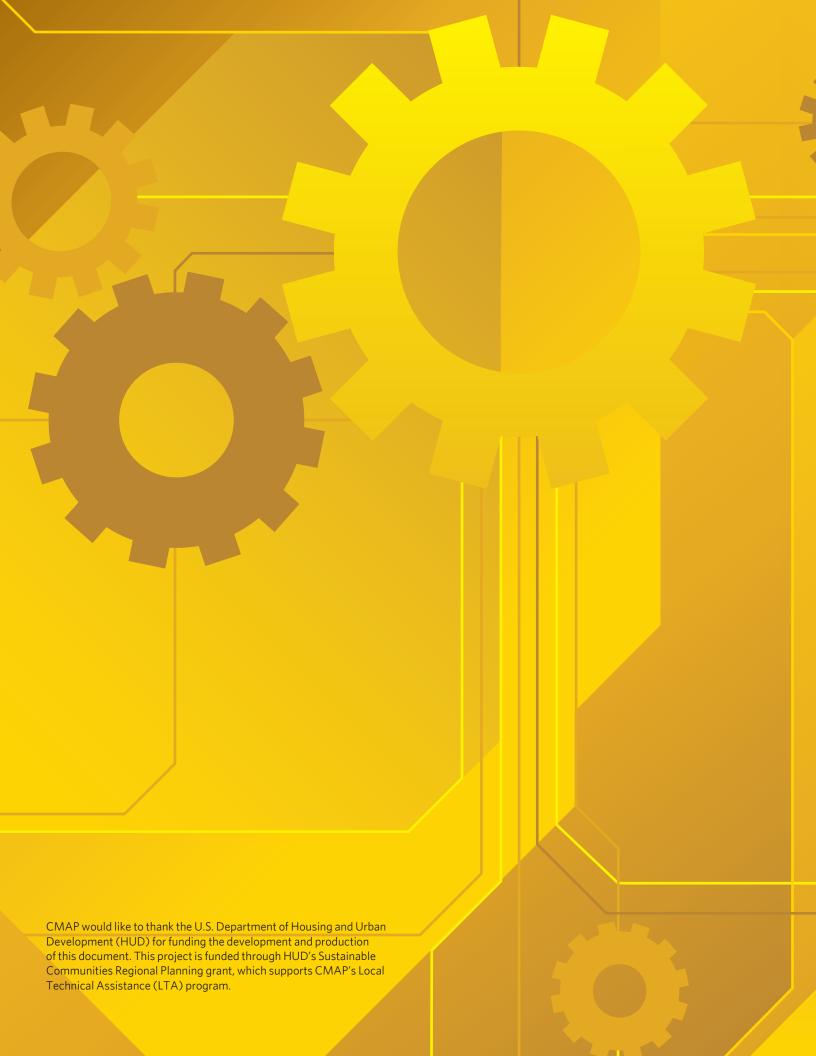
# Marketing and Communications Plan

Golden Corridor Advanced Manufacturing Partnership





January 2014



# Introduction

To address current and looming workforce challenges facing the manufacturers in the northwest suburbs of Chicago, the Golden Corridor Advanced Manufacturing Partnership (GCAMP) is focused on changing the perception of manufacturing among parents, students, and education providers. Many believe manufacturing is dirty, low-skill work that holds little opportunity as jobs move overseas where labor is cheap. While a significant number of low-skilled manual jobs have moved overseas and will likely never return, advanced manufacturing is growing and is especially strong in the Golden Corridor.

The existing conditions report on manufacturing in the Golden Corridor examines employment data by manufacturing industry and identified several strengths and where need for workers is the highest. These jobs require specialized skills and offer opportunities to advance to high wages. This information can be used to help change the common misperception of manufacturing. Marketing and outreach efforts need to educate parents, students, and school staff on this reality, especially since many believe that in order to get a good job, it is necessary to go to a four-year-college immediately after high school.

The CMAP report, *Manufacturing in the Golden Corridor*, also provides an overview of manufacturing related education and training programs. Additionally, the report describes various marketing and outreach efforts led by employers, industry associations, schools, training providers, and others. This research, along with input from the GCAMP Steering Committee, was used to create this detailed and targeted Marketing and Communications Plan. Complete steering committee meeting notes are included in an Appendix to this document.

This strategy document is a flexible guide that should incorporate new developments and opportunities as they arise. The following describes the specific activities, resources, and next steps to implement these strategies.

The primary goal of this Marketing and Communications Plan is to grow the pipeline of workers interested in manufacturing careers. There are three target audiences that need to be reached to achieve this goal: parents, students, and school staff, including administrators, counselors, and teachers. While job seekers, existing workers, and veterans are important audiences, the GCAMP will develop strategies for these audiences in the future.

This marketing and communications plan was developed from the GCAMP steering committee input and CMAP research. The plan includes three key objectives and numerous specific strategies, outlined as follows:

**Objective 1:** Raise awareness of the Golden Corridor Advanced Manufacturing Partnership and leverage and coordinate existing marketing materials and outreach activities.

**Strategy 1.1:** Develop an online presence.

**Strategy 1.2:** Create and distribute marketing kits that coordinate and aggregate marketing materials.

**Objective 2:** Support hands-on experiences and activities.

**Strategy 2.1:** Develop regional manufacturing calendar.

Strategy 2.2: Organize field trips, open houses, competitions, and other events.

**Strategy 2.3:** Develop a local Surgeons of Steel Program.

**Objective 3:** Create strategic partnerships to develop new messaging and broaden reach.

Strategy 3.1: Partner with a marketing campaign.

**Strategy 3.2:** Partner with other manufacturing collaboratives.

**Strategy 3.3:** Partner with education providers.

# **Objectives And Strategies**

Objective 1: Raise awareness of the Golden Corridor Advanced Manufacturing Partnership and leverage and coordinate existing materials and outreach activities.

Many entities in the Golden Corridor, region, and nation have recognized the need to update the common but outdated perception of manufacturing. There are numerous activities and existing marketing materials on manufacturing education programs and careers but more can be done to maximize their impact. There are two key activities to leverage and coordinate existing materials and outreach activities: 1) Develop a GCAMP online presence and 2) Create marketing kits.

# STRATEGY 1.1: DEVELOP AN ONLINE PRESENCE

# Description

The GCAMP has agreed it needs an online presence that will feature information about the group's mission, membership, and activities. The website will include a resource section with links to data sources, job boards, partner websites, relevant education and training programs, and videos. The website will feature a calendar of events, newsletter, and possibly a blog to keep members and others up to date on relevant activities, events, and news. The website will also include a membership application and description of the committees and group structure. In addition to the website, the group may want to keep members engaged through social media such as a Facebook page, LinkedIn group, or Meet-Up group. These additional options will also broaden the group's reach and lead to new connections.

### **Process and Schedule**

If the GCAMP establishes a relationship with another organization, they should determine if it's best to integrate their website into the partner's website or if there are more benefit to a separate domain name. If the group decides to create an independent site, there are several online website creation applications that are free and easy to use, such as Wordpress, Weebly, and Wix. If the group decides to use free website software, CMAP can help establish the site and get it off the ground. Alternatively, the group can hire a web developer to create the website. The group must then decide on the core audience and develop the content. The group will also decide what other online websites it wants to utilize (Linked In, Twitter, Facebook). Once the website and other online sites are established, updating with current information will occur on a regular basis—ideally new information would be posted once a week.

The GCAMP should use their logo on the site. Several options were created by CMAP, or the group can hold a competition with high school students to create a logo.

#### Staff and Resources

This activity will require staff time to regularly update the website, as well as any social media applications. There will be a minimal fee for the hosting service (GoDaddy costs \$1 per year). Unless the group decides to hire a web-developer, there should not be any cost associated other than staff time. If the group decides to hire a firm, the cost will likely range between \$2,000-\$5,000.

#### STRATEGY 1.2: CREATE AND DISTRIBUTE MARKETING KITS

# Description

Many employers, associations, community colleges, and other organizations create marketing materials and these materials are usually distributed to schools in a fragmented, piecemeal way. The current distribution works in some cases, but a streamlined and coordinated effort will create a more cohesive message on what manufacturing is the job opportunities available. Organizing materials, coordinating distribution, and creating a comprehensive and professional package will be more attention grabbing and make more of a lasting impression than a single brochure. The kits can include flyers, flash drives, calendars, brochures, posters, and other marketing items. It is imperative that kits also feature personal stories from current workers in the manufacturing industry, especially younger workers that students can relate to.

The GCAMP may want to consider creating specialized kits that focus on a particular area in the manufacturing field such as food or robotics. These kits could be disseminated to teachers who teach culinary or robotics and can be used a way to further students' learning about the manufacturing field.

#### **Process and Schedule**

Items will be collected, assembled, and distributed by GCAMP staff multiple times a year. It may work well with school calendars to send counselors and teachers kits in the fall and spring. Kits can also be distributed at open houses, career fairs, field trips, and other events.

Items can be solicited through the GCAMP members and their networks. A one-page flyer describing the purpose of the kits should be disseminated to encourage entities to submit copies of their materials. The GCAMP should create a submission form to be completed by the person submitting the item(s); the form will include information on the target audience, deadlines, and other necessary information.

Once items are collected, an inventory of materials should be created to help the GCAMP see the full breadth of items, determine how to organize the items, and target distribution most effectively. This inventory will also help the GCAMP see gaps and identify priorities

for creating new materials.

The GCAMP can also create a "virtual kit" by assembling electronic versions of the marketing material and posting on their website.

# **Staff and Resources**

Creating and distributing these kits will be a major task of the GCAMP staff person—an intern would be a great help to the kit assembly and inventory of items. The staff person will be required to conduct outreach and develop relationships with potential contributors and schools, create and implement a detailed process and schedule, and communicate with the GCAMP. Identifying "champions" at schools will be necessary to ensure the kits are fully utilized. The GCAMP staff person will be responsible for creating and maintaining the inventory of materials and finding the best events and channels for distribution of the Manufacturing Kits these kits. In addition to staff time, this task will require supplies—packaging materials and other office supplies.

EdgeFactor has created the GameChangers kit to distribute to elementary and high school teachers, community colleges and manufacturing training facilities. Similar to the GCAMP Marketing Kit, this kit includes fun marketing and teaching DVDs about the field as well as posters, stickers, and t-shirts. The GCAMP may want to consider supplementing the Manufacturing Kit with some of the Edge Factor materials, specifically DVDs and posters included in the GameChangers kits. More details and costs can be found at: https://www.edgefactor.com/edufactor.

# Objective 2: Support hands-on experiences and activities.

Print and online marketing materials are important, but hands-on experiences are perhaps the most effective methods to help students, parents, and school staff understand the reality of today's manufacturing industry. The GCAMP should support these types of activities by promoting awareness of events, helping organize events, and sponsoring events and activities. There are three key activities in this strategy: 1) develop a regional manufacturing calendar, 2) organize field trips, open houses, competitions, and other events, and 3) develop a local Surgeons of Steel Program.

# STRATEGY 2.1: DEVELOP REGIONAL MANUFACTURING CALENDAR

# Description

There are numerous events, activities, and programs that engage students, parents, and educational staff. However, information on these events is usually fragmented and unorganized and has limited reach. A regional manufacturing calendar is needed to raise awareness of all the events, promote collaboration, and improve participation at these events. The calendar should be featured on the GCAMP website, appear on

partners' websites, and be available in print to be included in the marketing kits.

# **Process and Schedule**

The GCAMP will need to decide how focused or broad the events it features will be and what geography is included. The GCAMP should decide the scope of the calendar in October and begin collecting information immediately. An event submission form could be created to help ensure consistency. Information can be emailed to GCAMP staff and/or submitted online.

Once the scope is determined, the GCAMP will start to collect information on events from its members and other partners, including local schools, community-based organizations, associations, and workforce development service providers. A monthly email to event hosts and partners could serve as a reminder to send information on upcoming events so the calendar stays current.

Once collected, the GCAMP will post information on the calendar and also send this information to partners so these events are included on other calendars, such as the Illinois Network of Advanced Manufacturing, Illinois Manufacturing Excellence Center, Illinois Manufacturing Association, and the Northwest Educational Council for Student Success. The calendar should be clear and categorize events by type and audience so it is easy to understand. The calendar should also provide basic information on the event, including contact info, description, event webpage, location, and time.

The GCAMP should look at other examples of online event calendars to determine what information should be collected and how it should it structured. The following are a few examples:

http://www.chicagolandchamber.org/wdk cc/events/index.jsp

http://www.pharmamanufacturing.com/events/

http://www.wa.gov/esd/calendar.htm

http://www.careereducation.columbia.edu/events/index.php

# **Staff and Resources**

This activity will require staff time to collect the information, organize and post on the website, create print versions for the marketing kits, and share information so it is included on other calendars. There should be no other than the costs associated with staff.

# STRATEGY 2.2: ORGANIZE FIELD TRIPS, OPEN HOUSES, COMPETITIONS, AND OTHER EVENTS

# Description

Several GCAMP members host events for students and the group has helped organize numerous events over the years. These events should continue to be offered and additional events should be organized. The GCAMP also has several ideas for new

events and activities, including hands-on workshops, competitions, and tours. Committee members' ideas are described in past meeting notes in the appendix, but a few ideas include parent nights at manufacturing facilities; design-and-build competitions to engage students and teach them that manufacturing requires problem solving and creativity; job-shadowing opportunities for school staff and students to show them the true nature of manufacturing. Companies can sponsor these events and provide food, goodie bags, prizes, transportation, and other incentives.

# **Process and Schedule**

The GCAMP can strengthen existing events by helping raise awareness through the group's calendar and other connections, as well as by offering complementary activities, such as tours or sponsoring a raffle. If the GCAMP is interested, CMAP can work with the GCAMP in October 2013 to determine which activities they would like to prioritize, develop a calendar, and identify leads and partners for each event.

The GCAMP may want to consider collaborating with the District 211's GEMS Program (Girls in Engineering, Math and Science), Girl Scouts STEM Program, and Northwestern University's FUSE Program. The GCAMP could possibly organize an event that builds off of the hands-on activities these groups participate in.

#### **Staff and Resources**

This activity will require staff time and involvement from the GCAMP members. The level of time and resources will vary based on the types of activities the group prioritizes, and whether the event is existing or new. Costs may include transportation, food, raffles, goodie-bags, and staff time.

# STRATEGY 2.3: DEVELOP A LOCAL SURGEONS OF STEEL PROGRAM

# Description

Golden Corridor member Sandvik Coromant has partnered for years with Eisenhower Middle School of Rockford, Illinois to hold the "Surgeons of Steel" program. The program takes place at Sandvik Coromant's Productivity Center in Schaumburg, where students witness firsthand the CNC machines that do the milling, drilling, and turning. The program is an example of how to successfully engage students in manufacturing and teach them what types of activities, skills, and tasks are important in advanced manufacturing. The program could be expanded to the Golden Corridor to include local schools and other manufacturers.

#### **Process and Schedule**

Sandvik should present an overview of the program to the entire the GCAMP and describe the resources and process required to successfully deploy the program. Interested members should convene and meet with the local schools districts (also part of the GCAMP) to discuss interest and next steps for implementation.

# **Staff and Resources**

To launch the program, staff will need to schedule meetings with school districts and

employers, but once launched, involvement from companies and the school districts will be most critical. The GCAMP staff will be responsible for including information about the Surgeons of Steel program online and in the marketing kits.

# Objective 3: Develop strategic partnerships.

The GCAMP has numerous ideas about how to reach students, parents, and school staff, as well as those already in the workforce. Strategic partnerships will greatly assist the implementation of many of these ideas as well as future ideas. There are three key activities in this section: 1) partner with a marketing campaign, 2) partner with other manufacturing collaboratives, and 3) partner with education providers.

#### STRATEGY 3.1: PARTNER WITH A MARKETING CAMPAIGN

# Description

The GCAMP should partner with organizations that are focused on changing the perception of manufacturing. The Dream It Do It campaign is led by the Manufacturing Institute and provides resources and tools to help local groups implement marketing and outreach. The GCAMP has a relationship with the Manufacturing Institute and participates in the national Manufacturing Day. Others in the region that are working with this partner include the Three Rivers Manufacturing Association in Will County, which has launched a Dream It Do It website (http://www.willcareers.com/).

Champion Now is another example of a marketing campaign that can be leveraged by the GCAMP. Led by a GCAMP member, Champion Now is working to create videos and other creative marketing materials to change the perception of the manufacturing industry. Additionally, the Illinois Manufacturing Association, TMA, and other industry associations have expressed interest in developing new marketing campaigns.

#### **Process and Schedule**

The GCAMP should meet with the leaders of the efforts listed above to learn more about their initiatives, goals and the opportunity to partner. CMAP can help arrange and facilitate these meetings beginning in October 2013. After the meetings, the GCAMP should review the options and determine how to proceed, potentially with additional partners.

#### **Staff and Resources**

Funding will likely be required, but the GCAMP may be able to find other organizations interested in partnering to pursue a regional marketing campaign, which may reduce campaign costs.

# STRATEGY 3.2: PARTNER WITH OTHER MANUFACTURING COLLABORATIVES

# Description

The GCAMP is a model collaborative, but other groups are organizing to support manufacturing as well. For example, based in the south suburbs, the Calumet Green Manufacturing Partnership has developed several successful initiatives. Another type of collaborative has been formed by the state of Illinois for all STEM degrees—these collaboratives are called Learning Exchanges. The Illinois Network of Advanced Manufacturing (INAM) is another collaborative working on efforts that relate to the goals of the GCAMP. Working with these groups and other types of collaboratives would help reduce redundancies and pool resources for costly efforts that benefit all groups when it comes to a marketing campaign and developing a regional website and data portal. In addition, a peer-to-peer group would help with the exchange of ideas and the expansion of successful efforts. Best practices can be identified and together the partners can bring them scale.

# **Process and Schedule**

The GCAMP should meet with leaders of the efforts listed above to learn more about their initiatives, goals, and opportunities to partner. The GCAMP should present its goals and interests regarding partnerships. CMAP can help set up and facilitate these meetings beginning in October.

#### **Staff and Resources**

This task will require staff to coordinate and attend meetings, communicate the outcomes, and pursue follow-up and next step activities.

# STRATEGY 3.3: PARTNER WITH EDUCATION PROVIDERS

# Description

The GCAMP members include high school districts, Education for Employment organizations (which support Career Technical Education programs in the high schools), and community colleges. A more defined partnership, however, would strengthen the connection between the GCAMP and educational institutions. The GCAMP could "adopt" a high school which would make it easier to sponsor school events or clubs, facilitate tours and field trips, and engage parents, students, and school staff.

# **Process and Schedule**

The GCAMP should meet with educational institution staff and leadership to discuss common goals and opportunities for partnership. Identifying a "champion" at each school is essential. Once the GCAMP identifies champions and schools, the group should work to identify several events or programs that the group will help organize.

#### **Staff and Resources**

This task will require staff to coordinate and attend meetings, communicate the outcomes, and pursue follow-up and next step activities.

# **APPENDIX**

# Golden Corridor Manufacturing Meeting Notes on Communication and Marketing Strategies

GCMG Steering Committee agreed to create a Marketing Materials Sub-committee to begin dialogue about communication strategies and materials. The Steering Committee has also talked about these topics. This document contains the notes from the two discussions.

# Marketing Materials Sub-Committee, July 30, 2013 Meeting Notes

The Marketing Materials Sub-committee convened on Tuesday, July 30<sup>th</sup>, at Nation Pizza to participate in an exercise that generated ideas for communication strategies and materials. The sub-committee divided into small groups to answer the following questions for school administration, parent, and student audiences as well as focus on marketing strategies for all audiences:

- What do we need more of?
- What have you heard of elsewhere that we need to try?
- What is something that is out-of-the-box that we should try?

After pondering over these questions for fifteen minutes, the Sub-committee reconvened to share their group ideas. Below are lists of ideas according to target audience and question.

# Overall Strategies

#### What do we need more of?

- Marketing materials that have a "WOW" factor.
- Display local manufacturing articles and information on the Northwest Educational Council for Student Success (NECSS) website and similar Education for Employment organization websites.

# What have you heard of elsewhere that we need to try?

• Florida Advanced Technological Education Center for Excellence, which supports the high performance skilled workforce to Florida's manufacturing sectors. The center offers technical education, best practices and resources to the industry, educators, and students.

#### What is something that is out-of-the-box that we should try?

- Coordinate to organize activities for Manufacturing Day on October 4, 2013
- Establish October as "Manufacturing Month" for the region

#### **Parents**

#### What do we need more of?

- Conduct a focus group with parents to determine what would appeal to them.
- Present parents with ROI (Return on Investment) and explain the economic benefits of their child pursuing a career in manufacturing.
- Emphasize that Manufacturing Certification is the equivalent to post-secondary education.
- Outline the modern manufacturing career path and provide details about various options. The career path should be designed for elementary school students, high school students, community college students, individuals seeking employment, and veterans.
- Be clear about how a student can pursue a manufacturing career without financial burden.
- Share clearly what manufacturing is, and make the distinction between a job and career in the field.
- Make scholarships available to students who are interested in a manufacturing career.

## What have you heard of elsewhere that we need to try?

Broaden the view of manufacturing beyond metalwork and include pharmaceuticals and other industry areas. (Cynthia Garcia shared that her previous employer distributed 2' x 3' posters to high schools and community colleges with details about advanced manufacturing. These posters, targeted students and parents; and were displayed throughout the school day and during parent-teacher conferences.)

# What is something that is out-of-the-box that we should try?

- Offer a 1-day or 2-hour session for parents where they can learn hands-on about manufacturing and receive information about the field. (A local manufacturing association is hosting the Pinewood Derby during the fall. This event could help inform a special event for parents.)
- Simulate MTV's Confession show by videotaping parents and students separately about their perception of manufacturing. Then, videotape them together as they react to each other's "confession" and discuss modern manufacturing. This video could be placed on YouTube.com to highlight how the parents' and students' perceptions are an accurate or inaccurate depiction of modern manufacturing.

#### **School Administrators/Counselors**

### What do we need more of?

- Conduct a focus group with counselors to begin the conversation about manufacturing. In this conversation, gain an understanding of their perception about manufacturing and how GCMG can better communicate the opportunities in the field. (CGMG may want to host lunch for counselors for several class periods to gather input.)
- Measure the success of Wheeling High School and showcase its accomplishments as a way to encourage school administrators, counselors and teachers to consider augment their manufacturing-related courses.

- Educate counselors during site visits to manufacturer facilities and provide Department of Labor information, where counselors will see a representation of the entire manufacturing industry.
- Emphasize the opportunity for entrepreneurship within the manufacturing industry. (Cynthia Garcia shared the work being done in Barrington...)
- Recreate the Counselor VIP program, where counselors shadow manufacturing professionals during the summer months and receive compensation.
- Get commitment from School Board to present about manufacturing on Manufacturing Day, October 4, 2013.

# What have you heard of elsewhere that we need to try?

• Francis Tuttle Technology Center model of Oklahoma, which gives students the opportunity to attend their regular school in the morning and career training in manufacturing at the center in the afternoon. The center also accommodates adults interested in career-specific training.

## What is something that is out-of-the-box that we should try?

Outline the modern career pathway by using a business model.

#### **Students**

#### What do we need more of?

- Present the "cool" factor
- Organize <u>Minecraft</u> related activities to encourage innovation among students, who will be inspired to create their very own products.
- Create a calendar of events for manufacturing-related activities occurring in the GC area (The <u>Dream It. Do It.</u> Website, which is committed to attracting and recruiting a qualified workforce, may host such information in the near future.)
- Harper College fall event targeting students and parents that will showcase the manufacturing process behind products and outline the modern career path for the field.

# What have you heard of elsewhere that we need to try?

- Create a website similar to <u>Made in Florida</u>. The website is features information about the manufacturing field, resources for students and those interested in a career in manufacturing and resources for educators.
- Replicate the <u>Make-to-Learn Symposium</u> in the GC area and invite retirees from the manufacturing field to get involved with this event. The Make-to-Learn Symposium features hands-on opportunities for students to create as well as speakers who are committed to innovation. <u>SCORE</u>, which has access to mentor volunteers representing the manufacturing industry, could serve as a resource for the symposium.
- The GCMG could create a video that features the making of a product, starting with the end of the product. This video would be shown to students as a way to inform them of what manufacturing is and its many facets as well as inspire them to create.

#### What is something that is out-of-the-box that we should try?

- Coordinate with local high schools to determine how GCMG could support student coursework that relates to manufacturing.
- Work with local high schools to create a competition where students create videos about the manufacturing industry. The competition will give students the opportunity to showcase what they learn. Awards could be given in the form of manufacturing-related equipment to schools and/or scholarship to manufacturing-related high school programs.
- Partner with Home Depot to host an event where each participant brings something that is broken. The purpose of the event is to encourage innovation and create something new using the broken items.

# Steering Committee, August 7, 2013 Meeting Notes

The purpose of this meeting was to build off of the discussion from the Marketing Materials Sub-committee on July 30<sup>th</sup>, and offer ideas for the GCMG communication strategies and marketing. The primary focus of the communication plan is to *change the perception of manufacturing so that students are encouraged to pursue it as a career.* The communication plan will target education professionals, parents and students.

During the first part of the meeting, CMAP staff presented information from the Marketing Materials Sub-committee by highlighting information outlined in points 1- 3 below. Suggestions by the Steering Committee are also noted.

# 1. What existing efforts should be scaled up and leveraged?

- Brochures are good for parents
- Events during Manufacturing Day, manufacturer facility tours and field trips
  - o Younger employees of facilities should be speaking at these events.
- Internships
  - A few GCMG manufacturers mentioned that they would be willing to offer paid internships to high school counselors to introduce them to advanced manufacturing opportunities so that they can share about the field firsthand with their students.
- Make-to-Learn Symposium
- More "WOW" and "cool" factor
  - Do not perpetuate the perception of manufacturing. Use terms like "high-tech",
     "advanced," "engineering", etc.
- Sharing information on the <u>Northwest Educational Council for Student Success</u> website

# 2. What has been successful in other regions?

- Posters, videos, website, calendar of events, social media, boot camps
- Specific examples
  - o Dream It. Do It.
  - o Francis Tuttle Technology Center model
  - o Florida Advanced Technological Education Center for Excellence
  - o Made in Florida

o <u>NAIT (The Northern Alberta Institute of Technology)</u> is Canada's largest apprenticeship trainer that meets the needs of Alberta's industry by offering technical training and applied education.

# 3. What ideas should be explored?

- CHAMPION Now
- Competitions
- Installations and visual representations
- Measure outcomes of existing programs
- Mentorship programs
- Modern career pathway
  - o Highlight how the manufacturing industry values education.
- More information about the benefits and opportunities
- Scholarships
- Video interviews and MTV-style "confessionals"
- Workshops
- GCMG Career Counselor to connect with the local high schools and serve as resource to school administrators, parents and counselors.

During the latter half of the meeting, CMAP presented ideas for the communication plan. Below are highlights from that discussion:

# 1. Establish a visual identity for GCMG

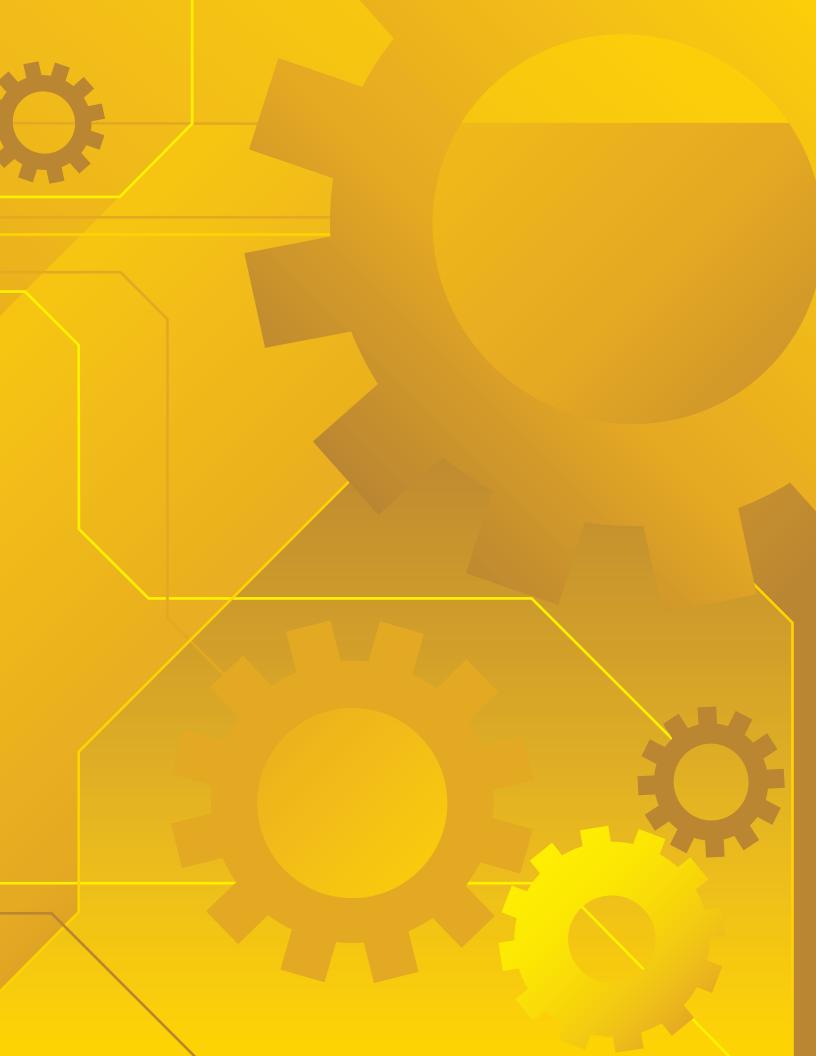
- Create a logo for GCMG
  - CMAP shared a possible logo for GCMG.
  - It was agreed upon that the logo should be modified to better reflect the group.
     Various suggestions were made, including simplifying the design and creating a black-and-white version.
  - o GCMG would ultimately like to organize a contest among high school students who would submit their best logo for GCMG. The contest would help engage students around the manufacturing field, and would take place around Manufacturing Day.

#### Create a website for GCMG

- Where visitors can find out more information about GC and its mission and vision.
- Could serve as a portal and contain inks to other websites (e.g., Henry Ford Museum, future INAM website).
- o The website could take on the look of a kit.
- It should include a blog.
- Rebecca Lake, Director of INAM grant, mentioned that Harper College will be undertaking an innovative website that will provide connections to manufacturing opportunities, community colleges and certificates and degrees. Harper College will need assistance with the creation of this website which will be completed during fall 2013.

# 2. How should existing opportunities be leveraged?

- Create a manufacturing kit/box, which could be in the form of a flash drive to emphasize technological advancement.
  - The manufacturing kit/box would include various manufacturing-related materials that could be distributed to school administrators, counselors and school champions. The information could then be disseminated to parents and students.
  - o GCMG would also like to include physical examples of the field to the manufacturing kit/box (e.g., 3-D bottles).
- Coordinate outreach activities
  - o Create a calendar of all manufacturing-related activities
  - o Celebrate Manufacturing Day on Friday, October 4, 2013
  - Work with high schools to organize open houses and field trips
- Create partnerships
  - o Join the EdgeFactor and CHAMPION Now movement
    - How does GCMG support this national movement?
  - Collaborate with the Workforce Manufacturing Alliance
  - o Partner with community colleges to offer scholarships
    - Also, there is a need for dual programming between high schools and community colleges.
  - Adopt a local high school
    - Award high school manufacturing champions (e.g., Golden Apple).





The Chicago Metropolitan Agency for Planning (CMAP) is the region's official comprehensive planning organization. Its GO TO 2040 planning campaign is helping the region's seven counties and 284 communities to implement strategies that address transportation, housing, economic development, open space, the environment, and other quality of life issues.

See <a href="https://www.cmap.illinois.gov">www.cmap.illinois.gov</a> for more information.

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