



GREENSBURG
HIGH
SCHOOL
COMMUNITY
PLAN

MY COMMUNITY
MY VISION

Greensburg Action Plan

Prepared for: Mayor Dan Manus, The City of Greensburg, the Indiana Housing and Community Development Authority, & the Greensburg Community High School Agribusiness Class with Greg Schneider
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The ideas and recommendations outlined in this plan are the result of the cooperation between Ball State University, the Indiana Housing and Community Development Authority (IHCDA), and the Agribusiness class at Greensburg Community High School in the 2017-2018 My Community, My Vision program. The contents of this document are recommendations made by Ball State and GCHS students. This document is intended for use only in Decatur County, Indiana. All information presented is perceived correct at the final publishing date: April 3, 2017

CONTENTS



ACKNOWLEDGMENTS	4
EXECUTIVE SUMMARY	7
PART 1:	
Introduction	9
MCMV Applied to Our Community	11
Our Planning Process	14
PART 2:	
Analysis of Community	16
Qualitative Analysis	19
Quantitative Analysis	22
PART 3:	
Plan Goals & Objectives	28
Initiatives	26
Economic Development Element	44
Ecology Element	46
ADOPTION, COMMITMENT, & ENDORSEMENTS	48
APPENDICES: A, B, C, D, E, & F	50

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GREENSBURG



Executive Summary

Alike most Indiana communities, Greensburg boasts a prominent agriculture industry; however, a dilemma remains: young people are growing less and less attracted to the industry as it matures. To keep Greensburg just as inviting and lively to its people as it is now, it is important for the students to identify and act on what makes them want to stay in Greensburg.

This plan has one great aspect that no other plan in Greensburg has: youth engagement and direction. As seen within the student pre-surveys in Appendix A, a majority of the young people want to live in Greensburg when they are older, yet they do not find it as attractive as nearby cities so they exclaim that they wish to take their money elsewhere.

Overtime, this may translate into significant population loss and less and less interest for youth to move home. By focusing on what attracts young people, Greensburg can assure an appreciated population retention rate for years to come.

The community is making a drastic effort to shift from a traditional approach of attracting people to a more modernized one. For instance, there is no question that Greensburg is prominent within the agriculture industry, especially being located within 45 minutes of both Cincinnati and Indianapolis. There is plenty of opportunity for Greensburg to capitalize on this unique asset, especially by youth leadership.

This plan is an effort to alter the attraction of people to Greensburg in order to accommodate younger generations. By retaliating strategies and goals that young people have outlined for the community, Greensburg can begin to attract more people, while growing its economy and housing stock.



Introduction

PART 1: Introduction

MCMV Applied to Our Community

My Community, My Vision (MCMV) is a program that strives to introduce and engage youth in the community planning process. The program centers around the collaboration between the Indiana Housing and Community Development Authority (IHCDA) and Ball State University (BSU) to attract Indiana community high school students to participate.

The initiative derived from the idea that proceeding generations harbor civic leaders and, in order to encourage young people to move back to their hometowns, there must be action taken towards engaging youth in taking an active role in their local communities. Each year, the program calls for applications from small Indiana communities, as these tend to suffer the greatest loss in youth attraction and population. The applications call upon a vibrant

youth perspective and curiosity of the community and its future development. For the third year, five applications were chosen by IHCDA based on how well communities addressed their answers to each question, how relative their plan would be to youth involvement, and how relatable each plan would be in regard to the whole community.

At the commencement of the Ball State University school year, the faculty advisor and creator, Bruce Frankel, chose each mentor and assigned each to a participating community. Of the group, one mentor acts as an Economic Development resource to the other mentors and another acts as a liaison between IHCDA and BSU. The purpose of a BSU mentor is to assist in the creation of the visionary plan and to act as a resource to the students. Each mentor is responsible for introducing the students to an urban planning curriculum, the evolution of typical city projects, and

how to correlate these ideas to their own hometowns and thus develop a plan of action to accomplish their goals. Throughout the duration of the school year, the BSU mentor and students will hold various meetings and brainstorm creative initiatives to make the plan.

While each plan is unique to individual community, all respond to the goals and needs of the community as well as the vision of the students to implement action. The following action plan, was created by Megan Clevenger and students of the Agribusiness class at the Greensburg Community High School in Greensburg, Indiana.

Our Planning Process

Starting in September of 2016, Greensburg Community High School students commenced meetings with their MCMV mentor to begin learning about the planning process and how

this may apply to Greensburg. The first few sessions were spent identifying assets, liabilities, problems, and goals for the city in a process that is traditionally known SWOT-A exercise. The acronym, SWOT-A, stands for: strengths, weaknesses, opportunities, threats, and aspirations. Strengths and weaknesses are internal factors, such as potholes in the road, whereas threats and opportunities are merely external, such as Indiana population increase. Aspirations, on the other hand, relate to the dreams and aspirations of a city.

In a SWOT-A exercise, students are able to record things such as assets into one of the five categories, say as a strength, so that then they can refer to this later when refining initiatives. The students started the process by first defining the problem. It is the responsibility of the MCMV mentor to then walk the students through analyzing their responses and forming objectives to generate ideas for initiatives.

The students engaged in both qualitative and quantitative exercises to envision the impact of their ideas onto current conditions. At the conclusion, this information was then

gathered into a collective map of how the students wish to move forward and with the preliminary ideas they may have. Throughout October, the MCMV mentor conducted a lynch mapping exercise so that students could express themselves visually rather than solely audibly. The exercise recommends that students examine maps of the city and county at three separate scales and then identify things such as: connections, destinations, paths, nodes, and boundaries.

Each group of students received trace paper and markers so that they could draw out these classifications on a map. At the end of the exercise, the students can view each scale and determine the interaction of attractions, resources, or even paths all at one. For instance, there may be some sort of coincidence between the location of the public library and a local park.

In early November, the MCMV mentor and the students toured Greensburg, Indiana, with the help of faculty coordinator and teacher, Greg Schneider. Through this process, the students were able to direct the MCMV mentor around the city and identify

places and sites of interest that had been mentioned previously in other exercises. Each student identified at least one destination or site that they found to be distinctive and relatable to the planning process.

The result was incredible; not only were students permitted to engage beyond the classroom, but they were also held responsible to think of distinctive locations that have had an impact on them throughout their time living in Greensburg. The MCMV was able to gain a better perspective of the city and of her students and their interests this day.

The chosen strategies include [-]. The strategies in the Greensburg Community plan address a wide variety of needs in the city, including infrastructure development, multi-modal transportation, economic development, and community programming. Throughout January and February of 2017, the MCMV mentor will present her draft of the plan to the students and will call upon volunteers to help read and revise the plan in-depth so that it can be finalized prior to a meeting with local stakeholders in early



A partnership between Indiana Housing and Community Development Authority (IHCDA), Ball State University (BSU), and the Greensburg Community High School Agribusiness Class.

March. This meeting will be catalytic in ensuring that most, if not all, initiatives take on a leader so that action can be taken as soon as possible to ensure implementation. At the conclusion of the year, the students will present their final plan and initiatives to IHADA and the other participating communities at the final MCMV meeting.

Rational Comprehensive Planning Process

Throughout the process, the MCMV mentor and students referenced, utilized and followed a process known as the Rational Comprehensive Process (RCP). The process is divided into three distinct stages that correspond to various action steps in urban planning methodology.

The first step is comprised of problem identification and determination of goals and objectives. In other words, the most basic and preliminary steps to any plan require a distinct direction toward addressing the issue and then proposing goals to overcome it.

The second stage corresponds to: identifying and then evaluating

alternative strategies, as well as, determining preferred strategies. Great city plans require a lot of work and, typically, include a very well-researched precedent case study section, which basically represents how to resolve a problem by someone that has already resolved a similar one somewhere else.

At the conclusion of this section, preferred strategies are identified, and thus, a plan of action can begin. The third stage is made up of the process of taking the preferred strategies and recommending both an implementation and evaluation method for further action.





Analysis of Community

PART 2: Analysis of Community

Qualitative Analysis: SWOT-A Exercise

Initially, the students began their qualitative analysis with a SWOT-A exercise with their mentor, Megan. SWOT-A is essentially an acronym for “Strengths, Weaknesses, Opportunities, Threats, and Aspirations” in that the exercise is purposeful in identifying these aspects of a community. As students lead the exercise, they are initially held responsible and in charge of evaluating their community’s conditions, behaviors, needs, and values.

Strengths and weaknesses reference internal assets and liabilities, whereas opportunities and threats reference external factors onto those internal. Aspirations refer to the “hopes and dreams” of residents and the “perfect community” scenarios. The SWOT-A

analysis typically ends with several lists of distinctive qualities that make up the community. From this list, students are then able to better visualize goals and objectives for Greensburg. Based on these goals, students and the BSU mentor then define specific improvements to be had in the community, which then formulates into a series of initiatives.

This series of initiatives is then catalytic to the action plan itself, as the initiatives are the entire purpose of the plan. On September [], the BSU mentor led the activity as students began to list qualities. From the exercise, here is a compilation of the most significant strengths, weaknesses, opportunities, threats, and aspirations for Greensburg.

Strengths: Of the list, the most significant strength is that Greensburg, as a municipality, is centered around

the Agriculture industry, both physically and socially. It can be assumed that a major reason for this is because of location of Greensburg (approximately one-hour east of Indianapolis and one-hour west of Cincinnati), which entails that shipment of products is more affordable than elsewhere.

Additionally, the land is fairly flat and does not flood easily nor does the soil appear to be damaging to crops so most people tend to farm. As a third reason, most students mentioned that the farming profession has been passed down through several generations within families as skills developed.

Agriculture is predominantly a strength because not only does it spur economic development, but it creates an identity for the city, while upholding the traditions of the profession for generations to come.

The students also identified Walmart as a major strength to the area. Walmart stores tend to give back, even if a little, to the communities that they are located in. Additionally, the hub serves as a pharmacy, grocery, mechanic, home goods, etc. surplus store, while providing jobs. Another strength mentioned is the fact that there is an airport in Greensburg.

The airport, Greensburg Municipal Airport, is a public use airport and located southwest of the central business district. The final strength is rather all-encompassing and that is that the landscape in public spaces in Greensburg can be quite inviting. Most parks and paths are enjoyable for residents and seen as an asset rather than a cost.

Weaknesses: In terms of weaknesses, the students had a lot to share. Initially, it can be assumed that a long list of weaknesses is negative, however, if taken accounted for appropriately can be most useful in (a) understanding real current conditions, (b) encouraging action or notice of conditions, and then (c) increasing the overall quality of a community by addressing the

problem areas honestly and effectively. Of all, one of the greatest reasons for the MCMV process and the need for an action plan is to encourage young people to stay in Greensburg, so it can be noted that population decrease or stagnation is a major weakness.

There are not a lot of teenage activities, nor family activities, in Greensburg. This may be a big reason why students are not as attracted to Greensburg as they could be. Along with this, the students mentioned that there are not a lot of sit down restaurants, coffee shops, or other food amenities to visit.

In tangent, the students expressed concern over a lack of investment in the downtown and the concern over a lack in a presence of higher education facilities or programs. With all of these in mind, it can be presumed that residents are searching for these kind of amenities and have to seek it elsewhere, such as Muncie, Indianapolis, Cincinnati, or other nearby cities.

Opportunities: Among the opportunities listed, students again mentioned the agriculture industry as a major contributor. For simple fact that

the industry has remained profitable and generational for residents proves that this influence on Greensburg will not leave soon so it can be imagined that future development occurs with agriculture in mind.

Whether students develop initiatives to introduce agriculture skills, FFA, 4-H, or other programs to people or they choose to seek the knowledge from business men and women in the agriculture industry to have an influence on the students, it is clear that the curiosity and familial values are there. Another, competitive, opportunity is the location of the city. Greensburg is located one-hour east of Indianapolis and one-hour west of Cincinnati.

Through connection of I-74, Greensburg is a major intersection between both cities and can draw in a vast amount of business, tourism, attraction, etc. to turn a profit from this advantage. Inevitably, Greensburg, within a one-mile radius, can reach 2.4 million people.

Threats: Of all the threats, the students concluded that surrounding attractions and amenities in other cities are the greatest threats. Residents of



Three major roads I-74, State Road 4 and 421, run directly through and north of Greensburg, Indiana. Leading to and from Indianapolis and Cincinnati, inevitably, the Greensburg is within a one-mile radius of 2.4 million people.

Greensburg continue to travel outside of the county for attractions and amenities or even work. This can then lead to a leakage in money financing the city of Greensburg. If people live in Greensburg, but work in, for example, Indianapolis, they then are more likely to shop and spend money in Indianapolis.

This leaks money out of Greensburg that could have potentially been a profit prior. In terms of attraction, Greensburg is threatened by surrounding advances and amenities as more and more trendy entities are being expanded on nearby, which pushes people out of Greensburg.

Aspirations: The Agribusiness class was especially responsive to the “aspirations” portion of the exercise. For the students, this was the opportunity to defy all limits and imagine Greensburg any way that they could imagine possible.

The BSU mentor introduced this exercise by asking the students, “What, if anything, would you like to see in Greensburg in 10 years that would convince you to reside in Greensburg?” Enthusiastically, the students exclaimed

of all different amenities, attractions, and events that they would want in Greensburg, if anything were possible. Of the more ambitious, students suggested: skydiving, bio gas plants, mega-malls, etc.

Of the more relatable requests, students expressed that they wanted: developed infrastructure, more Fall Fest events, concerts in the park, greater student involvement, higher agriculture literacy, more arts exhibits, and, of course, a Bass Pro Shop.

Fortunately, the latter requests are entirely attainable and, per student request, most are covered as either initiatives or goals within this action plan.

Quantitative Analysis

After a qualitative analysis, the BSU mentor led the students through a quantitative analysis of Greensburg. using tools like ESRI Community Analyst, Business Analyst, STATS Indiana, and Indiana MAP, these justifications were proven correct. Within this section, we will compare Greensburg to Rushville, Indiana, a nearby city with a lesser

population, yet similar make-up and demographic. As Rushville had just obtained a Stellar COmmunity Grant, this comparison is a reasonable choice and can benefit as a constant for Greensburg to review.

Population Change

All references in this section will be in Appendix B. Within our analysis, we viewed population change over time, such as from 2016 to 2021 estimates. In general, Greensburg’s population grew slightly over the years, however, showed less growth than surrounding counties, and much less than the average within Indiana. The students referenced in their SWOT-A analysis of little growth, yet nearly 50% voted that they will return to Greensburg to live.

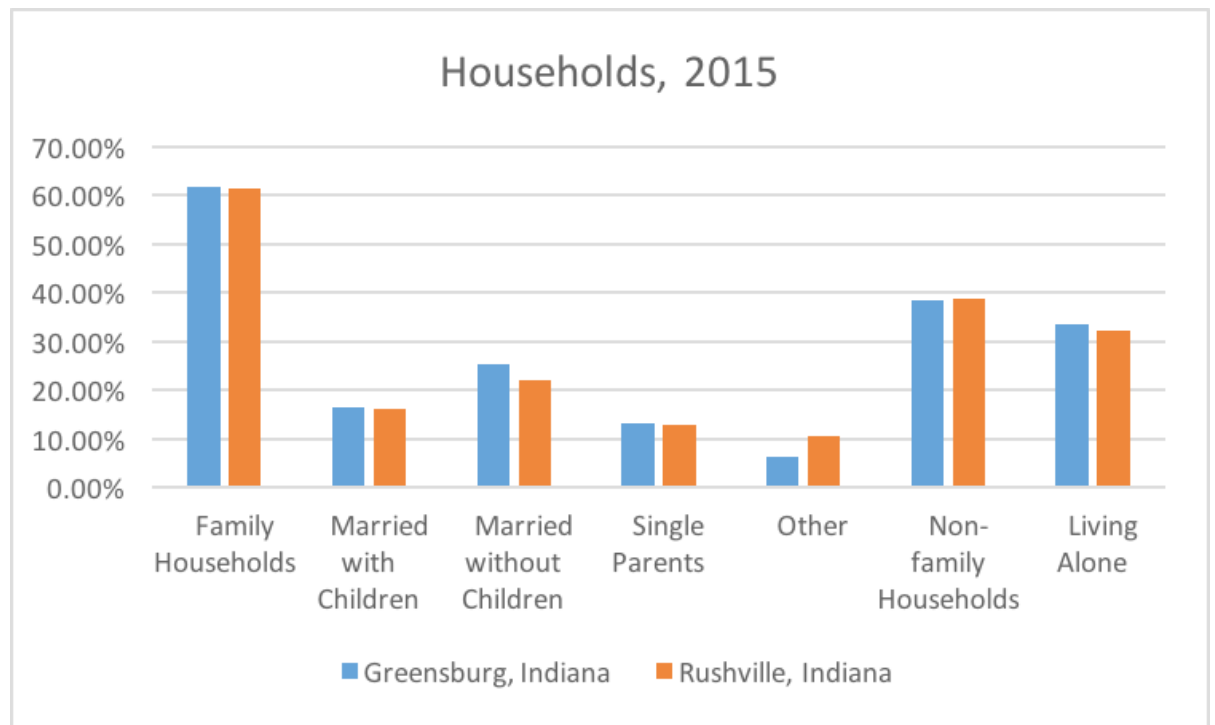
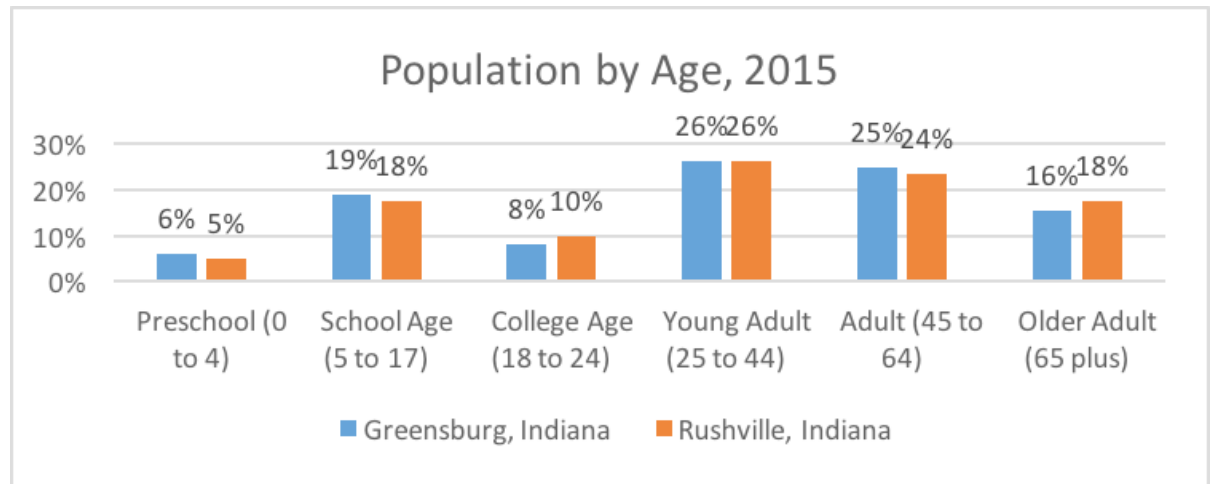
Within the data, we can see in Appendix B, Figure 1, from ESRI Community Analyst that Greensburg’s Median Age increases as the years progress. While family size stays fairly stagnant, we can assume that more young people are choosing to leave and elderly are staying. Seen further in Appendix B, Figure 2, over the projected years, only 1% growth in population is predicted.

When compared to Rushville, adjacent to the text in Population by Age, 2015, even sample projections from STATS Indiana indicate that the two counties share similar outcomes in “youth flight”. Because Rushville has roughly half the population of Greensburg, we must analyze the two based on percentage totals. From the Figure adjacent, we can see the comparisons.

Household Demographics

All references in this section will be in Appendix C. In the second chart adjacent, Households, 2015, we can see the comparisons of Greensburg to Rushville, again by percentage, in household demographics. This valuation is important to showcase because this displays what kind of market place is common amongst these cities.

Fortunately, there is no true dissonance between the two cities, meaning that (a) Rushville is a great comparable, and (b) that Greensburg is operating at a fair level in terms of housing stock.

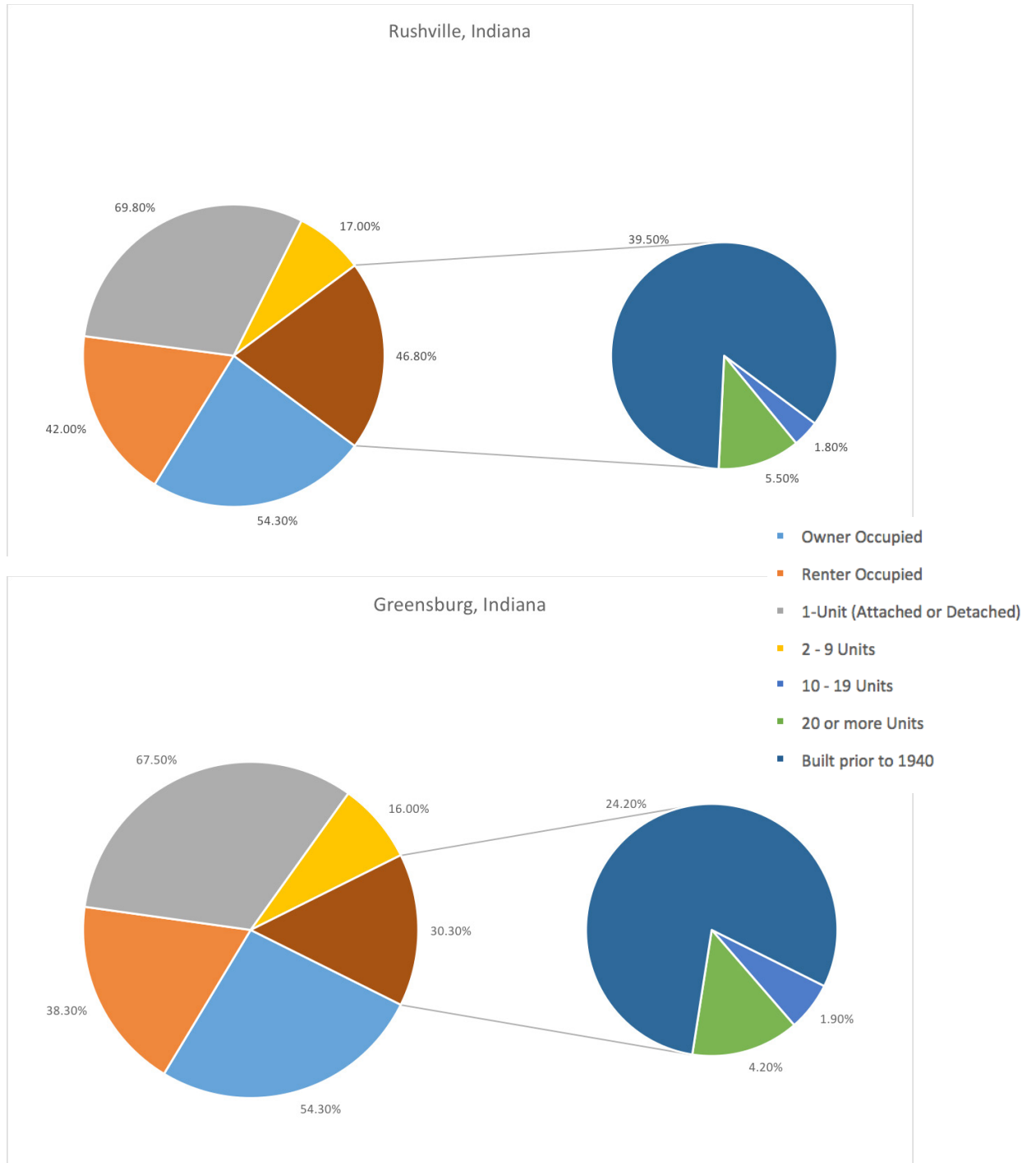


Housing Stock

Separate from Household Demographics, is Housing Stock. This analysis is crucial in determining the current housing investments and capacity. Often, a general valuation of the diversity of housing stock can lead to understanding generated property tax revenue.

In the adjacent pie charts, for both Greensburg and Rushville, both cities are very similar in their housing stock and what makes up the city.

Similar to the previous data analyses, Rushville and Greensburg are compared by percentage of total housing stock and carry significant relevance to one another. Major findings include: Greensburg dramatic increase in density and in owner occupied housing. While this may be due to Greensburg's higher population, there is still value in greater density and more owner-based investment to spur the local economy.



Household Income Profiles

All references in this section will correlate with Appendix C. After glancing at population, household types, and housing stock, we must now understand the capacity of investment that Greensburg residents truly have. This analysis will help to clarify what can be supported, what is missing in the market, or even where people are spending their incomes.

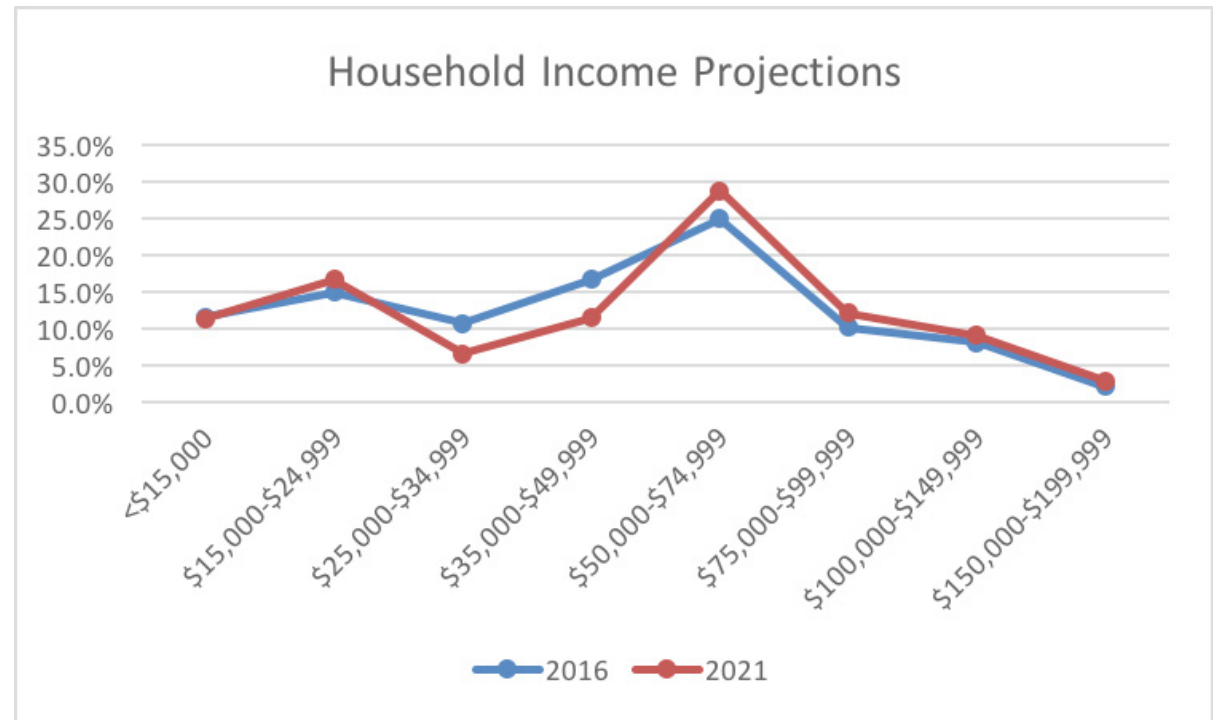
From ESRI Community Analysis, in Appendix C, Figure 1, we can see an overall valuation and projection of household income growth. Figures 2 and 3 provide an in-depth analysis of this same data for further reading.

In Figure 1, and adjacent to this text, we can see that with a 1% projected growth, comes 248 more households; however, this is a projection 15 years in advanced. Most cities, expect a higher number. We then look lower to the dispersed income categories. It is possible that one category may stand out from the others and we can then focus our energy to that area.

From review, we can see that change in income dispersion remains stagnant

until the \$25,000 mark and decreases steadily until the \$75,000 mark. Meaning, that in a 15 year projection, people with incomes inside that range will decrease in population in Greensburg.

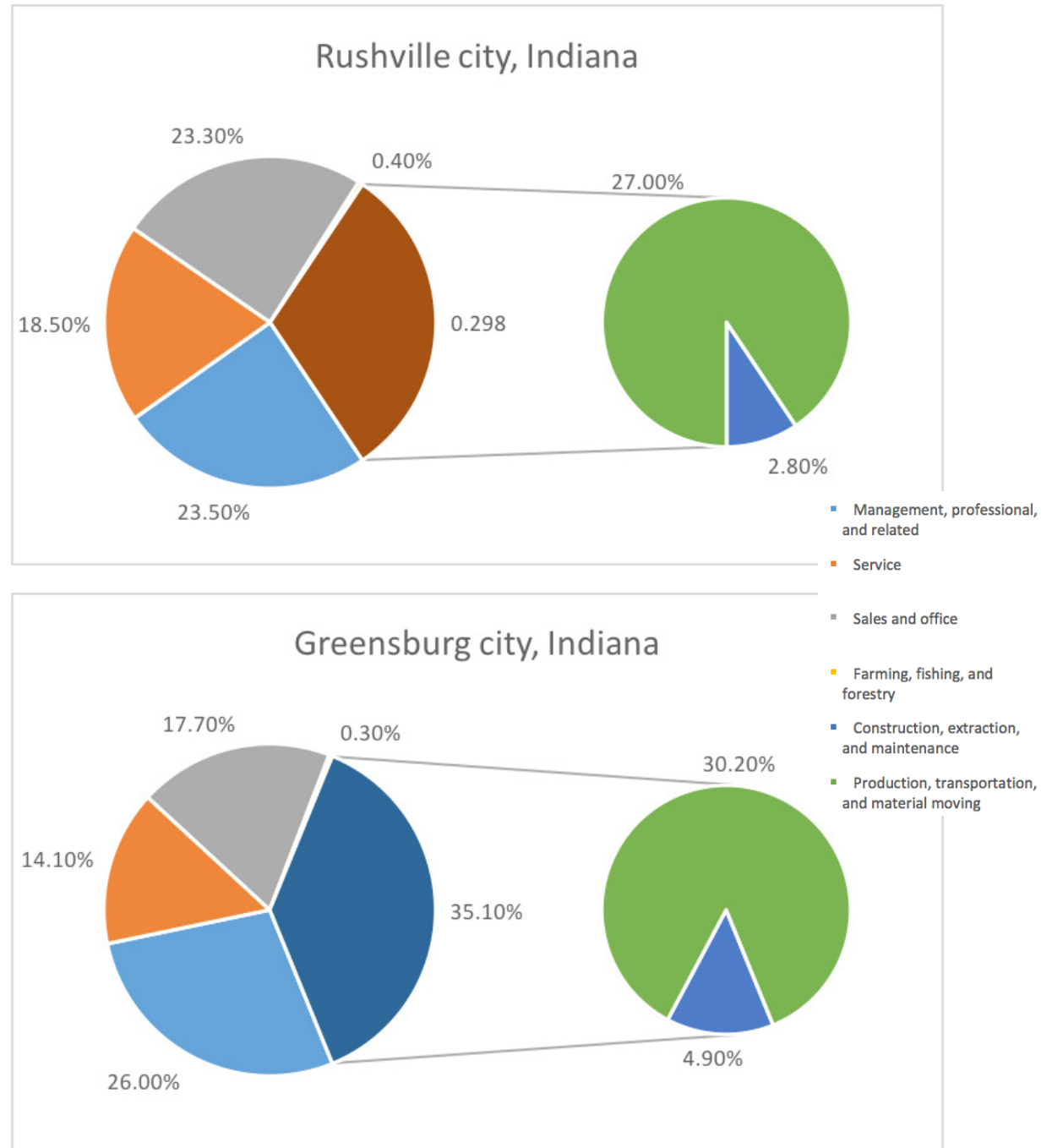
While this may be due to a number of factors, this conclusion could mean that young people, within that income bracket, are expected to leave Greensburg in a 15 year period. This projection could also mean that the market in Greensburg does not and is estimated to not be able to sustain a middle class.



Labor Force

From housing and income, we now analyze the labor force in Greensburg and Rushville. In the adjacent figures, both are compared by their percentages and diagrammed in pie charts. Similar to one another, both cities appear to carry similar industry weights and involvement.

Between the two, both advance in manufacturing and professional services. Second is sales and office work. This is no surprise in Greensburg. While the agriculture industry is the main focus of the Agribusiness class, the sector is not as prominent as manufacturing, sales, and service. For this reason, the students wish to bring greater attention to the agriculture industry and encourage their peers the same through agriculture events, labs, and creative projects.



Retail and Business Analysis

All references in this section will correlate with Appendix D and Appendix E. From the business and retail capacity forums, we are able to digest the market by which household incomes and demographics support. All of this data works in tangent with one another: population affects retail capacity or labor forces affect household incomes, etc.

From ESRI business analyst, there are business summary findings, within Appendix D, that represent populated industries by their percent of employment. The highest industries are in services and retail trade. The percentages are 37.5% and 22.9% respectively. Surprisingly, agriculture is 1.8% and much lower than anticipated, however, a majority of the farms in Greensburg are family-run so there can be the assumption that children, under the age of 18, are working within agriculture.

In the ESRI retail capacity, the numbers indicate surplus and leakage industries, with monetary data to support the NAICS codes. In sum, at the top of the page, total retail trade is experiencing a gap of nearly \$105,000,000 dollars in

over-supply goods. Before analyzing the remainder within Appendix E, it is important to note that supply (sales) are estimates to consumers by establishments. Demand (retail potential) is an estimate of money spent by consumers at retail establishments. All estimates are in current dollars.

Leakage and surplus factors on Figure 2, present snapshots of relationships between supply and demand in Greensburg. A positive value represents leakage opportunity outside of the area. In other words, opportunity to expand business beyond Greensburg. Negative values represent a surplus of sales, otherwise, deemed a market that is over-producing and its consumers are lacking.

Within the Greensburg data, the biggest surplus factors, or negative numbers, are within the motor vehicle, car dealer, general merchandise, and department store industries. High rates of leakage are seen within electronics, some motor dealers, and non-store retailers. These factors are important to note because they will help direct the economic development of Greensburg towards improving the imbalances in the leakage and surplus ration.



Goals & Objectives

PART 3: Goals & Objectives

After the students complete all of the precedented phases, they are then encouraged to form overarching goals that they wish to achieve throughout the planning process. The goals are:

1. Promote student involvement and community events/activities
2. Promote agriculture literacy projects
3. Promote downtown infrastructure development

Once the students have solidified goals, they can then form initiatives from the aforementioned goals. The initiatives withing the Greensburg Action Plan are:

GOAL 1: Student Involvement

1. Involve students in Fall Fest/County Fair events with creation of a Mayor's club

2. Expand partnerships between local businesses and students with job shadowing

GOAL 2: Agriculture Literacy

1. Expand and educate on agriculture literacy at community events/elementary school
2. Create a Learning Center at GCHS for Agriculture students

GOAL 3: Downtown Infrastructure

1. Repurpose vacant, existing buildings downtown to showcase agriculture heritage
2. Add sidewalks and art bike trail between downtown and the Fair Grounds

Involve Students in Fall Fest/County Fair events and Create a Mayor's Club

Purpose (Why)

From the pre-surveys, students identified that they typically felt secluded from community event planning and involvement, nor community decision-making events. To bridge the gap of high school students and the major event planning in the community, it is proposed that the students create a partnership in the form of a club with the mayor. With the Agribusiness students as "ambassadors" to the program and founders, they are in turn advocates to their peers and can promote involvement for students to lend a hand in their community.

A high quality education system relies on a high quality community, and vice versa. Most importantly, in communities challenged with retaining students that they educate, it is crucial for a city to foster the relationships with young people and to empower them to have a say in community affairs. The method preparing students for their future careers and relations by hosting a group of ambitious students, encourages other students to seek involvement outside

of the high school and in the community. Additionally, the formation of early relationships between local partners and students helps act as the first step towards pushing students to realize local career opportunities.

The foundation of service-based work, mixed with student participation, and curiosity in career-based opportunities keeps students interested, focused, and trained for the workforce. This objective helps to educate and prepare the current and incoming workforce, while engaging youth, which can be a successful economic development strategy.

Priorities (What & How)

First, the Agribusiness class will reach out to the mayor, Dan Manus, and will propose the formation of a mayors club as well as ideal meeting times. The class will then distribute surveys to their peers and reach out to their friends to join. After initiating meetings with the mayor, students will attend with the intention of proposing specific events that they would like to either assist in planning, set-up, take-down, or



otherwise. At the creation of this plan, students were most interested in participating in Greensburg's Fall Festival. Having already contacted the mayor, the students will be involved in the festival with the booths and set-up/take-down events. To continue the longevity of the club and student involvement, the Agribusiness class will continue to recruit students each year and stay in contact with local resources that plan community events, like Tami Wenning.

Responsible Parties (Who)

1. Tami Wenning, Decatur County Community Foundation
2. Wendy Blake, MainStreet Greensburg
3. Dan Manus, Mayor

Draft Timeline (When)

March 2017: Students reached out to mayor Dan Manus and have begun forming the club; students are planning to participate in the Fall Festival.

Funding Sources (How)

No special funding is required.

Expand Partnerships Between Local Businesses and Students

Purpose (Why)

At the Greensburg Community High School, there is currently a work-based program, however, it is underutilized and the Agribusiness students are seeking a more agriculture-specific program. Greg Schneider and the students are looking to interact one-on-one with professionals and establish sustainable partnerships. The purpose of this objective is to develop prosperous relationships that could lead to a job, internship, etc. in Greensburg. By engaging students in the future of business development, we are enabling them to have a say in the kinds of businesses that they could one day work for in Greensburg


Priorities (What & How)

This objective involves outside professionals to partner with the Agribusiness class, specifically contact Greg Schneider. Greg can make initial contact, on behalf of the superintendent upon approval, and then encourage representatives of professionals to visit the high school. Both partners should pledge responsibility in meeting and working together to

teach one another about agriculture business tactics. First steps will include gaining approval from the school. Then, Greg and other faculty will reach out to professional contacts. Next, students with junior or above standing will pair with one or two of the employers of their choosing and agree to meet with them during the school day for a “job-shadow” day. As a replacement to the school day or an extra-curricular activity, students will be responsible for a written reflection or creative product of their work.

Responsible Parties (Who)

1. Bryan Robins, RoBub Farms
2. Jeff Emsweller, Greensburg Chamber of Commerce
3. Dan Manus, Mayor

A photograph of a large, modern school building with a green lawn in the foreground and a flagpole with an American flag on the right. The building has a long, low profile with a corrugated metal facade. In the foreground, there is a well-maintained green lawn with a curved wooden planter box containing several trees. To the right, a tall flagpole stands with the American flag flying. The sky is clear and blue.

Encourage local businesses to partner with students and teach them about agriculture, business, retail, etc. By engaging students in the future of business development, we are enabling them to have a say in the kinds of businesses that they could one day work for in Greensburg.

Expand and Educate on Agriculture Literacy within the Community

Purpose (Why)

Agriculture is a leading industry in Decatur County and yet the majority of residents know very little about what is going on all around them every day. Agricultural literacy is needed to help educate people about agriculture so they can make informed decisions based on facts and not propaganda.

For true learning to be effective, it needs to be more than a “one and done” event. There needs to be a shift in the cultural paradigm. “Agriculture: What do you know?” is designed to gently provide people with information about agriculture in Decatur County.

The Greensburg FFA Chapter is in the process of planning activities to promote the agriculture industry here in Decatur County. We are also looking for ways to attract business to our downtown area. What we would like to do is purchase a promotional signage to be used at our Farmer’s Market and other Ag-related events that draw a crowd (Tenderloin Throwdown, 4th grade Ag Day, County Fair, etc.). This

objective promotes student involvement in agriculture literacy activities and encourages the class to be leaders in their learning.

Priorities (What & How)

First, the Agribusiness class, along with Greg Schneider, will apply for an FFA Grant to cover supplies and materials for Ag-based banners, pamphlets, etc. The materials purchased would be two custom feather flags that are Decatur County specific in their agricultural message and the six pack of livestock promotional banners from American Farm Bureau. Both feather flags will be displayed at the Farmer’s Market and we will rotate the livestock banners so people are always reading new facts.

During FFA Week, the FFA Chapter will formally present these promotional signs to the Farmer’s Market Manager, Greensburg Mayor, and county government officials. We will have the mayor sign the FFA week proclamation during this presentation ceremony. We will also invite local farmers to

show the level of support the agricultural community has for this agricultural literacy project and the community-at-large.

The students will be responsible for designing the feather flags. This will tie into the Agribusiness curriculum from a service learning marketing perspective. The students will work closely with the Greensburg Chamber of Commerce and also a local marketing agency. Students will coordinate their efforts with the Farmer's Market Manager, Main Street Greensburg Coordinator, the Mayor's office and other local units of government in planning the presentation ceremony.

The FFA Chapter will plan and execute a presentation ceremony with no less than 25 FFA members in attendance. The FFA chapter will invite an equal number of local farmers, family members and employees to attend the event. Government officials will also be invited and take part in the ceremony.

The students will contact the local newspaper and radio station for the purpose of promoting and reporting on the event as a kick-off to FFA week. In addition the the Farmer's Market, FFA members will use promotional signage at an additional three events (Tenderloin Throwdown, 4th grade Ag Day and County Fair) during the course of the calendar year.

Responsible Parties (Who)

1. Greg Schneider
2. FFA Chapter of Greensburg (Students in the Agribusiness class)

3. Tami Wenning, Decatur County Community Foundation
4. Wendy Blake, MainStreet Greensburg

Draft Timeline (When)

November: Apply for FFA Grant. Upon acceptance, begin designing the banners and designate first events to attend (i.e. Fall Festival, farmer's market)

Funding Sources (How)

Funding will be provided through the FFA grant.



Create a Learning Center at GCHS for Agriculture Students

Purpose (Why)

Upper-level students (i.e. juniors and seniors) have been expressing interest in planting and harvesting crops on the vacant 40 acres of school property for some time now. The chance to utilize vacant land would allow for students to test out new farming methods and utilize the land so that it can be profitable and educate students while teaching them responsibility and how to turn a profit. The eldest students have already been head starting this initiative so it has been the responsibility of younger students to learn and follow. This exercise will teach students an introduction into the agriculture economy and the skill of farming.

Priorities (What & How)

First, the Agribusiness class must gain approval to utilize the land and this must come from the superintendent. Then, the students will secure a partner to help fund initial start-up costs and equipment expenses. The learning center on school land will help students gain agriculture skills, learn of food security, improve on agriculture literacy, and attract

more students to the agriculture, business, STEM fields. Inevitably, this will improve the research capacity of the school making it more competitive and prestigious

Responsible Parties (Who)

1. Greg Schneider
2. Juniors
3. Bryan Robins, RoBub Farms
4. Grant Peters, GCHS Principal
5. Tom Hunter, Superintendent of Greensburg Community Schools

Draft Timeline (When)

March 2017: 10 acres was approved and progress will occur over the next 5 years.

Funding Sources (How)

Robub Farms has agreed to partner with the school and will cover start-up costs and initial maintenance.



Promote Downtown Infrastructure Development

Purpose (Why)

The purpose of this objective is to encourage renovation of vacant downtown structures, by influence of active students. The Agribusiness class wishes to showcase Decatur County Agriculture Heritage downtown, however, there is no current space. The existing building stock in Greensburg includes a broad range of buildings from highly significant historic buildings where conservation is the essence to buildings that are less important in their own right but contribute to the character of an area.

Existing buildings, whether they are of great historic significance or not, form a significant part of the real estate asset with opportunities for change and reuse. Pressures on land and increasing density can result in buildings being demolished and replaced as often as every 20 years. In many cases, demolition and new build is seen as a more straightforward option for development than reusing the existing assets; however, more and more are people understanding that new construction is costly and, at times,

worse on the environment. The city of Greensburg has already rehabilitated and re-purposed a number of buildings so that they are better used in the community. For example, an old YMCA was transformed into senior housing units. Additionally, a retired dress factory was re-purposed into new townhouses downtown.

Priorities (What & How)

This objective includes partnering students with developers to show them that there are alternative uses to vacant buildings. Inevitably, agriculture tourism will increase and attraction to the area can influence community events like the Fall Festival, County Fair, etc. First, the class will meet with representatives from Bruns and Gutsweiller and propose creative sketches for heritage sites. Sites include: St. Mary's school, churches: The students have a connection to a retired St. Mary's school located a block from the downtown square. Other sites could included the buildings pictured: offices near the movie theater or inside the abandoned building on the square.

In lieu of the student's interest in Agribusiness, the place could be renovated into a school workshop setting for the students and local stakeholders to educated community members and hold information sessions. After meeting with the developers, students would have to display their idea to local stakeholders and gain additional partnerships to start the project.

Responsible Parties (Who)

1. Flaherty & Collins– Julie Collier
2. Bruns and Gutsweiller
3. Jeff Emsweller, Greensburg Chamber of Commerce
4. Wendy Blake, MainStreet Greensburg
5. David Fry, Partners for Community Progress, Stellar Community leader

Draft Timeline (When)

Summer 2017: students will form with developers and meet to discuss ideas for vacant buildings, as well as re-purposing current uses. Students will then assist over a longer period of time to promote investment and direction from the mayor's club.



Renovate Bike Trail between Downtown and the Fair Grounds

Purpose (Why)

By renovating the trail running south to north from the downtown to the fair grounds, people will be more inclined to use it. Students will also be able to improve the area by adding their own student art along the path. All of these efforts will increase connectivity, engage multi-use modes of transportation, and bring awareness to the current, under-recognized path.

Public art is already a main attraction in Greensburg and an interest of the school. Students pointed out that they admired the mural in the downtown square as well as the Bison – representational of the bicentennial celebration; however, students did mention and believe that more student-led work would be desired.

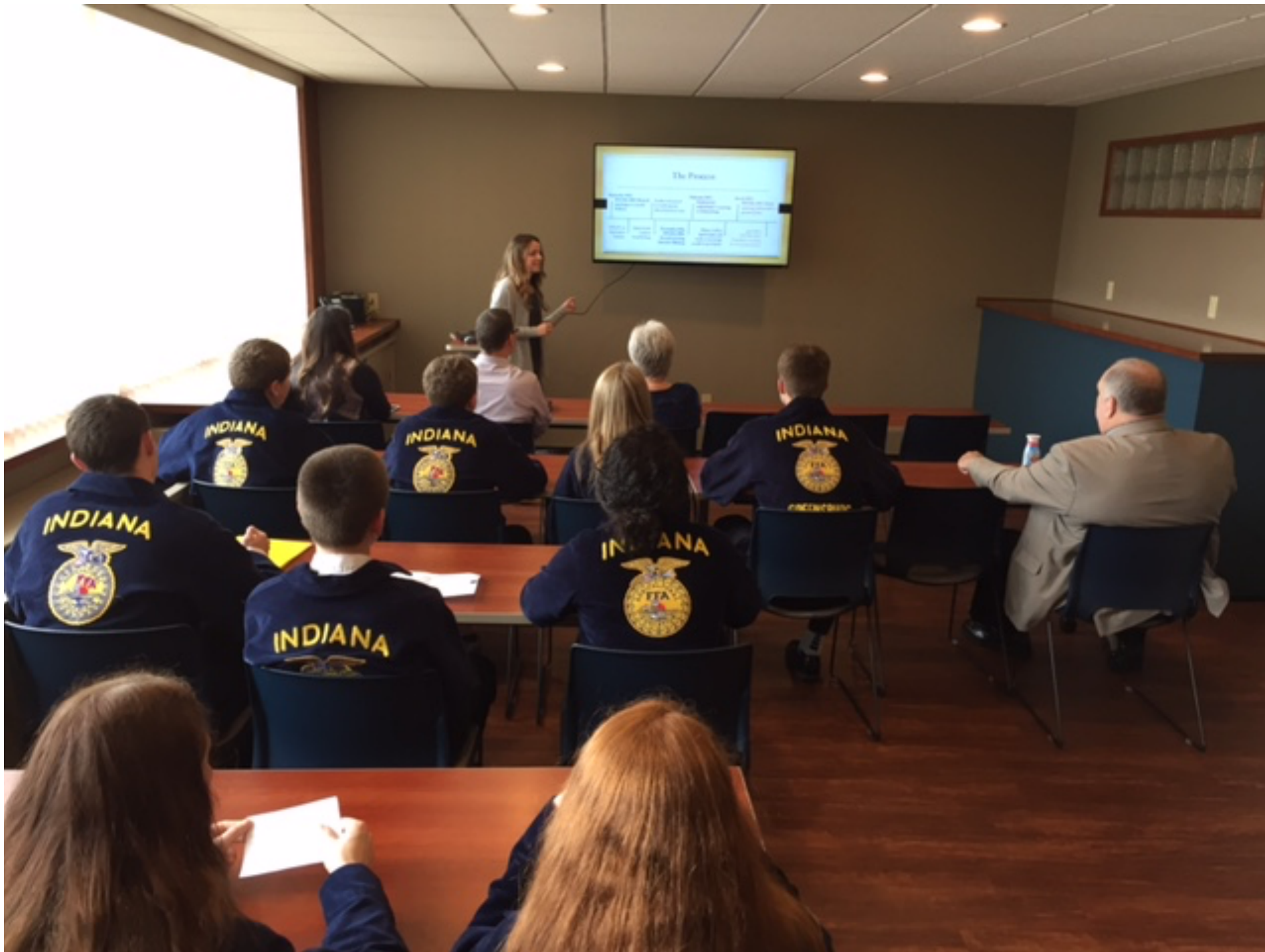
Currently, one side of the four sided square is entirely remodeled to fit current trends in sidewalk standards. The students would like to help beautify the other sides of the square so that they can be as attractive as possible.

Priorities (What & How)

First, the mayor's club will work to achieve optimal participation by interested students and then accept art proposals of pieces. Students will be funded some money on part of GCHS, however, the majority of their artwork will have to be self-funded. In terms of multi-use transportation, the students will work with the mayor to paint bike and walking lanes along the path so that people can use either at the time of the fair. Installation will happen over a weekend or on a day.

Responsible Parties (Who)

1. Grant Peters, GCHS Principal
2. Wendy Blake, MainStreet Greensburg
3. Dan Manus, Mayor
4. Bob Barker, Decatur County Parks & Recreation



Economic Development Element

With each community comes specific goals and initiatives, however, there are several factors that each plan has in common. A list of economic improvement strategies was developed at the stakeholders meeting in early March.

Those present were:

1. Wendy Blake, MainStreet Greensburg
2. Dan Manus, Mayor
3. Bryan Robins, RoBub Farms
4. Jeff Emsweller, Greensburg Chamber of Commerce
5. Bob Barker, Decatur County Parks & Recreation
6. Tami Wenning, Decatur County Community Foundation
7. Tom Hunter, Superintendent of Greensburg Community Schools
8. Grant Peters, GCHS Principal
9. David Fry, Partners for Community Progress, Stellar Community leader
10. Rick Nobbe, County Council

This portion of the plan is intended to share resources which empower each community to achieve their goals. Greensburg, located directly halfway between Cincinnati

and Indianapolis, harbors potential to reach people of both cities through strategic economic development. Specific economic development initiatives could help increase attraction from major cities, and along state roads, to come to Greensburg and improve the current market.

Several related economic development programs exist and could greatly improve Greensburg. While each project ranges from months to over five years in duration, all carry advantages and disadvantages. Greensburg's Chamber of Commerce could commence and manage a few of these project, alongside any sort of MainStreet Greensburg group as well.

Example projects are as follows:

- Business Improvement Districts
- Crowd-funding
- Heritage Tourism
- Makers Districts
- Downtown Living Opportunities
- Student Led restaurants/ agriculture projects/ FFA sponsored events by students
- Community Gathering Events

Action and Success Strategies

Within the planning realm, there is the notion that no initiative is truly successful without support by active community leaders. Any project, whether small or large, will require (a) time-line, (b) budget, and (c) partnerships at the very least. Success is key to implementation and action phases of a plan. For further reference, please review the on-line video guide on the "My Community, My Vision" website. Within this section, we will outline three strategic steps toward active community involvement.

1. Educate, Advocate, and Recruit

This step is all about educating the community, advocating for a project, and recruiting interested and capable parties to follow through with implementation phases. First, by educating the community on their responsibilities is crucial. The general public should and must be aware of ongoing projects or future projects. In turn, community members may also become advocates for a project and will then promote it to their neighbors. Education is a strong tool within a community and can help people understand what a project's implications and effects may or could be. Advocation and recruiting phases are very simple and include ensuring that there is an entity behind the project or program that will see it through.

2. Plan and Assign

This step is about planning the program, assigning roles to involved parties, and managing funding for the project. There are officially committed parties by this point, so the plan is now ready to take shape. Roles of active members must first be decided so that stakeholders can play to their

strengths. For example, if a program required partnership with MainStreet Greensburg, then it would be best to assign tasks based on the roles of affiliated representatives.

3. Fund and Implement

Final steps of an economic development project included ensuring proper funding and implementation phases. Funding can be a generic term for all sorts of resources. There are several category type of funding that can be accessed and sought after, depending on the project's intention and mission. The first are private corporate sponsorships. These sponsorships are often the result of a close partnership between big businesses and local governments. There is no set repayment method and often, not required at all. These kind of sponsorships are valuable if the community is quite rural and depends on the market of a large retailer.

Other forms of funding include grants: sponsorships, tax incentives, loans, etc. Applied for by the organizational leaders, the money received does not have to be paid off, however, may come with special requirements. A great resource for grant availability is through a local Community Foundation. Tax incentives include governing body jurisdiction over designated plots to be dedicated towards a specific purpose, and in turn, developers may receive tax incentives for complying. Business Improvement Districts can be created to support the surrounding district based on slight increases in taxes. Crowd-funding, a new and innovative way to raise funds, supports the idea of people raising money collectively for a projects.

Ecology Element

Fortunately, Greensburg maintains and promotes a variety of natural resources that adds value to the city’s environmental-based mission. There is great opportunity to continue investment in and rehabilitation of these resources, such as the trail connecting downtown Greensburg to the Fair Grounds, mentioned in the aftermost objective. There is also room to invest in remedying local environmental threats such as a couple of brown-field sites near downtown, to re-purpose existing sites for commercial uses.

Greensburg Recreation Sites

17. Allen Memorial Pool
18. Decatur County Skate Park
19. Sand Creek Township Park, Letts

Water Bodies and Trails

Water bodies in and near Greensburg include: Lake Santee and Flatrock River, as well as more nearby . There are many trails that also service Greensburg residents. The remainder can be seen in Appendix F.

Greensburg Parks

1. Decatur County Park
2. Decatur County Youth Sports Complex
3. North Park
4. Oddfellows-Rebekah Park
5. Kohler Memorial Park
6. Shriver Field
7. Charles L. Buell Trail
8. Adams Park
9. Clay Township Park, Burney
10. Fugit Township Park, Clarksburg
11. Milford Park
12. Millhousen Park
13. Salt Creek Township Park, New Point
14. St. Paul Park
15. Sandusky Park
16. Westport Kiwanis Park

Environmental Hazards and Remediation Sites

In downtown Greensburg, there are several brown field remediations sites that should be addressed, in order to, clean up the site and utilize it to its full potential. A “brown-field” is a term for former industrial or commercial sites that have been contaminated by previous uses and, therefore, will impact future uses, unless re-mediated. A visual of the sites in Greensburg is on page 64 in Appendix F.



Adoption, Commitments & Endorsements

Commitment to an action plan is, arguably, most important. As the future of the plan depends on its participants and cooperative effort towards implementation. Within our action plan, a majority of the objectives will be carried out by the GCHS Agribusiness class and their teacher/FFA chapter leader, Greg Schneider. For the initiatives that are not incorporated into the Agribusiness curriculum, the newly-instated Mayor's Club will be responsible for discussing and endorsing the projects, if applicable.

Intertwined amongst all objectives are various partnerships between local stakeholders and businesses. For instance, Greensburg Community High Schools has already donate 10 acres for the Agriculture, Biology, and STEM-based Learning Lab on school property. Additionally, RoBub Farms, a local business, has agreed to partner with the school district and cover some of the initial start-up costs to the lab.

Additional commitment will come from the mayor, Dan Manus, as well as representatives from the Chamber of Commerce, whom will review this plan and consider endorsement. The Ball State Mentor, Megan Clevenger, has already sat down with the mayor to discuss the plan's goals

and objectives. Fortunately, this plan agrees with the current "Greensburg Vision Plan" and could substitute different initiatives or add onto the current material listed. Overall, the students will be the main advocates and authors of this plan and its objectives, following endorsements will be influential in adopting portions of this plan into the current Vision Plan.

Appendices

In this section:

Appendix A: Student Survey Results

Appendix B: Population Change

Appendix C: Household Income

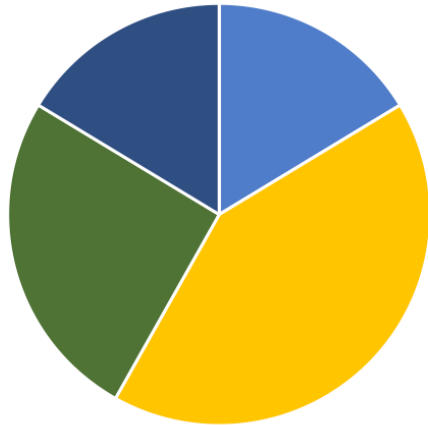
Appendix D: Business Analyst

Appendix E: Retail Capacity

Appendix F: Environmental Inventory

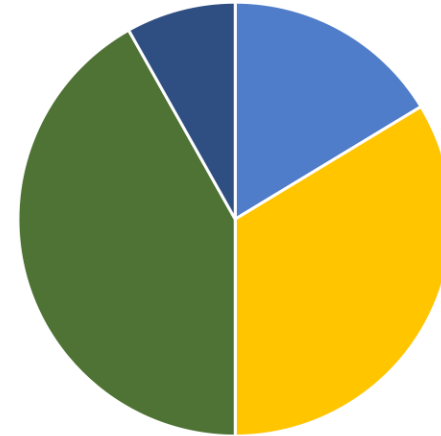
Appendix A: Student Survey Results

I feel that adult decision-makers in my community listen to my opinions and concerns regarding civic affairs.



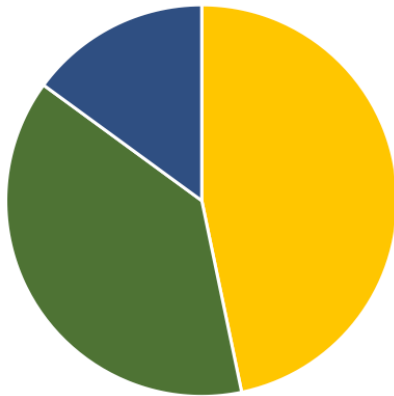
■ Completely disagree ■ Disagree ■ Don't know ■ Agree ■ Completely Agree

I participate in decision-making for projects, programs, or policies outside/inside of the school environment.



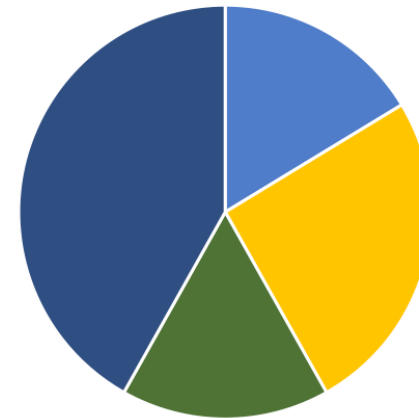
■ Completely disagree ■ Disagree ■ Don't know ■ Agree ■ Completely Agree

I have a clear understanding of planning and civic engagement.



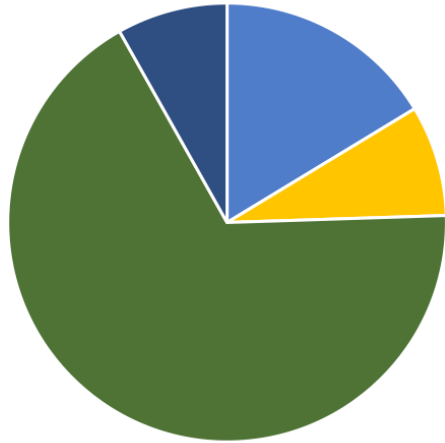
■ Completely disagree ■ Disagree ■ Don't know ■ Agree ■ Completely Agree

I plan to reside in my home town or other Indiana small town post high school or college graduation.



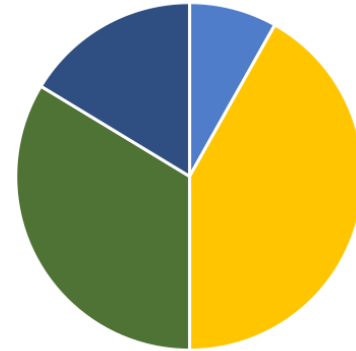
■ Completely disagree ■ Disagree ■ Don't know ■ Agree ■ Completely Agree

I am an active leader in the community and school.



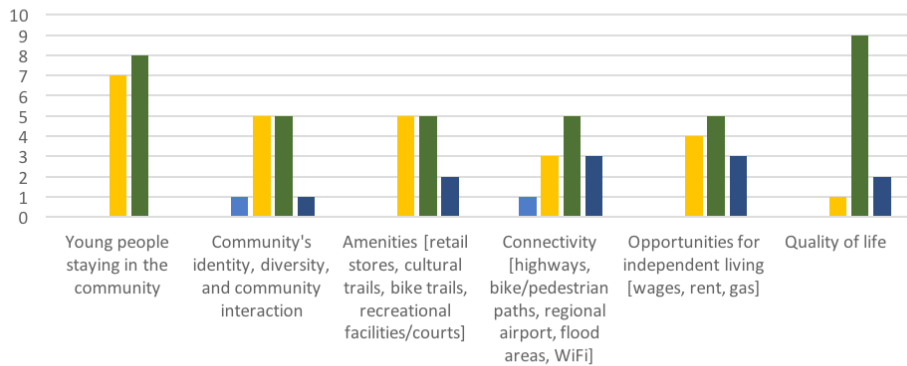
■ Completely disagree ■ Disagree ■ Don't know ■ Agree ■ Completely Agree

I feel that adult decision-makers in my community listen to my opinions and concerns regarding curricular and extracurricular school activities.



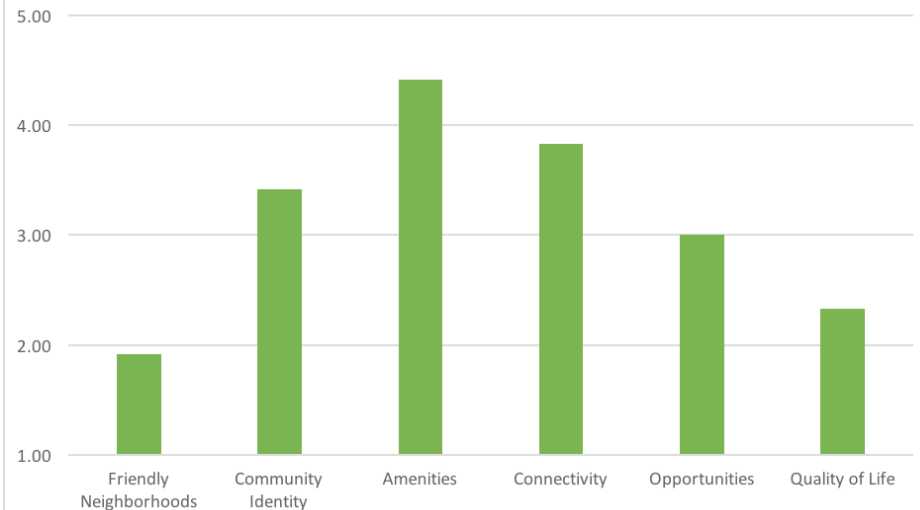
■ Completely disagree ■ Disagree ■ Don't know ■ Agree ■ Completely Agree

On a scale of really lacking to large presence, rate the following.



■ Really Lacking ■ Somewhat Lacking ■ Undecided ■ Somewhat present ■ Large Presence

Rank the importance of each in your community. [1 (most important) to 6 (least important)]



Appendix B: Population Change



Age by Sex Profile

Greensburg City, IN
 Greensburg City, IN (1829718)
 Geography: Place

Summary	Census 2010	2016	2021	2016-2021 Change
Population	11,492	12,212	12,864	652
Households	4,661	4,897	5,145	248
Average Household	2.38	2.42	2.43	0.01
Median Age	37.0	38.6	39.3	0.7
Median Male Age	34.7	36.7	37.4	0.7
Median Female Age	39.4	40.6	41.2	0.6

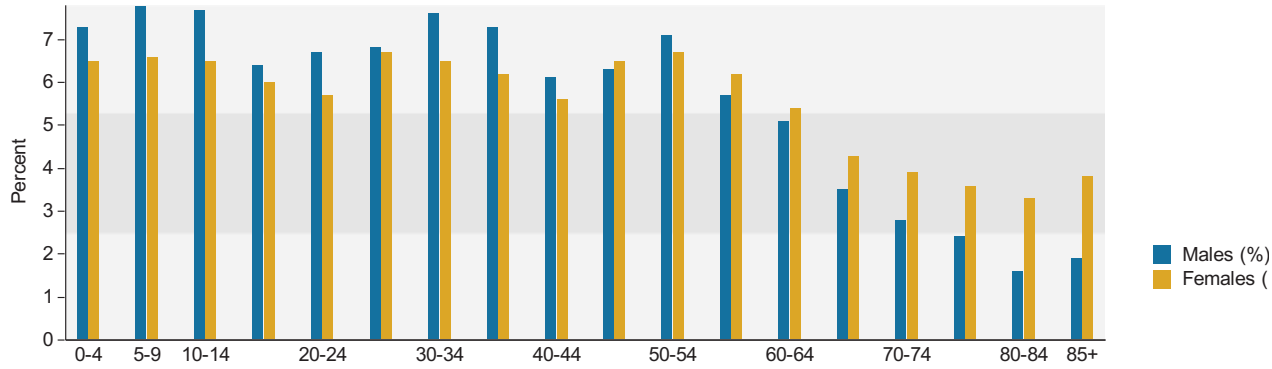
Total Population by Age	Census 2010		2016		Number
	Number	Percent	Number	Percent	
Total	11,492	100.0%	12,214	100.0%	12,864
0 - 4	792	6.9%	794	6.5%	829
5 - 9	825	7.2%	781	6.4%	815
10 - 14	813	7.1%	818	6.7%	827
15 - 19	711	6.2%	788	6.5%	814
20 - 24	711	6.2%	745	6.1%	783
25 - 29	778	6.8%	812	6.6%	858
30 - 34	806	7.0%	788	6.5%	816
35 - 39	776	6.8%	812	6.6%	806
40 - 44	669	5.8%	801	6.6%	818
45 - 49	738	6.4%	699	5.7%	778
50 - 54	796	6.9%	783	6.4%	750
55 - 59	685	6.0%	779	6.4%	755
60 - 64	603	5.2%	740	6.1%	806
65 - 69	449	3.9%	624	5.1%	729
70 - 74	387	3.4%	442	3.6%	585
75 - 79	344	3.0%	356	2.9%	400
80 - 84	282	2.5%	298	2.4%	314
85+	327	2.8%	354	2.9%	381
18+	8,618	75.0%	9,332	76.4%	9,892
21+	8,232	71.6%	8,902	72.9%	9,441



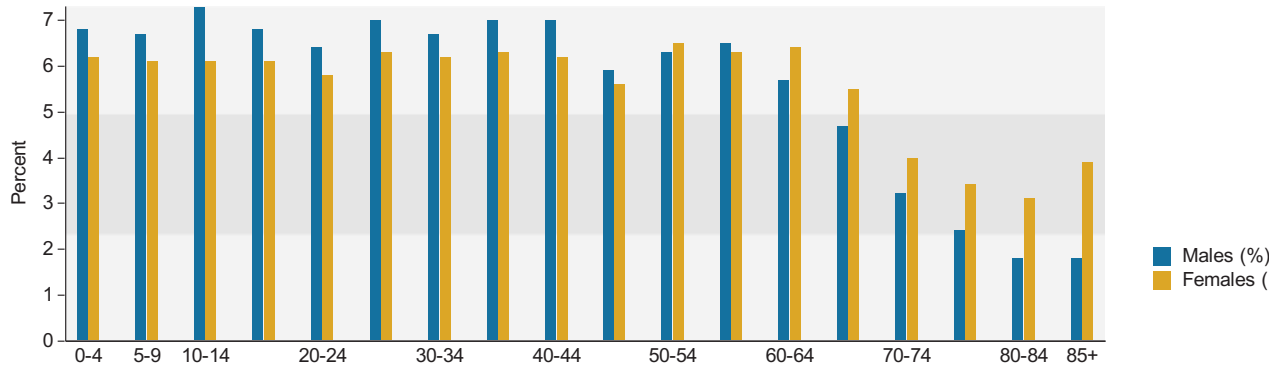
Age by Sex Profile

Greensburg City, IN
Greensburg City, IN (1829718)
Geography: Place

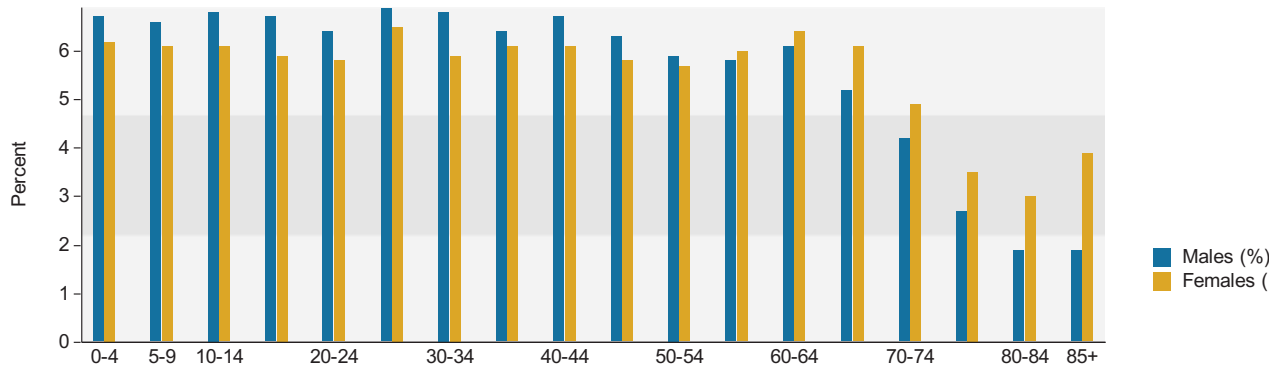
Census 2010 Population by Age and Sex



2016 Population by Age and Sex



2021 Population by Age and Sex



Appendix C: Household Income



Household Income Profile

Greensburg City, IN
 Greensburg City, IN (1829718)
 Geography: Place

Summary	2016	2021	2016-2021
			Change
Population	12,212	12,864	652
Households	4,897	5,145	248
Median Age	38.6	39.3	0.7
Average Household Size	2.42	2.43	0.01

Households by Income	2016		2021
	Number	Percent	Number
Household	4,897	100%	5,145
<\$15,000	568	11.6%	589
\$15,000-\$24,999	733	15.0%	857
\$25,000-\$34,999	525	10.7%	339
\$35,000-\$49,999	818	16.7%	594
\$50,000-\$74,999	1,221	24.9%	1,481
\$75,000-\$99,999	499	10.2%	622
\$100,000-\$149,999	395	8.1%	470
\$150,000-\$199,999	101	2.1%	151
\$200,000+	37	0.8%	42
Median Household Income	\$45,431		\$51,955
Average Household Income	\$54,514		\$59,947
Per Capita Income	\$21,982		\$24,044



Household Income Profile

Greensburg City, IN
 Greensburg City, IN (1829718)
 Geography: Place

2016 Households by Income and Age of Householder						
	<25	25-34	35-44	45-54	55-64	65-74
HH Income Base	261	785	851	832	873	673
<\$15,000	54	82	73	66	95	85
\$15,000-\$24,999	31	93	100	79	118	113
\$25,000-\$34,999	38	83	90	69	80	81
\$35,000-\$49,999	44	139	154	113	140	133
\$50,000-\$74,999	58	232	222	235	243	155
\$75,000-\$99,999	21	85	97	115	99	47
\$100,000-	13	53	90	113	74	36
\$150,000-	2	16	16	29	18	18
\$200,000+	0	2	9	13	6	5
Median HH Income	\$36,865	\$49,333	\$50,563	\$56,688	\$50,202	\$40,124
Average HH	\$44,419	\$54,319	\$59,523	\$67,428	\$56,745	\$50,659
Percent Distribution						
	<25	25-34	35-44	45-54	55-64	65-74
HH Income Base	100%	100%	100%	100%	100%	100%
<\$15,000	20.7%	10.4%	8.6%	7.9%	10.9%	12.6%
\$15,000-\$24,999	11.9%	11.8%	11.8%	9.5%	13.5%	16.8%
\$25,000-\$34,999	14.6%	10.6%	10.6%	8.3%	9.2%	12.0%
\$35,000-\$49,999	16.9%	17.7%	18.1%	13.6%	16.0%	19.8%
\$50,000-\$74,999	22.2%	29.6%	26.1%	28.2%	27.8%	23.0%
\$75,000-\$99,999	8.0%	10.8%	11.4%	13.8%	11.3%	7.0%
\$100,000-	5.0%	6.8%	10.6%	13.6%	8.5%	5.3%
\$150,000-	0.8%	2.0%	1.9%	3.5%	2.1%	2.7%
\$200,000+	0.0%	0.3%	1.1%	1.6%	0.7%	0.7%



Household Income Profile

Greensburg City, IN
 Greensburg City, IN (1829718)
 Geography: Place

2021 Households by Income and Age of Householder						
	<25	25-34	35-44	45-54	55-64	65-74
HH Income Base	265	817	848	845	887	819
<\$15,000	59	85	72	62	87	103
\$15,000-\$24,999	36	107	109	80	134	151
\$25,000-\$34,999	22	53	55	38	49	63
\$35,000-\$49,999	31	98	104	78	94	115
\$50,000-\$74,999	70	283	258	265	285	226
\$75,000-\$99,999	27	103	116	137	117	70
\$100,000-	16	63	101	129	89	53
\$150,000-	4	23	22	42	25	30
\$200,000+	0	2	11	14	7	8
Median HH Income	\$41,398	\$53,430	\$55,445	\$62,431	\$54,431	\$46,273
Average HH	\$48,363	\$59,574	\$65,748	\$75,320	\$62,551	\$56,303
Percent Distribution						
	<25	25-34	35-44	45-54	55-64	65-74
HH Income Base	100%	100%	100%	100%	100%	100%
<\$15,000	22.3%	10.4%	8.5%	7.3%	9.8%	12.6%
\$15,000-\$24,999	13.6%	13.1%	12.9%	9.5%	15.1%	18.4%
\$25,000-\$34,999	8.3%	6.5%	6.5%	4.5%	5.5%	7.7%
\$35,000-\$49,999	11.7%	12.0%	12.3%	9.2%	10.6%	14.0%
\$50,000-\$74,999	26.4%	34.6%	30.4%	31.4%	32.1%	27.6%
\$75,000-\$99,999	10.2%	12.6%	13.7%	16.2%	13.2%	8.5%
\$100,000-	6.0%	7.7%	11.9%	15.3%	10.0%	6.5%
\$150,000-	1.5%	2.8%	2.6%	5.0%	2.8%	3.7%
\$200,000+	0.0%	0.2%	1.3%	1.7%	0.8%	1.0%

Appendix D: Business Analyst



Business Summary

Greensburg City, IN
Greensburg City, IN (1829718)
Geography: Place

Prepared by Esri

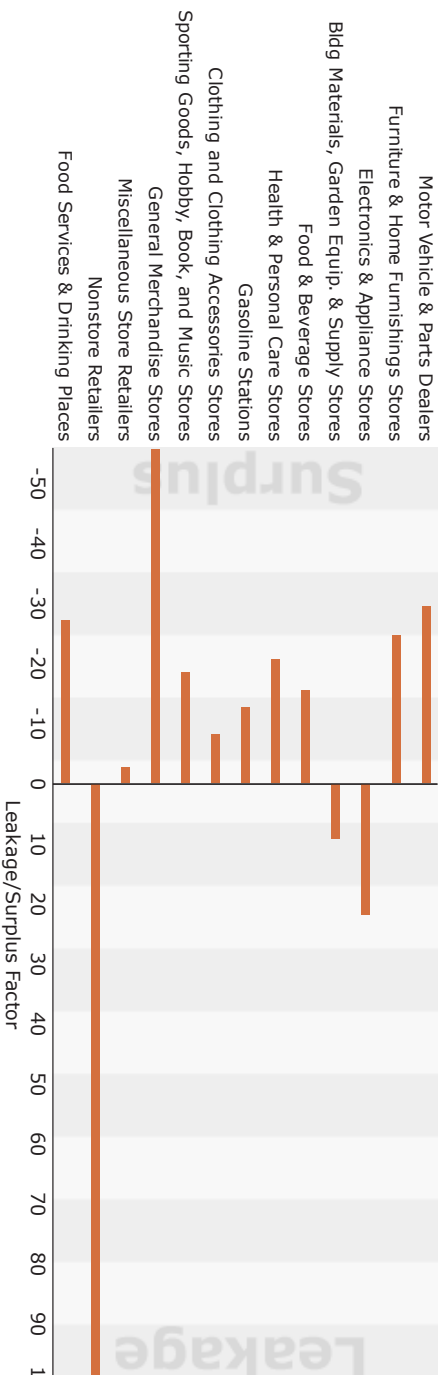
Data for all businesses in		Greensburg ci...			
Total Businesses:		720			
Total Employees:		9,481			
Total Residential Population:		12,212			
Employee/Residential Population		0.78:1			
		Businesses		Employees	
by SIC Codes		Number	Percent	Number	Percent
Agriculture & Mining		13	1.8%	33	0.3%
Construction		31	4.3%	125	1.3%
Manufacturing		27	3.8%	2,031	21.4%
Transportation		13	1.8%	155	1.6%
Communication		3	0.4%	17	0.2%
Utility		4	0.6%	17	0.2%
Wholesale Trade		24	3.3%	1,137	12.0%
Retail Trade Summary		165	22.9%	1,893	20.0%
Home Improvement		9	1.2%	73	0.8%
General Merchandise Stores		7	1.0%	442	4.7%
Food Stores		15	2.1%	193	2.0%
Auto Dealers, Gas Stations,		27	3.8%	205	2.2%
Apparel & Accessory Stores		6	0.8%	41	0.4%
Furniture & Home Furnishings		11	1.5%	39	0.4%
Eating & Drinking Places		42	5.8%	681	7.2%
Miscellaneous Retail		48	6.7%	219	2.3%
Finance, Insurance, Real Estate		107	14.9%	785	8.3%
Banks, Savings & Lending		38	5.3%	302	3.2%
Securities Brokers		6	0.8%	114	1.2%
Insurance Carriers & Agents		23	3.2%	85	0.9%
Real Estate, Holding, Other		40	5.6%	284	3.0%
Services Summary		270	37.5%	2,909	30.7%
Hotels & Lodging		6	0.8%	70	0.7%
Automotive Services		22	3.1%	106	1.1%
Motion Pictures & Amusements		12	1.7%	55	0.6%
Health Services		65	9.0%	1,209	12.8%
Legal Services		7	1.0%	24	0.3%
Education Institutions &		15	2.1%	340	3.6%
Other Services		143	19.9%	1,105	11.7%
Government		53	7.4%	379	4.0%
Unclassified Establishments		10	1.4%	0	0.0%
Totals		720	100.0%	9,481	100.0%



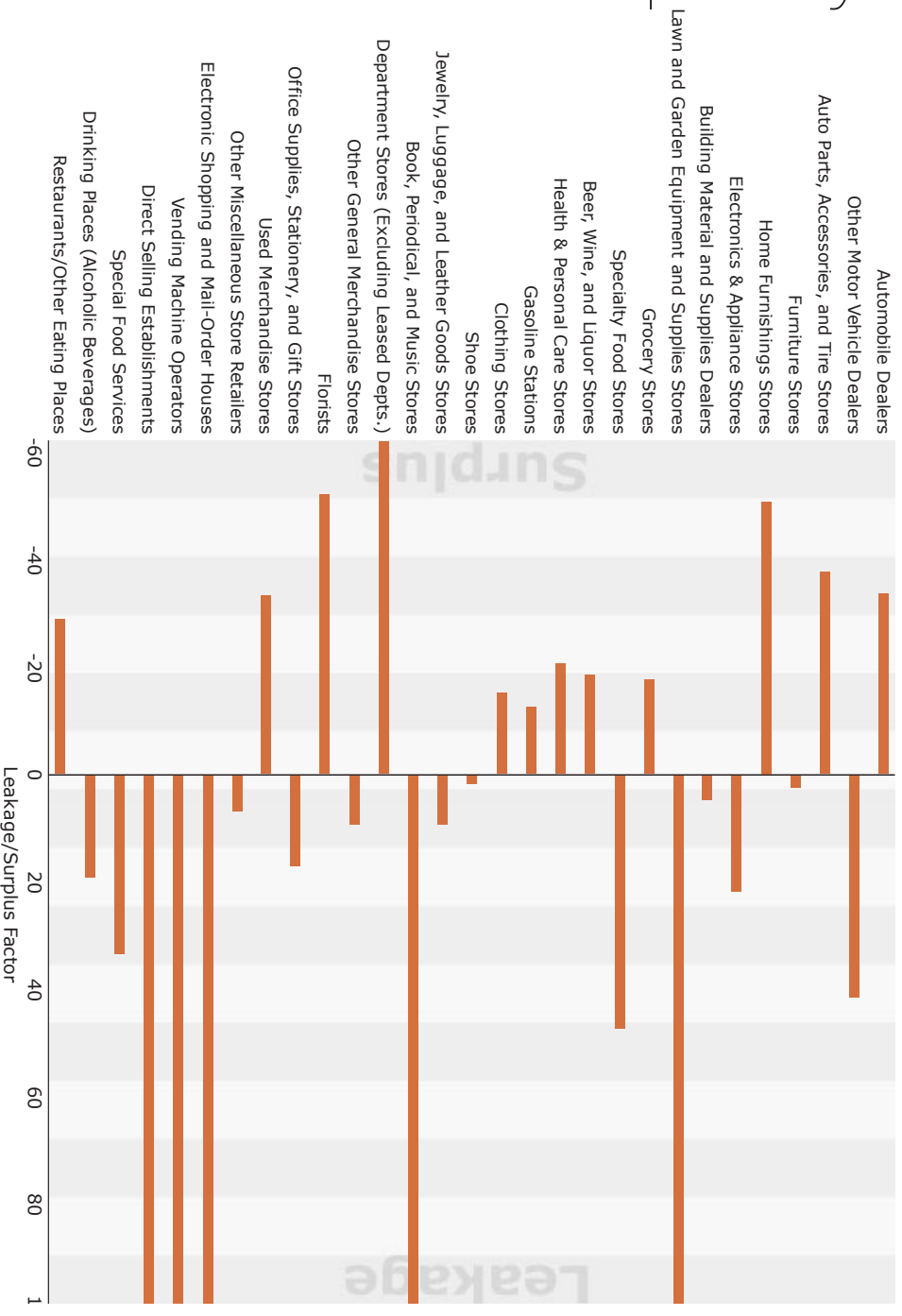
Retail Marketplace Profile

Greensburg City, IN
 Greensburg City, IN (1829718)
 Geography: Place

Leakage/Surplus Factor by Industry Subsector



Leakage/Surplus Factor by Industry Group



Appendix E: Retail Capacity



Retail Marketplace Profile

Greensburg City, IN
Greensburg City, IN (1829718)
Geography: Place

Summary Demographics

2016 Population
2016 Households
2016 Median Disposable Income
2016 Per Capita Income

Industry Summary	NAICS	Demand		Supply		Retail Gap	Leakage/Surplus Factor
		(Retail Potential)	(Retail Potential)	(Retail Sales)	(Retail Sales)		
Total Retail Trade and Food & Drink	44-45,722	\$151,536,521	\$267,181,263	-\$115,644,742	-27.6		
Total Retail Trade	44-45	\$137,995,548	\$243,537,365	-\$105,541,817	-27.7		
Total Food & Drink	722	\$13,540,973	\$23,643,898	-\$10,102,925	-27.2		
Industry Group	NAICS	Demand	Supply	Retail Gap	Leakage/Surplus Factor		
		(Retail Potential)	(Retail Sales)				
Motor Vehicle & Parts Dealers	441	\$32,972,197	\$60,893,481	-\$27,921,284	-29.7		
Automobile Dealers	4411	\$26,580,259	\$53,809,477	-\$27,229,218	-33.9		
Other Motor Vehicle Dealers	4412	\$3,943,242	\$1,634,593	\$2,308,649	41.4		
Auto Parts, Accessories & Tire Stores	4413	\$2,448,696	\$5,449,411	-\$3,000,715	-38.0		
Furniture & Home Furnishings Stores	442	\$3,444,946	\$5,735,344	-\$2,290,398	-24.9		
Furniture Stores	4421	\$2,294,631	\$2,184,675	\$109,956	2.5		
Home Furnishings Stores	4422	\$1,150,315	\$3,550,669	-\$2,400,354	-51.1		
Electronics & Appliance Stores	443	\$6,080,228	\$3,896,237	\$2,183,991	21.9		
Bldg Materials, Garden Equip. & Supply Stores	444	\$8,778,991	\$7,286,123	\$1,492,868	9.3		
Bldg Material & Supplies Dealers	4441	\$8,021,058	\$7,286,123	\$734,935	4.8		
Lawm & Garden Equip & Supply Stores	4442	\$757,933	\$0	\$757,933	100.0		
Food & Beverage Stores	445	\$24,889,523	\$34,108,720	-\$9,219,197	-15.6		
Grocery Stores	4451	\$21,660,859	\$31,107,339	-\$9,446,480	-17.9		
Specialty Food Stores	4452	\$1,550,155	\$552,847	\$997,308	47.4		
Beer, Wine & Liquor Stores	4453	\$1,678,509	\$2,448,534	-\$770,025	-18.7		
Health & Personal Care Stores	446,4461	\$8,281,875	\$12,630,654	-\$4,348,779	-20.8		
Gasoline Stations	447,4471	\$10,255,824	\$13,253,338	-\$2,997,514	-12.8		
Clothing & Clothing Accessories Stores	448	\$4,713,166	\$5,552,193	-\$839,027	-8.2		
Clothing Stores	4481	\$2,866,539	\$3,898,853	-\$1,032,314	-15.3		
Shoe Stores	4482	\$887,051	\$856,565	\$30,486	1.7		
Jewelry, Luggage & Leather Goods Stores	4483	\$959,576	\$796,775	\$162,801	9.3		
Sporting Goods, Hobby, Book & Music Stores	451	\$2,748,418	\$4,000,558	-\$1,252,140	-18.6		
Sporting Goods/Hobby/Musical Instr Stores	4511	\$2,193,266	\$4,000,558	-\$1,807,292	-29.2		
Book, Periodical & Music Stores	4512	\$555,152	\$0	\$555,152	100.0		
General Merchandise Stores	452	\$24,921,405	\$88,342,142	-\$63,420,737	-56.0		
Department Stores Excluding Leased Depts.	4521	\$19,412,992	\$83,779,000	-\$64,366,008	-62.4		
Other General Merchandise Stores	4529	\$5,508,413	\$4,563,142	\$945,271	9.4		
Miscellaneous Store Retailers	453	\$7,411,015	\$7,838,575	-\$427,560	-2.8		
Florists	4531	\$288,548	\$918,820	-\$630,272	-52.2		
Office Supplies, Stationery & Gift Stores	4532	\$1,021,335	\$723,269	\$298,066	17.1		
Used Merchandise Stores	4533	\$770,522	\$1,544,830	-\$774,308	-33.4		
Other Miscellaneous Store Retailers	4539	\$5,330,610	\$4,651,656	\$678,954	6.8		
Nonstore Retailers	454	\$3,497,960	\$0	\$3,497,960	100.0		
Electronic Shopping & Mail-Order Houses	4541	\$2,449,979	\$0	\$2,449,979	100.0		
Vending Machine Operators	4542	\$180,824	\$0	\$180,824	100.0		
Direct Selling Establishments	4543	\$867,157	\$0	\$867,157	100.0		
Food Services & Drinking Places	722	\$13,540,973	\$23,643,898	-\$10,102,925	-27.2		
Special Food Services	7223	\$360,365	\$179,617	\$180,748	33.5		
Drinking Places - Alcoholic Beverages	7224	\$462,948	\$313,690	\$149,258	19.2		
Restaurants/Other Eating Places	7225	\$12,717,660	23,150,591	-10,432,931	-29		

Data Note: Supply (retail sales) estimates sales to consumers by establishments. Sales to businesses are excluded. Demand (retail potential) estimates the spent by consumers at retail establishments. Supply and demand estimates are in current dollars. The Leakage/Surplus Factor presents a snapshot of retail is a measure of the relationship between supply and demand that ranges from +100 (total leakage) to -100 (total surplus). A positive value represents 'leak opportunity' outside the trade area. A negative value represents a surplus of retail sales, a market where customers are drawn in from outside the trade area; represents the difference between Retail Potential and Retail Sales. Esri uses the North American Industry Classification System (NAICS) to classify businesses; primary type of economic activity. Retail establishments are classified into 27 industry groups in the Retail Trade sector, as well as four industry groups with Services & Drinking Establishments subsector. For more information on the Retail Marketplace data, please click the link below to view the Methodology Sta

Source: Esri and Infoaround. Retail Marketplace 2016 Release 2. Copyright 2016 Infoaround, Inc. All rights reserved.

Appendix F: Environmental Inventory

