Central Indiana. As a best practice, the initiative should foster academic excellence and civic engagement through leadership training, mentorship, and networking opportunities while providing housing as an incentive to lower student costs. Students could reside in a common housing community accessible to each person in the program.

The housing location and units are designated in partnership with a local university, such as Indiana State University, and a stipend is awarded through sponsoring businesses. Other housing accommodations could be a consideration, depending on the internship audience. According to the National Association of Colleges and Employers (NACE), almost half of employers nationally are now offering an internship housing stipend to offset costs of living expenses for internships to be possible. Additional survey data concluded that almost one-third of employers offer 'corporate housing' instead of an internship housing stipend. With the advantage of corporate housing, interns will not have to search for short-term arrangements, which can be challenging because of leases, expenses, and extra time needed. Companies have offered various living options, i.e. corporate-owned units, rented apartments, or university dorms (UrbanBound, 2022).

Developing civic and leadership skills collectively with a traditional learning experience, a 10-week summer community-based internship program will enhance the growth of students' social and personal responsibility, apply their disciplinary-based competencies, foster intercultural competencies, develop civic engagement skills, and immerse them into local community experience.

To introduce the students to West Central Indiana, the CBI includes numerous community activities, presentations and round-table discussions by local notable leaders, and social events (see Appendix A: 10-week program plan). These include programs that provide an opportunity to meet various political and civic leaders in the community and weekend excursions. The program's mission is to employ hard-working students in positions that increase their work experiences, provide mentorship and professional development, benefit employers through various ways, and enhance the West Central Indiana community. The goal is to arrange high-quality job offerings from the community's for-profit and not-for-profit sectors. After the students complete the program, they will have accomplished an immersive experience in the community to keep them connected with a professional and personal network, add value to the place they live in, build social responsibility, and allow them to make a difference in our region.

GOALS OF THE PROGRAM

1. Assist 25 employers in starting internship programs utilizing our college and university networks.

2. Work with program partners to build long-lasting bonds between students and our region through survey data.

3. Retain 25% of cohort students after graduation to live and work within our region.

4. Increase our 25-44 aged population by 250 (.013%) over 2020 benchmarks by 2030.

PROGRAM FRAMEWORK

- Duration: 10-weeks

- Pay: $15/hr min - $25/hr max

- Areas of study/work:
  - Engineering: Mechanical, Electrical, Industrial, Civil, Biomedical
  - Marketing: Graphic Design, Marketing
  - Technology: Cyber security, Cloud/Systems Administration, Web Design, IT/Networking, Data Science
  - Social Services/Nonprofit: Social work, non-profit, public administration, planning
  - Business: Business administration, Human Resources, Sales, Business Analyst, Project management

- Enrollment/Cohort Size:
  - 1st year cohort: 15
  - 2nd year cohort: 25
  - 3rd year cohort: 35-50 (depending on results from year two)
  - 4th year cohort: 50 -75
  - 5th year cohort: 75-100
  - Years beyond 5 might include other product and program considerations.

- Business Partners: Focus on growing the number of new businesses that participate in the internship program
  - Year 1: 90% – 10% mix (of businesses with an intern program vs. no program)
  - Year 2: 80% – 20% mix
  - Year 3: 70% – 30% mix

- Additional Program Features (more details can be found in the business and student responsibilities and organizational structure)
  - Two days per week, there is a learning opportunity 3:30-5 pm; 5-6 pm social and networking. This learning opportunity will include local guest speakers providing topics that engage young professionals, and learning leadership principles (see program pilot: curriculum plan).
  - Throughout the summer, two-weekend fun and program activities, which help build the bond between the students and our region (Sugar Creek canoeing, Off-roading at Red Bird, Fishing at one of our amazing lakes, going on the arts, history, or wine trail, etc.).

- Business mentorship – three to five meetings during the program. Students will receive a business mentor to meet with a small group of students independently over coffee, lunch, or a Coke to provide mentorship around their careers.
- One cohort community project – each cohort of students will be assigned or choose one community development project that can be completed in 8-12 hours per student over one weekend in the community of their choice within the region. Students will engage in fundraising up to 25% of the project cost with the remaining funding coming from local sources. Projects can vary from street art to construction, blight removal, placemaking, and environmental improvements.

After studying and reviewing the various models around housing, this report recommends a coordinated housing effort for students, with a 33-50% portion of it being subsidized through participating employers.

- Housing options and estimates
  - Each internship experience differs across the programs studied in this report, and the inclusion of a housing component varies across programs. One program in Fort Wayne provided housing in the form of a unique experience of living in RVs. Other programs, such as TechPoint, require the employer to provide $1,500 towards housing for the summer, and the students pay the remainder. The Evansville program provided connections to landlords familiar with the program duration but did not incorporate a program-led housing stipend or housing placement. Anecdotal opinions ranged from each program director if providing housing to all students to live in a common place/area resulted in stronger cohort bonds, higher retention rates, and an overall better experience. The programs that included housing said it was a vital piece and indicated students were more engaged in the program when they spent their free time forming new friendships. In contrast, the programs that did not offer housing did not have a strong opinion on the benefits of it.
  - Thrive connected with Jason Johnson, Indiana State Director of Strategic Operations, regarding a potential partnership regarding summer internship housing. Mr. Johnson indicated there is student apartment housing available at the 500 Wabash Apartment Complex. The rate is $40/day, which equals $1,200 monthly. These apartment units have a shared common space (kitchen, living room, etc.) between four units. Alternative University housing units are available per day from $28 - $36. Jason indicated that the lower per-day rate units are older and have less appealing aesthetics than the 500 Wabash Apartments. Group rates may be available pending administration approval to lower potential costs.

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BUSINESS RESPONSIBILITIES

1. Provide a fulfilling and meaningful internship for your interns, ensuring they are developing new skills and learning how to contribute and interact in the workforce.

2. Compensate interns for their contribution to your organization between $15-$25+/hour.

3. Require, support, and compensate interns to attend the three programming weekends (Fridays and Saturdays) to develop and gain professional skills, give back to the community, and grow their social network here in Indiana. Compensation for the three Fridays/Saturdays of programming is required.

STUDENT RESPONSIBILITIES

1. Interns have high expectations for inclusion and teamwork from the companies they join, which brings the willingness to show up at work daily.

2. Interns should anticipate time dedicated (post-work hours) to the following opportunities: collaborate with full-time employees, gain insights from experienced professionals, learn leadership/civic competencies, and actively participate in team/community projects.

3. Interns should work to develop long-lasting professional relationships, professional integrity, and a sense of curiosity for learning new skills and perspectives.

Depending on the existing organizational structure of an agency that takes ownership of a program like this, staffing and management could vary greatly regarding indirect costs such as HR, IT, Finance, and Leadership. When reviewing the organizational structures involved in a program, there was significant variation from one program to another. For example, Evansville's program is primarily coordinated through a public-private partnership between major industry players, their regional partnership organization, local government, and partnering universities. TechPoint began in 2008 to play a pivotal role in venture capital formation and investment within central Indiana. Later in 2014, TechPoint released its Tech Workforce Report and began launching signature talent programs, most notably the Xtern internship program, but also the Grid, Sales Bootcamp, Red Carpet Experience, S.O.S. Challenge and others. More than 12,000 individuals have applied – most from Indiana but inclusive of all 50 states – and TechPoint has matched over 1,000 jobs with Indiana tech employers. In 2019, TechPoint launched Jobs in Tech 101, including a web product and focused presentations to help students understand and pursue job opportunities.

TechPoint is a well-established organization with considerable resources and talents for administration, program operations, business support and development, as well as marketing and technology. Where they were able to launch a multitude of products in 2014 geared toward internships, entrepreneurship, and skill development, West Central Indiana may lack the capital resources, as well as the connection and willing industry partnerships to tackle such an ambitious undertaking. West Central Indiana may be more suited to take a similar approach to Evansville through more of a grassroots movement with key industry partners, regional organizations, local governments, and universities.

Due to limited startup program capital available within our region, this report will assume the pilot program will begin within an existing organization that has some existing capacity for Leadership, Finance/Accounting, IT, and Marketing leaving only a program coordinator role as the missing piece. The program coordinator, in its ideal form, is an individual who has organization, leadership, communications, business development, and program management within their skillset.

The program coordinator will be responsible alongside the organization's leadership to form business, educational, and community partnerships to bring awareness, excitement, and collaboration to the program. Anticipating a 12-month ramp-up period, the following section highlights (with comments) a management task list assuming staffing and indirect costs are in place.

MONTH 1

- Utilizing this business case analysis, create a business/strategic plan to guide this initiative based on the strengths and weaknesses of the operating organization.
- Create a job description for the program manager/coordinator position and start recruiting.
- Develop the branding, programming overview, and external communication strategy.

MONTH 2-3

- Hire program coordinator and onboard. Much of the initial development will be the CEO/Senior leader of the host organization, while the program coordinator acclimates.
- Connect with ISU or other community partners around a housing partnership and tentatively reserve a location for housing 12-15 students.
- Develop criteria/literature package for Business Partners' Participation, student fields of study, scoring/pairing of business to student process, pre and post-evaluation criteria (student and business), and a detailed timeline and programming information including but not limited to start and end dates, programmed events, and general details and outcomes of the program.

- Begin identifying business, community, and educational partners and what their respective roles will be and expectations. As participating business partners are identified, the goal is to have a mixture of 90% of business partner participants who have had prior internship experience and to identify and recruit 10% of business partner participants who have never or who have stopped hiring interns. Businesses should indicate how many interns they are interested in employing, their fields of study, and housing commitment, and identify who will be the main point of contact for communications and action items.
- Once 80% of the business partner participants are onboard and essential information has been collected, a webpage will need to be developed with a submission form for student applications. Include general FAQs, accommodation requirements, and any necessary work experience or submissions.

MONTHS 4-8 (DEPENDING ON THE TIMELINE UNTIL SUMMER)

- **Develop marketing and PR** around the program, participating businesses, and community and local government partners.
  - With the initial cohort being only 15 students at a maximum, launching this program could be done in a Winter/early Spring academic semester. As cohort and competitiveness increase, opening the application to students in early fall would be warranted (see Figure 3, Timeline for Marketing, Interviewing and Hiring).
- Coordinate and schedule informational presentations to all related program clubs/classes at local universities.

- **Selecting applicants**
  - Blind Review: The recommendation is to design a blind review model similar to TechPoint's. The company has an online submission form and employs a sophisticated blind scoring system between participating employers and students. Employers rank student applications to narrow them down to interviews, and students rank employers based on their recruiting and what the employer is offering from their internship experience (mentorship, projects, culture, pay, etc.). Each reviews the other and makes ranked selections. If those rankings align, then they are paired together. Throughout the entire internship experience, both entities have an opportunity to provide feedback and scoring to TechPoint based on their experiences. The blind interview/review process yields positive results for the employer and the student.

MONTHS 4-8 (DEPENDING ON THE TIMELINE UNTIL SUMMER) CONTINUED...

- **Blind Review in Practice:** Two processes could play out depending on the volume of student applications and the interest from participating employers:
  - Business Participant Review: Regardless of the volume of student applications, once the application time has closed, all appropriate submissions would go to each business's main point of contact for review and narrowing in on the candidates they wish to interview. Interviews would be scheduled, and upon completion, students and businesses would rank each other. If there is a tie, where one intern candidate is highly sought after, then the intern candidate will choose to break the tie. The losing business will then resort to their second, third, and so on rankings as long as they coincide with student rankings. In the end, everyone's spot will be filled.
  - Scoring Committee Review: If the participating business partner cannot review a large volume of applicants, an alternative way is for an independent scoring committee to review applicants and provide a narrowed-down pool to employers to rank based on set criteria. The process would be the same following that step.

- **Mentors**
  - Part of this program design is the incorporation of mentors for students. Mentors commit to three to five sessions, each one hour, during the summer program term. Students will be assigned randomly to their mentor in groups of three to five. Mentors should be community leaders with a demonstrated track record of exceptional leadership, a robust history of business accomplishments and acumen, professionalism beyond reproach, knowledge of the community and region, and a strong desire to grow and retain young professionals in our region. Mentors will be provided with a variety of discussion topics and the underlying mission goals:
  - Help mentees grow through professional challenges or obstacles, based on learning outcomes.
  - Provide wisdom and guidance to help mentees develop professionally and build their professional skill sets.
  - Encourage mentees to build relationships with fellow interns, business partners, and the community.

MONTHS 4-8 (DEPENDING ON THE TIMELINE UNTIL SUMMER) CONTINUED...

- **Sponsorships and weekly programming (2 events per week)**
  - This program is designed to provide a high degree of engagement with the community and interns. Two days per week, there is a learning opportunity from 3:30 pm-5:00 pm and 5:00 pm-6:00 pm social and networking. This learning opportunity will consist of guest speakers and topics that engage young professionals. Half of these sessions will be with the program coordinator to review their community project, learning competencies and connect with the group sponsoring it. One day per week is reserved for an external partner to sponsor an event (consisting of food, drinks, and entertainment).
  - During the business/student application process, the program coordinator should create a sponsorship calendar with opportunities for local participants.

- **Community Project**
  - The program coordinator should have some guidelines and criteria around what could be accomplished within the parameters set forth. Ideally, the program could provide 5-7 options or ideas to the students that have already been vetted with the key stakeholders involved. The community projects could take on various forms such as placemaking, art, revitalization, or even business or development plans for something the region is lacking or needs to kick-start or improve upon. This program segment aims to allow students to engage with the community, establish a connection with it, and understand the importance of community development and enhancement, regardless of where they ultimately reside.

KICK-OFF - PROGRAM START

- Kick-off: Congratulations! You have made it through the hard part, and you have created a program that is ready to shape and change lives. This part of the program requires a high degree of communication, organization, and engagement with all stakeholders. An extra level of support may be needed at this stage, possibly by hiring a graduate intern.

The subsequent pages illustrate a very fiscal conservative budget plan over the next three years. It has been created to try to take into account everything from staffing to operational overhead to program costs to contingency funding for housing or other student or program partner incidentals. The cost estimates are in alignment with smaller internship programs around the state.

FIRST-YEAR FINANCIAL COST ASSUMPTIONS

Personnel	Costs	Hourly Rate	Hours	Full-time benefit cost	Part-time benefits cost	Totals	Notes
Year 1							
Manager/Coordinator		$35.00	2,080	$18,000.00		$90,800.00	This could be a part-time position, however, it is anticipated there will be considerable development work.
Graduate Assistant		$24.00	1,040		$5,131.20	$30,091.20	This is calculated at 40 hours/week during during the 10 week internship as well as two weeks prior and two weeks after at full time.
Indirect rate (28%)						$33,849.54	Anticipated a healthy NFP Indirect Rate.
Web design & Programming	$10,000.00						
Marketing /Printing/Curriculum	$5,000.00						This is a conservative estimate of material costs
Meal/Speaker/Event Budget	$15,000.00						Calculated meals/event costs for two nights per week at 20 participants in the event we are unable to obtain sponsorships. Also, included two fun weekend events, and $2,500 for a community project fund.
Travel/mileage	$3,000.00						A very conservative calculation for mileage costs throughout the year. $0.45/mile rate.
Emergency/Contingency Fund	$5,000.00						Contingency budget to be used in special cases (housing need for student, emergency situation, etc.)
Total Annual Cost	**$38,000.00**					**$192,740.74**	

Personnel	Costs	Hourly Rate	Hours	Full-time benefit cost	Part-time benefits cost	Totals	Notes
Year 2							
Manager/Coordinator		$36.05	2,080	$18,000.00		$92,984.00	This could be a part-time position, however, it is anticipated there will be considerable development work.
Graduate Assistant		$24.72	1,040		$5,131.20	$30,840.00	This is calculated at 40 hours/week during during the 10 week internship as well as two weeks prior and two weeks after at full time.
Indirect rate (28%)						$34,670.72	Anticipated a healthy NFP Indirect Rate.
Web updates as needed	$5,000.00						
Marketing /Printing/Curriculum	$7,500.00						This is a conservative estimate of material costs
Meal/Speaker/Event Budget	$15,000.00						Calculated meals/event costs for two nights per week at 30 participants. Estimating 50% sponsorships. Also, included two fun weekend events, and $2,500 for a community project fund.
Travel/mileage	$2,400.00						A very conservative calculation for mileage costs throughout the year. $0.45/mile rate.
Emergency/Contingency Fund	$5,000.00						Contingency budget to be used in special cases (housing need for student, emergency situation, etc.)
Total Annual Cost	$34,900.00					$193,394.72	

			Year 3				
Personnel	Costs	Hourly Rate	Hours	Full-time benefit cost	Part-time benefits cost	Totals	Notes
Manager/Coordinator		$37.13	2,080	$18,000.00		$95,230.40	This could be a part-time position, however, it is anticipated there will be considerable development work.
Graduate Assistant		$25.46	1,040		$5,131.20	$31,609.60	This is calculated at 40 hours/week during during the 10 week internship as well as two weeks prior and two weeks after at full time.
Indirect rate (30%)						$38,052.00	Anticipated a healthy NFP Indirect Rate.
Web updates as needed	$5,000.00						
Marketing /Printing/Curriculum	$11,000.00						This is a conservative estimate of material costs
Meal/Speaker/Event Budget	$22,000.00						Calculated meals/event costs for two nights per week at 55 participants. Calculating 50% sponsorships. Also, included two fun weekend events, and $2,500 for a community project fund.
Travel/mileage	$2,400.00						A very conservative calculation for mileage costs throughout the year. $0.45/mile rate.
Emergency/Contingency Fund	$5,000.00						Contingency budget to be used in special cases (housing need for student, emergency situation, etc.)
Total Annual Cost	$45,400.00					$210,292.00	

The marketing strategy includes a roadmap of goals for the program, tracking success and measuring performance through formative and summative processes, and a timeline of events in the marketing and hiring process.

Marketing initiatives are slated to begin with employer recruitment, spanning from the fall months to the beginning summer course semester in May (*see Figure 3, Timeline for Marketing, Interviewing and Hiring*). A job board will be created for companies to post internship opportunities and displayed on the program's website. Companies can reach out directly to the host sponsor, and the program coordinator will also be visiting with local human resources within the region to market the program. During the pilot program, initial outreach and student selection could begin in the spring term. After it is developed into years two and three, this program would go live to the students beginning in August, which means having the postings out into the universities and onto the job board. By mid-September, resumes would be reviewed by employers to begin matching students to interview and getting them hired.

Marketing for internships would be provided to local colleges such as Indiana State University, St. Mary-of-the-Woods College, Rose-Hulman, DePauw University, and Wabash College. Partnerships for outreach and collaboration with the Indiana Chamber, Indiana Destination Development Corporation, Terre Haute Chamber of Commerce, and Wabash Valley Community Foundation.

Timeline for Marketing, Interviewing, and Hiring

AUGUST 2024
Jobs Board Live for Students, Student Recruitment Starts

SEPTEMBER 2024
Review of Resumes from Employers
Interviewing of Candidates
Employers Send Offer Letters

SUMMER-JUNE 2025
Interns Begin Work

FIGURE 3. TIMELINE FOR MARKETING, INTERVIEWING AND HIRING

Students apply for internships electronically on a job board on the host sponsor's program website. Business partners will share the job description for posting. The host sponsor would help with coordination between employers and student applicants for scoring and ranking each other. Employers are encouraged and urged to make selections in a timely manner to increase their chances of being granted a summer internship (see Pilot Program: Organizational Structure and Timetable).

The CBI is a structured program where participants acquire competencies within the following framework: forming personal and civic responsibility; career and leadership development; encouraging growth mindsets and positive dispositions; and strengthening intellectual and practical skills. The competencies include an integration of the learning outcomes in themes that will be a part of the on-the-job work experience, leadership and civic development seminars, workshops, networking, and mentor sessions. The approach is learner-centric, where students will progress with the development of career skills and understanding of leadership styles through engagement with business, civic, and political leaders.

The students should be able to demonstrate the outcomes at a minimum of 95% success rate by the end of the learning experience when they off-board from the internship. The outcomes provide a holistic view of what the student can achieve and encompass the knowledge, skills, attitudes, and behaviors necessary for a high success rate in completing the leadership program.

Competency:	Outcomes:
Form Personal and Civic Responsibility	Develop a civic-minded and social responsibility attitude
	Recognize moral and ethical reasoning and actions
	Increase civic and community-based engagement (desire/goals, value)
	Envision their own identity as an active, engaged, and responsible citizen
Career & Leadership Development	Strengthen career-related knowledge and skills related to major
	Learn strategies for conflict resolution and overcoming obstacles as a leader
	Increase awareness of careers in a field related to public service, politics, non-profit agencies
	Practice networking skills and how they can benefit an individual
	Identify and describe different leadership styles, approaches, and theories; with a focus on servant leadership
	Understand and develop leadership skills
Encourage Growth Mindsets and Positive Dispositions	Improve openness to and understanding of diversity
	Awareness of social issues in the community
	Strengthen adaptability
	Develop a more positive attitude toward school, work, community, and enjoyment of challenging tasks
	Increase self-efficacy and sense of belonging
Strengthen Intellectual and Practical Skills	Strengthen problem-solving and critical thinking skills
	Improved interpersonal skills: communication, collaboration, and teamwork

The learning outcomes, objectives, and competencies will be an integral part of the guest speaker's topics, mentoring discussions, community project, networking events, and on-the-job experience. The program coordinator will collaborate with speakers, mentors, and point of contact at the college for assessments of learning throughout the program (see Table 1: Evaluation Framework).

LEARNING OBJECTIVES

Unit 1: Understanding Leadership
- Articulate the difference between managers and leaders
- Explain leadership styles as they relate to your major
- Evaluate one's own personal leadership characteristic
- Summarize concepts that are essential to leadership

Unit 2: Recognizing Traits, Styles, and Mindset
- Identify key traits for successful leaders
- Examine the leadership of local civic, political, and business sectors
- Apply decision-making concepts to a social issue in the community
- Understand how a growth mindset affects leadership behavior

Unit 3: Servant Leadership
- Identify eight characteristics of a servant leader
- Discuss the importance of servant leadership in a civic or non-profit leadership role
- Describe behaviors that are the core of the servant leadership process
- Evaluate one's own personal leadership characteristics

Unit 4: Community Leadership
- Defining Community Leadership
- The Community Development Process
- Community Sustainability
- Asset-Based and Deficit Based Approaches in
- Community Development

Unit 5: Managing Conflict
- Learning about one's own conflict style
- The different types of conflict
- Strategies to diffuse high-emotional conflict situations
- Overcoming obstacles as a leader

Unit 6: Careers in Community Development & Non-Profit Agencies
- Increase awareness of careers in a field related to public service, elected officials, and non-profit agencies
- Working in the non-profit sector as a leader
- Volunteer board members and their role in non-profit organizations: board development cycle, recruitment, engagement, and renewal

The evaluation of the community-based internship is crucial to the program's future success, as it provides opportunities for continual process improvement, enhanced accountability, and overall credibility with funders, students, and the community. Continuous evaluation of the quality of work by soliciting feedback, consulting with stakeholders, and assessing. We would then utilize these considerations to improve our outcomes. The following evaluation framework is suggested for measuring success and can be used as a template to create useful evaluation plans to contribute to understanding and improvement (see Table 1: Evaluation Framework).

Type of Evaluation:	Self-Evaluation	Program Evaluation	Performance Evaluation
Who completes it?	Intern	All participants (interns, speakers, mentors, supervisors, etc.)	Interns (Semester Work Report), Supervisors (Forms)
How many evaluations?	3	Interns, mentors, supervisors: 2 Speakers, Business/ Civic Leaders: 1	2
When do they fill it out?	Week 1 Week 5 Week 10	Interns, mentors, supervisors: Week 4, Week 10 Speakers, Business/Civic Leaders: when event concludes	Week 5, Week 10

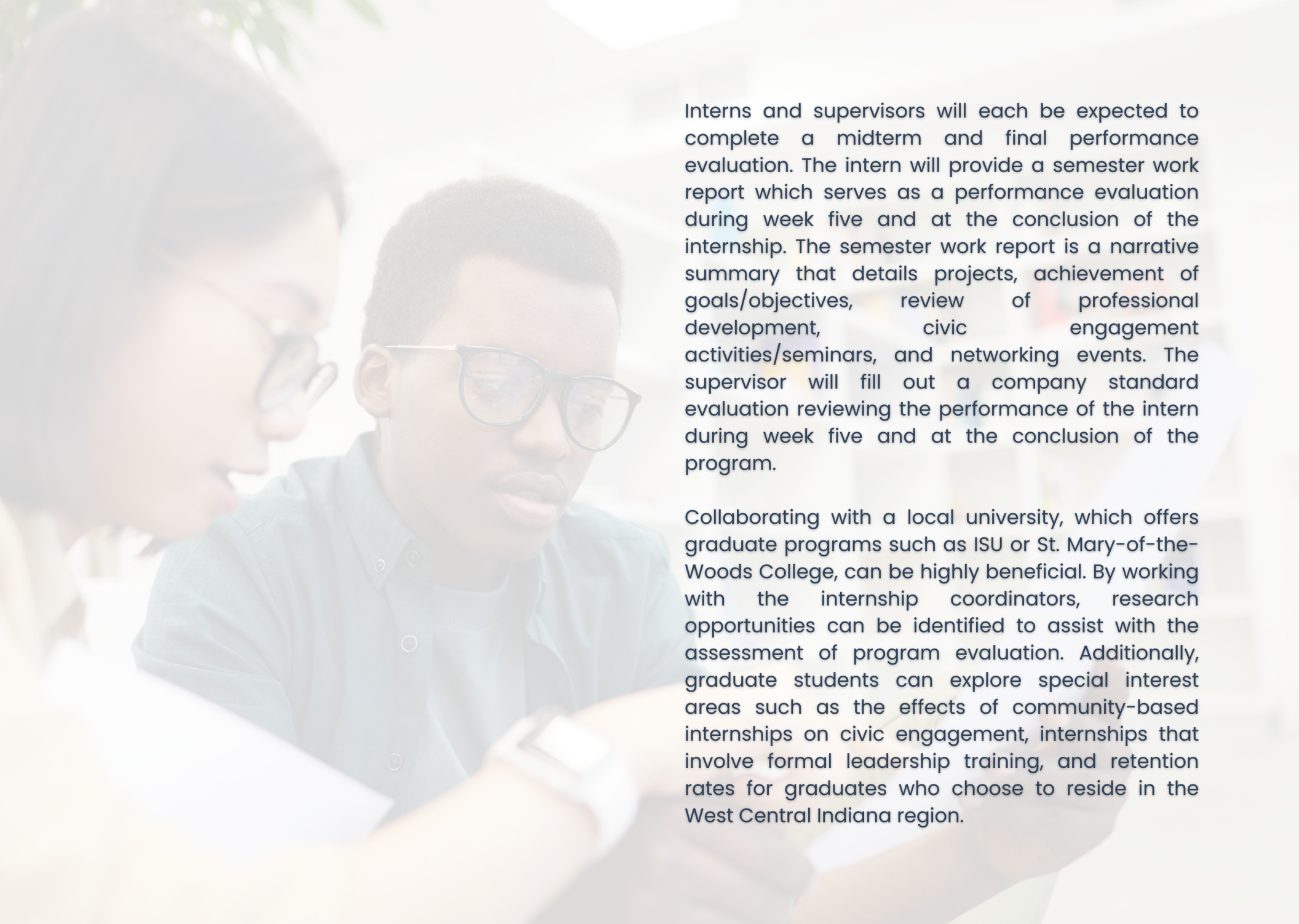**TABLE 1: EVALUATION FRAMEWORK**

Three self-evaluations are suggested to be administered during the learning experience that the student will complete for reflection, observation of one's own learning and growth, and setting expectations. An entry self-evaluation before beginning the internship, a mid-term evaluation done five weeks into the session and shared with the site supervisor, and a final evaluation filled out at the end of the work term.

Program evaluation will assist in decision-making, engagement with stakeholders, improvement in learning processes, accountability, and meeting programmatic goals. Both formative and summative evaluation methods will be conducted to assess the development, implementation, and overall achievements (Coleman-Tempel, 2024). Two program evaluations will be done as forms of assessment for feedback from the participants (interns, speakers, mentors, supervisors, etc.); one program evaluation will be completed during the fourth week, and the second evaluation will be filled out at the end of the program completion. Information from the evaluations will be used for program improvement, determining whether the program is meeting desired goals, assisting in future decision-making, and improving outcomes. Other beneficial formative evaluations that could be done are focused interviews between the intern and mentors early in the program, work journals that are discussed with peers, and voluntary well-being surveys.

Interns and supervisors will each be expected to complete a midterm and final performance evaluation. The intern will provide a semester work report which serves as a performance evaluation during week five and at the conclusion of the internship. The semester work report is a narrative summary that details projects, achievement of goals/objectives, review of professional development, civic engagement activities/seminars, and networking events. The supervisor will fill out a company standard evaluation reviewing the performance of the intern during week five and at the conclusion of the program.

Collaborating with a local university, which offers graduate programs such as ISU or St. Mary-of-the-Woods College, can be highly beneficial. By working with the internship coordinators, research opportunities can be identified to assist with the assessment of program evaluation. Additionally, graduate students can explore special interest areas such as the effects of community-based internships on civic engagement, internships that involve formal leadership training, and retention rates for graduates who choose to reside in the West Central Indiana region.

A good internship program has professional benefits, such as new skills and perspectives given to an organization, employees with new ideas, individuals who apply technological advances, and improved workplace productivity (Workforce et al., 2019). For employers, keeping an intern employed for a full-time position after the term can save money for recruitment and selection (Chegg, Inc., 2023). A survey by the Employment Management Association (EMA) and the Society for Human Resources (SHRM), assessed the cost of hiring a new employee and found a solution to avoid these high costs by 'converting' an intern. These statistics from the Cost Per Hire survey from EMA and SHRM, display the expenses associated with hiring and recruiting (Chegg, Inc., 2023). The information listed after the percentage suggests ways businesses can reduce costs by hiring an intern.

- Internet Services (63%) – Reduce fees for individual job postings
- Advertising and event costs (76%) – Hiring an intern into a full-time employee means no job listings
- Referral bonus costs (49%) – Reduce employees' time attending job fairs, resume reviews, interview time, and phone pre-screening.

SHRM surveys report that the Cost Per Hire (CpH) for non-exempt employees is reported at $2,546, exempt (CpH) positions are $6,943, and high skills range from $9,777 to $19,219. Companies are spending around $10,000 to $50,000 in costs to replace and retrain when one employee leaves the business (Chegg, Inc., 2023).

Valuable long-term ROI on hiring an intern who has been developing skills needed for the company can offer opportunities that grow into leadership, which can be more cost-effective than hiring an outside leader (Sadeghi, 2023).

With today's labor market competitive for talent, companies can be rewarded in the coming years with strategically planning to hire interns, which managers can build into long-term leaders with specific skill sets during internships. Management can forecast the need for specialized skills within their businesses and build the foundational training into their internship program (Sadeghi, 2023). ESI International determined that challenges with staffing are best addressed by developing the talent already in the company rather than hiring from outside. According to the study, training new graduates provided a 500% ROI (Sadeghi, 2023).

The individuals who have completed a company's internship program have higher retention rates at that company than those who did not(Sadeghi, 2023). Research from the National Association of Colleges and Employers (NACE) has found that "After one year, internal interns are 16% more likely to be retained than external interns. Furthermore, internal interns are 32% more likely to be retained than new hires who lack internship experience (Gray, 2021)." Internships are a pipeline to retain the top talent in the community (Workforce et al., 2019).

The Employers Quick Guide for Starting an Internship Program from Hartnell College delineates numerous advantages for employers and the community. These include access to a continuous pool of qualified and skilled workers, the opportunity to use well-prepared short-term employees, reduced recruiting and training expenses, increased business productivity, a chance to evaluate talent, fresh and innovative ideas from student perspectives, visibility for a company on college campuses, strengthened ties with the college enabling feedback on the quality and relevance of the curriculum to meet industry standards, and a positive impact on social responsibility by investing in the next generation (Hartnell College, 2020).

THRIVE

ASSUMPTIONS

1. Graduates will earn on average between **$50,000 – $70,000** for these specialized majors starting out. Average income calculation is: **$60,000.**
2. Graduates will spend no more than **30%** of their income on housing and live in apartments for a minimum of three years.
3. Graduates will approximately **15-17%** of their income annually within the community on discretionary spending (food, entertainment, sporting events, etc.)
4. Income tax rate is **2%**.
5. Graduates will stay and start a traditional or non-traditional family with two children by age 35.

BASED ON THESE ASSUMPTIONS EACH RETAINED GRADUATE WILL CONTRIBUTE TO OUR LOCAL ECONOMY...

- **$1,200** new tax dollars
- Spend **$18,000** on annual rent
- Spend **$9,000 – $10,200** on entertainment annually
- Assuming that **33%** will attract a mate from an outside region, **33%** will find a mate from within the region, and **33%** may not find a mate until later in life.

OVER THE COURSE OF THIS PROGRAM, THE ROI ON THIS INVESTMENT

- Year 1 retention: **7** graduates
- Year 2 retention: **15** graduates
- Year 3 retention: **35** graduates
- Year 4 retention: **50** graduates
- Year 5 retention: **75** graduates
- Five year total: **182** graduates retained
  + 33% gain for mate
  = 242 in five years through this program.

Five year tax base contribution: *$495,600*

Five year spend on housing: *$6,723,000*

Five year spend on entertainment: *$3,361,500*

Vigo County food and beverage tax: *$33,615*

Estimated community investment over five years: *$10,613,715* with 182 graduates retained.

*This assumption does not include the friend-effect. The friend-effect, coined from Thrive's CEO, Ryan Keller, is when friends of these graduates who go through this program, also decide to stay in Terre Haute and find jobs because their friends are staying. This scenario is a conservative basis.

IN CONCLUSION

Drawing on practices observed in national and state-level programs through research, and by interviewing leaders at the companies who participated in CBI's, we are optimistic about the potential success of the pilot program. We foresee very tangible results in five years, with further compounded outcomes in a decade. Our main objective is to serve students, businesses, and our region, with plans to expand up to the capacity of 75-100 students in the next three to five years. The proposed pilot program stands out due to its focus on leadership development, skill enhancement, networking with civic and business leaders, community involvement through volunteering, and providing housing stipends to offset living expenses.

In closing, the program aims to engage students in roles that enhance their work experience, offer mentorship and professional growth, benefit employers in multiple ways, and enrich the West Central Indiana community by creating opportunities for individuals to make long-term commitments to residing in the region. Internships serve as a pathway to keep the best talent within the community (Workforce et al., 2019). Upon program completion, students will have gained a comprehensive community experience, aiding in maintaining professional and personal connections, contributing value to their local area, fostering social responsibility, and empowering them to effect positive change in our region.

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10-Week Internship Program   June   2025

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	**2** 1st day of internship Begin at worksite **Welcome Breakfast**	**3** 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	**4** 8:00 am – 5:00 pm Work	**5** 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	**6** 8:00 am – 5:00 pm Work	**7**
2	**9** 8:00 am – 5:00 pm Work	**10** 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	**11** 8:00 am – 5:00 pm Work	**12** 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	**13** 8:00 am – 5:00 pm Work Weekend Programming	**14** Weekend Programming
3	**16** **Juneteenth Holiday** 8:00 am – 5:00 pm Work	**17** 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	**18** 8:00 am – 5:00 pm Work	**19** 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	**20** 8:00 am – 5:00 pm Work	**21**
4	**23** 8:00 am – 5:00 pm Work	**24** 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	**25** 8:00 am – 5:00 pm Work	**26** 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	**27** 8:00 am – 5:00 pm Work	**28**
5	**30** 8:00 am – 5:00 pm Work					

THR✦VE

July   2025

Week	Monday	Tuesday	Wednesday		Friday	Saturday
5		1 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	2 8:00 am – 5:00 pm Work	3 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	4 **4th of July Holiday**	5
6	7 8:00 am – 5:00 pm Work	8 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	9 8:00 am – 5:00 pm Work	10 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	11 8:00 am – 5:00 pm Work Weekend Programming	12 Weekend Programming
7	14 8:00 am – 5:00 pm Work	15 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	16 8:00 am – 5:00 pm Work	17 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	18 8:00 am – 5:00 pm Work	19
8	21 8:00 am – 5:00 pm Work	22 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	23 8:00 am – 5:00 pm Work	24 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop 5:00-6:00 pm: Networking	25 8:00 am – 5:00 pm Work	26
9	28 8:00 am – 5:00 pm Work	29 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop	30 8:00 am – 5:00 pm Work	31 8:00 am – 3:30 pm Work 3:30 pm – 5:00 pm Leadership Workshop		

August 2025

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9					**1** 8:00 am – 5:00 pm Work Weekend Programming	**2** Weekend Programming
10	**4** 8:00 am – 5:00 pm Work	**5** 8:00 am – 3:30 pm Work 3:30 pm-5:00 pm: Leadership Workshop	**6** 8:00 am – 5:00 pm Work	**7** 8:00 am – 3:30 pm Work 6:00 pm-7:00 pm: **Presentation of Community Project**	**8** 8:00 am – 5:00 pm Work **Last day of program**	**9**
	11	**12**	**13**	**14**	**15**	**16**
	18	**19**	**20**	**21**	**22**	**23**
	25					