



Hanover Town Action Plan

My Community, My Vision

Prepared by Chidochashe Moyo
April 13th 2015

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Executive Summary

My Community My Vision (MCMV)

My Community My Vision is an initiative by Indiana's Lieutenant Governor, Sue Ellspermann, to bring development to small Indiana communities. The program is geared toward actively engaging youth (high school level youth) from Indiana small towns in the development of their communities, and in other civic affairs. The high school students involved in the program include FFA (Future Farmers of America) chapters, and other coalitions of high school students working together to better their communities. The program is administered by the Indiana Housing and Community Development Authority (IHCDA), with assistance from Ball State University's Urban Planning department. The program employs senior and graduate level Ball State University (BSU) students to work as both mentors, to the youth, and planners, creating strategic plans that express a youth guided community vision.

Hanover

Hanover is a small town located in Jefferson County Indiana, right by the Ohio River and across from Kentucky. The town is mostly known for being home to the oldest private college in the state of Indiana, Hanover College. Hanover is located within a 10-15 minutes drive from the county seat, the beautiful and historic city of Madison. With a population of 3,546 residents, Hanover is the second largest town in Jefferson County. Similar to many other communities, however, Hanover

has its struggles, and the youth of this beautiful small town are looking to make a difference in their community through the creation of this Action plan.

Hanover Town Action Plan

Through their service learning agriculture class, the youth from Southwestern High School, in Hanover, have been involved in community development projects geared toward helping their town become the community that they envision. The Hanover Town action plan builds on these projects and suggests steps that the community could take to expand on the projects and impact more people. A combination of the student's community development project goals, qualitative research, and quantitative research resulted in the creation of the following initiatives for the plan: Place-making, Food security, Economic development, Identity, Social support/enrichment, Safety, and Fostering relationships. Through this plan and its initiatives the youth hope to change Hanover into the beautiful vibrant and active town that they envision it to be.

Acknowledgments

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Lindi Conover, Funding and Implementation mentor

Southwestern High school,

Mr. Greg Schneider, FFA Chapter advisor & Agriculture teacher

Kevin Dillman, Technology Department

FFA Chapter:

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* Alicia Dean

* Cassie Rudolph

* Meagen Ralston

*Austin Rudolph

* Jacob Adcock

* Noah Schuster

* Jonhy Hunt

* Michelle Goins

* Lauren Zearing

3rd and 5th period Agriculture Classes

Hanover Town Council

Donna Pettitt, Town Clerk

Scott Williams, Streets Superintendent



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Action Plan

What is an action plan?

An Action plan is a document created by a community to list priority initiatives and goals for the community's future and set strategies to accomplish those goals. An actions plan provides resources, strategies, and precedent case studies that are necessary and helpful in accomplishing the community's envisioned goals. This Action Plan lists the initiatives and goals envisioned by the Hanover community through its youth (the future community leader), and the strategies and resources that will turn this document into actions. This Action plan is a very useful document because it calls attention to issues that need to be addressed in the community and provides actionable ways in which these issues can be effectively addressed.

Why does Hanover need one?

A survey conducted on the youth steering committee of this plan showed that some youth plan to return to the Hanover or other Indiana small towns after college but the majority are less interested in returning to Indiana small towns. (See Appendix A for survey questions and results). Many of the students' responses expressed that their unwillingness to return to Hanover, or go to other small towns was the lack of their desired amenities (Retail, cultural and recreational) in these small towns. Hanover youth with access to cars spend their time in the neighboring town of Madison, which has a large commercial center that has the

amenities that the youth want, but cannot find within their own town. Besides the youth, the community at large also has a great need for amenities that cannot be found in Hanover. This action plan is important and necessary for Hanover because it sets initiatives and strategies that are specifically focused on bringing some of the lacking amenities, and social and cultural spaces that the community needs. This plan will effect positive change that will also be beneficial to Hanover College.

How does it work?

First, an Action plan requires the identification and establishment of community goals and initiatives. Second, it requires the creation and proposal of programs, projects, events, and activities that can be used to accomplish the established goals and initiatives. Third, it requires the appointment and commitment of leaders and committees responsible for organizing meetings, activities, events, programs, and projects necessary to further the community goals and initiatives. Fourth, it requires the knowledge of how to procure resources,

First: Identify and establish of community goals and initiatives.

Second: Propose programs, projects, events, and activities to accomplish established goals and initiatives.

Third: Gain community commitment and ownership of initiative projects

Fourth: Procure resources, financial or material, to help turn plan initiative into action.

financial or material, to help bring to life the proposed programs, projects, events, and activities that accomplish the community goals and initiatives.

Since this plan is a result of a program (MCMV) set to get the youth involved in planning their communities, part of this plan will be accomplished through school

service learning projects and school related extra curricular activities. The steering committee of this plan is made up of students from Southwestern High School's FFA chapter who are taught and advised by Mr. Greg Schneider. These students are already involved in agriculture related service learning class projects that are solely focused on helping the community. It was out of the successes of some of these student led projects that the idea to accomplish part of this plan through service learning projects was developed. This plan recommends that other departments of the high school develop service-learning project that will both educate and help accomplish the plan.



Mr. Schneider and Southwestern High School service learning class students

The Plan Process

Summer 2014

IHCDA post Request for Application for the MCMV program to FFA, DECA and other high school groups interested in applying

Fall 2014

In **August**, eleven applicants submitted their applications to IHCDA's MCMV program for review and final selection. Only five out of the eleven communities were selected to participate in the program. These communities were Bedford, Rushville, Hanover, Vevay, and Pekin. Each of the five communities was awarded \$500 and appointed a well-qualified student mentor/planner from Ball State University's Urban Planning department.

In **September** the youth of the five communities and their appointed BSU mentors/planners met in Indianapolis for an introduction to the program. The Lieutenant Governor was in attendance and made a few congratulatory remarks to the youth of the five selected communities.

Also in September the students from Hanover's Southwestern High School FFA chapter and their appointed planner/mentor, Chidochashe Moyo, conducted a qualitative analysis of Hanover, with the help of their teacher and chapter advisor Mr. Greg Schneider. The analysis sort to understand the existing conditions in Hanover.

In **October** the five communities and their mentor/planner's met in Columbus, IN, where economic development mentor, India Ballard-Bonfitto presented economic analysis for each of the five communities, along with economic development suggestions. At this event the Hanover youth steering committee and Chidochashe Moyo met for an envision session to identify priority plan goals and initiatives for the Hanover community

In **November** and December the Hanover youth and Chidochashe conducted three remote Skype-facilitated meetings to finalize the community goals and initiative for the plan.

Spring 2015

In **January** the Hanover youth steering committee and their planner prepared for the first public meeting. The goal of this meeting was to present the envisioned community goals and initiative to other youth, and teachers, with the purpose of getting community feedback on additional considerations

On the 11th of **February**, the first public presentation was presented to three different audiences at Southwestern High School. The three audiences offered great suggestions and feedback that was incorporated in the plan's first draft that was posted on the program's website, <http://www.mycommunitymyvision.org>, on the 16th of February. On February 11th the planner also met with the town clerk and streets superintendent, and learned more about the town of Hanover.

In **March** the funding sources research mentor, Lindi Conover, wrote and presents possible project funding resources for each of the communities. These were incorporated in the plan's second draft which was posted on the program website on March 20th.

In late March and early **April** the plan was edited and corrected by the youth steering committee and the planner. The final Hanover Town Plan plan was produced, printed and shared .



Public Meeting Southwestern High School library. Photo taken by Greg Schneider

On **Monday April the 13th** this final plan will be presented and unveil to IHCD and the Lieutenant Governor at the 2014-2015 MCMV programs concluding event that will be held at the Indiana State house

Plan Components

History: This section of the plan provides a historic account of the town Hanover, and events that have contributed to the town's existing state.

Existing Conditions: This section of the plan provides and analysis of the existing conditions of Hanover in terms of its demographic, social, and economic profiles. In this section is also a presentation of the town assets, strengths, weaknesses, opportunities, and threats (physical, economic and social).

Initiatives: This section of the plan states and explains the plan initiatives, their goals, possible programs and projects to accomplish the initiatives, and precedent case studies to learn from. The seven initiatives are, Place-making, Food security, Economic development, Identity, Social support/enrichment, Safety, and Fostering relationships. As future decision makers in the town of Hanover the youth decided that these seven initiatives are the top priority in improving the quality of life in Hanover.

I. Place-making: This initiative is focused on the beautification and maintenance of already existing public spaces as well as the creation of new well-designed spaces and places.

II. Food security: This initiative is focused on providing a steady access to food for those in the community who would otherwise not have access to any or healthy food choices.



Food Security Initiative Project: Community Garden. Photo taken by Greg Schneider

III. Economic development: This initiative is focused on the creation of innovative economic ventures beneficial for the community's local economy.

IV. Identify: This initiative is focused on the identification and highlighting of Hanover's community identity.

V. Social support/ enrichment: This initiative is focused on the creation of events, activities and social environments to stimulate and enhance the social lives of people of all ages in Hanover.

VI. Safety: This initiative is focused on the identifications and promotion of a safe community environments that contribute to a better overall quality of life for the community.

VII. Fostering a relationships: This initiative is focused on the finding ways to rebuild a closer relationship between the town and college.

Next step: This section lists important information that is necessary to move this plan from just a document to implementable action.

I. Implementation: This section of the plan offers an organized guide on how the community can implement the different plan projects.

Getting involved: This section lists ways in which students and teachers at Southwestern high school and Hanover college, local business, local government, and the community members at large can get involved in taking action to accomplish the plan.

II. Funding resources: This section provides a list of possible funding sources, both privates and public that can be used to accomplish the plan initiatives.

Contact Information: This section provides contact information to learn more about the MCMV program, and this plan and its projects.

Appendices: This section of the plan provides reference material for the information provided in the plan.

Hanover History

William Dunn founded Dunn's settlement in 1808, which was later became Hanover. In 1812 people began to settle in the surrounding area of Dunn's settlement, but not in the area that is present Hanover. In 1815 the first schoolhouse was built, and in 1820 the First church in Dunn's settlement was founded and was named Hanover Presbyterian Church, after the hometown of the first pastor's wife. The name was subsequent adopted for the town and college. Hanover College was established in 1827 but a college building was not constructed until 1832. The college, which was located in the center of the town, quickly outgrew its building which was constantly expanded to accommodate for the growing student body. In 1857 the college officials realized that the college would continue to outgrow its space and decided to move it from the town center to its current location, which is believed to have began the separation of the town and the college. A census conducted in 1858 counted the town's population at 312.

Starting in 1880, Hanover experienced what is referred in its town history as "a fuse of newness." Development was happening all over Hanover, and both population and businesses experienced high growth; by 1903 Hanover became officially incorporated as a town by the Indiana state legislature. In the following year the post office was built on Main St. along with the Hanover deposit bank, an ice-creme parlor, a grocery store, and a movie house. Unfortunately, later in the 1900's State Road 56/ 62 was built and resulted in businesses moving from Main St.

to the highway for more business; resultantly Hanover's Main St. did not get the chance to really expand and develop.



William Dunn, Hanover's Founding Father

Existing Conditions

Existing Conditions

The information provided in this section gives a description of Hanover's current existing demographic, housing, social, and economic profiles. Analyzing existing conditions is the beginning point of the planning process, and it helps in identifying and understanding Hanover's community needs and aspirations. Understanding the existing conditions provided a basis for this plan's initiatives. The statistical information provided below also compares data including and excluding Hanover College's transient student population to see how much the inclusion of the college population skews the understanding of the town's actual existing condition and character.

Demographics profile

In 2014 Hanover's population with the inclusion of the transient student population was, 3,503, which shows a 1.23% decrease from the 2010 population records.

Without the transient population the town's populations is about 2,791. See Fig.1 . Of the 3,503 people 1,851 are

female and 1,686 are male. The median age for the town's populations is 29.2. 95.5% of the population is white alone followed by black alone at 2.5%. According to education attainment data, 81.8% of the population aged 25+ have at least graduated high school, 7.1% have bachelor degrees, and 12% have a graduate/professional degree; this means that only 19.1% of the population have at least a Bachelor's Degree or more. A comparison of education attainment with and without the college population showed a 4.1% decrease in the percentage of the

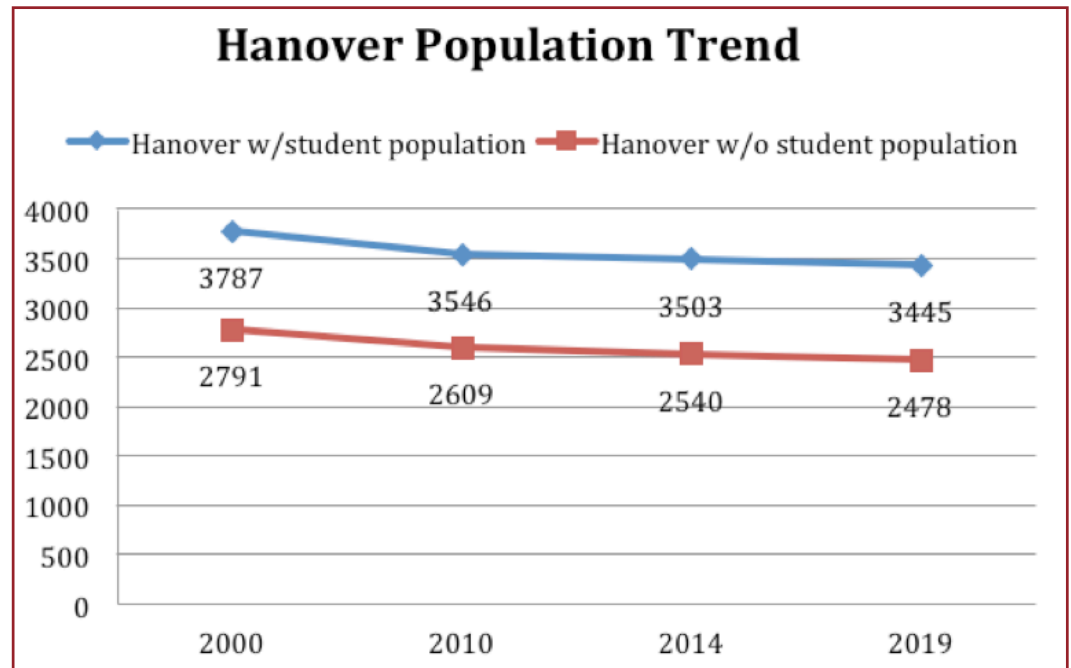


Fig. 1: This Diagram shows the difference in population size with and without the Hanover College students population included.

Existing Conditions

population with a bachelor's degree or more. See Fig. 2 below.

Education Attainment	W/ student population	W/o student population
No High School Graduation	18.2 %	19.7 %
High School Graduation & GED	35.3 %	37.1 %
Some College, no Degree	23 %	24.4 %
Associate Degree	4.3 %	4.8 %
Bachelor's Degree	7.1 %	5.8 %
Graduate/professional Degree	12 %	8.2 %

Fig 2: This table shows the difference in education attainment in Hanover with and without the Hanover student population included.

Housing Profile

Majority of Hanover's land-uses are devoted to residential use with a mix of single detached home, apartments homes, and trailer park homes. As of 2014 the number of household in Hanover was 1,049, which is a 2.48 % decrease from the number of households in 2010. Curiously, however, the number of housing units in town have increased from 1,216 units in 2010 to 1,223 in 2014. Out of the 1,223 housing units 53.2% are owner occupied, 32.5% are renter occupied, and 14.2% are vacant. Hanover has a variety of housing types ranging from trailer park housing to high-end single-family housing with a median home value of \$84,392.

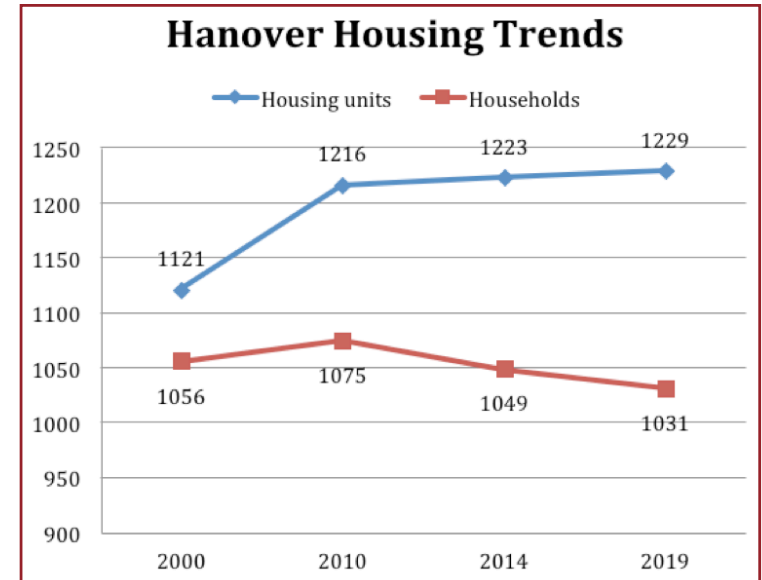


Fig 3: This table show the housing occupancy type for Hanover

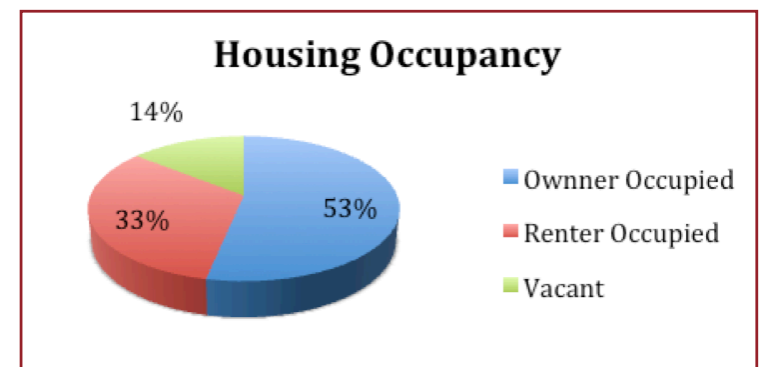


Fig 4: This graph shows a comparison of Hanover's housing units and household changes through time



Rainbow End Apartment, Hanover IN. Photo taken by Josie Barnett

The average household size is 2.54 and the average family size is 3.07. See Fig. 3 & 4 for graphic representation.

Social Profile

Two of Hanover's most important social and community spaces are Hanover Park and Southwestern High School. Hanover Park is one of the community's prime hangout

spaces and is also the location of the community center. The community center has a hall space that has been used for events such as the Southwestern High School Formal and Prom, and meeting rooms space that is still use for activities such as the bi-monthly Town Council meeting.

Though majority of the users of Southwestern High School are students and teachers, the school is also a social space for the town at large. The school is very vested in the community at large and has many programs and projects that are focused on the betterment of the community. Southwestern high school is home to the town's food pantry, which serves the community's less fortunate. The school's agriculture department has also been involved in project like the community calf project, which is a student-designed project to help provide food security.

There are other community hangouts that are mostly popular among the youth are found in the commercial area along SR 62/56. These socials spaces and commercial amenities include a Pride grocery store, Circle-K, McDonald's, Subway, and 3 different flea markets.

Town council

The Hanover town council has 8 members; the council's president is Debbie Kroger who also works at Hanover College. The council departments include Police and fire, public works, Parks and recreations, and Wastewater treatment. The town council holds it meeting on Tuesdays every two weeks at the town Community center.

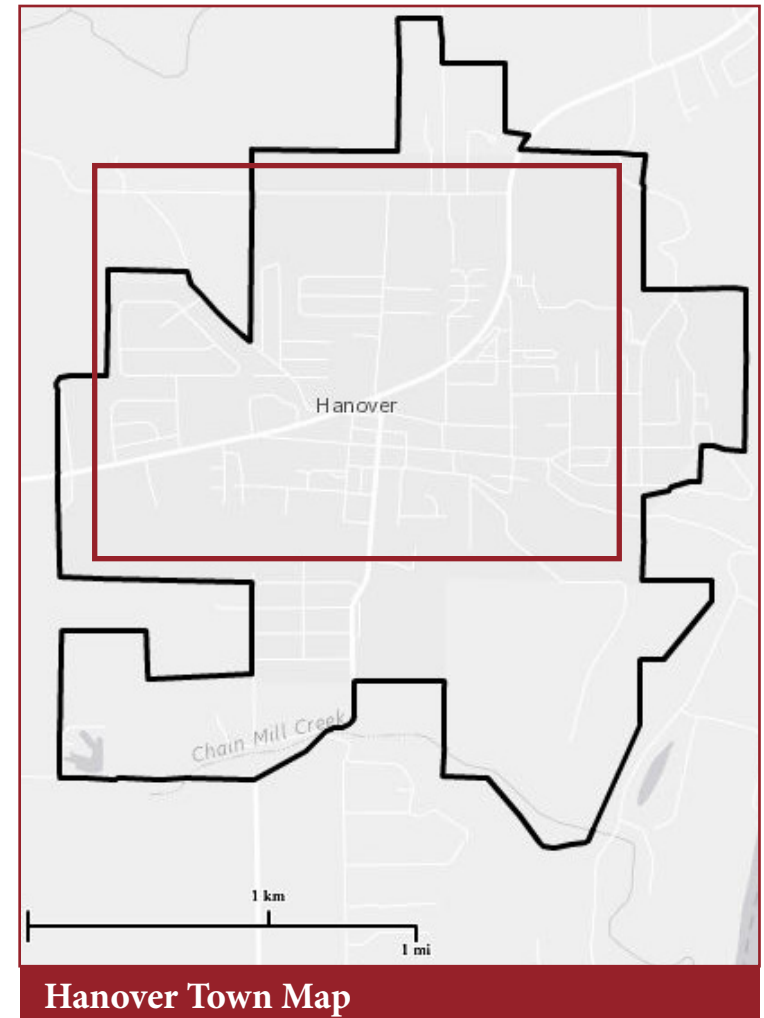
Existing Conditions

Local Economic profile

The median household income for Hanover is \$35,340, the average household income is \$42,614 and the per capita income is \$14,433. Even though Hanover is considered a rural farming community only 0.9% of its employed population work in the Agriculture and mining industry. Majority of the employed population work in the services industry, which serve the town's two largest employers, Southwestern High school and Hanover College. Since Hanover is mostly a bedroom community, majority of its residents work outside of town in Jefferson County and in other surrounding counties. Hanover's limited economic opportunity can be attributed to the fact that it is within a 15 minutes drive from Madison, the county's center for commerce, and the fact that the town has a small population (especially after subtracting the transient Hanover College students) that cannot sufficiently support large businesses.. Since the town of Hanover has a really small economic base, an economic analysis of the larger economic base, Jefferson county, was conducted to find the industry sectors that economic development should focus on. See appendix B for this in-depth economic analysis.

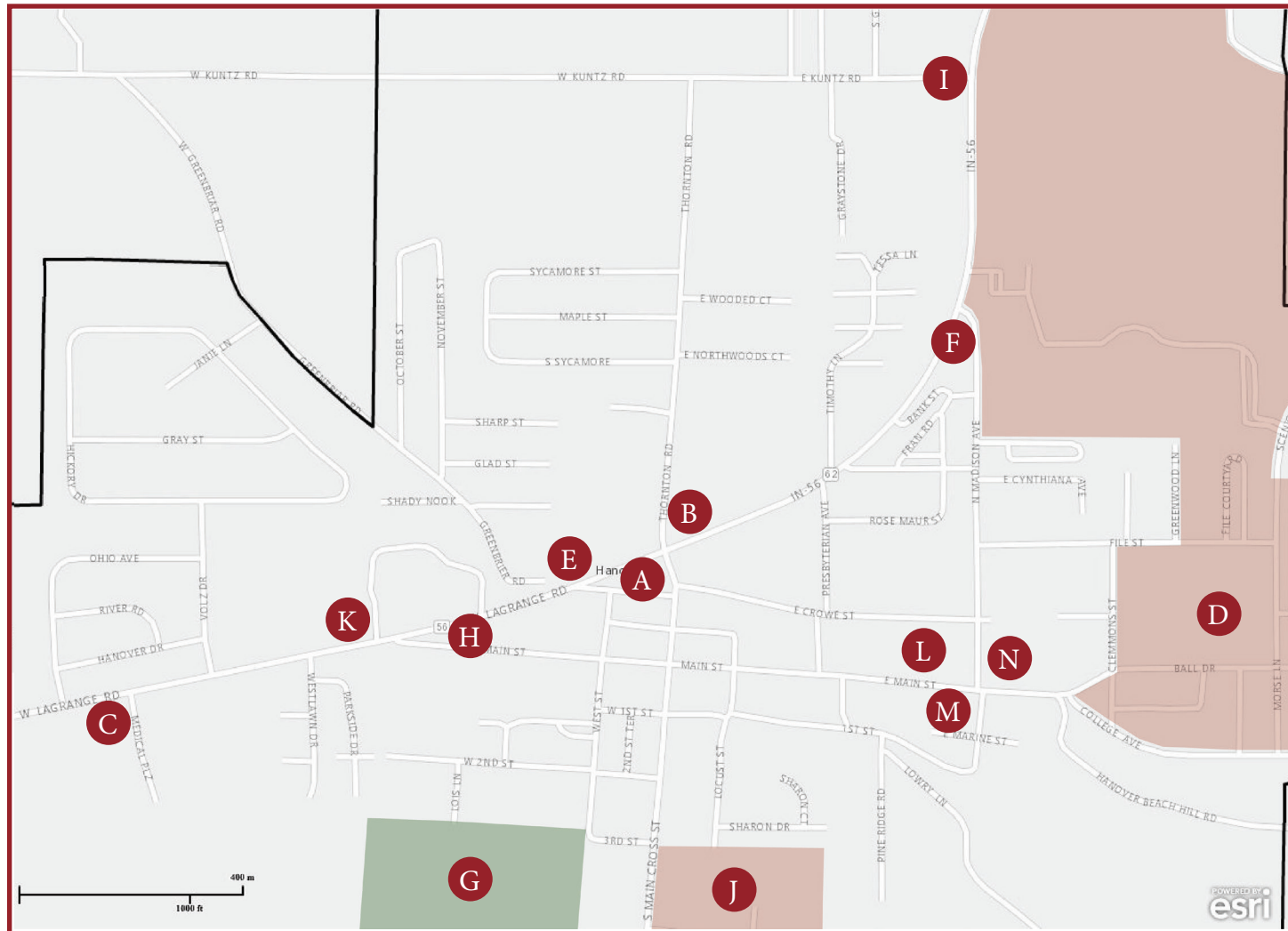
Assets mapping

The following is a map showing Hanover's town assets, both social and economic. The map shows the assets found within the town's most busiest areas, which is boarded in color in the town map on the right.



Hanover Town Map

Town Asset Map



- A Circle K
- B CVS
- C Dollar general
- D Hanover College
- E Hanover Flea Markets
- F Hanover Library
- G Hanover Park
- H Jendy's Pizzeria
- I McDonald's
- J Southwestern High School
- K Pride store
- L Post office
- M The Old Fire Station
- N Town hall

Strengths, Weaknesses, Opportunities, Threats

SWOT analysis

A SWOT analysis is a of the community's strengths, weaknesses, opportunities and threats. A SWOT analysis helps identify specific community issues that need to be address as well opportunities to address these issues. SWOT analysis serves a foundation for the identification community goals and initiatives, as well as projects and programs to address these goals and initiative

Strengths:

- Community food pantry
- Hanover Park
- Hanover Town Library
- Hanover College
- Town medical center
- Southwestern High School
- Small town with police presence
- Good paved roads

“Our community is really good at bonding through tough times”

Weaknesses:

- Lack of festivals
- Small population
- Sidewalks in fair to poor condition
- Heavy Traffic around school stop sign
- Unsafe back roads in winter
- Lack of social attractions
- No identifiable Downtown
- Lack of Crosswalks on Sr. 56/62
- Lack of Sidewalks along Sr. 56/62
- Lack of a variety of hangout places
- Lack of school pride in sport activities
- Lack of student participation in activities
- Many student live at or below poverty level
- Lack of housing landscaping upkeep and maintenance

“Beside McDonald and Circle-K we really don't have anyway to hangout in town”

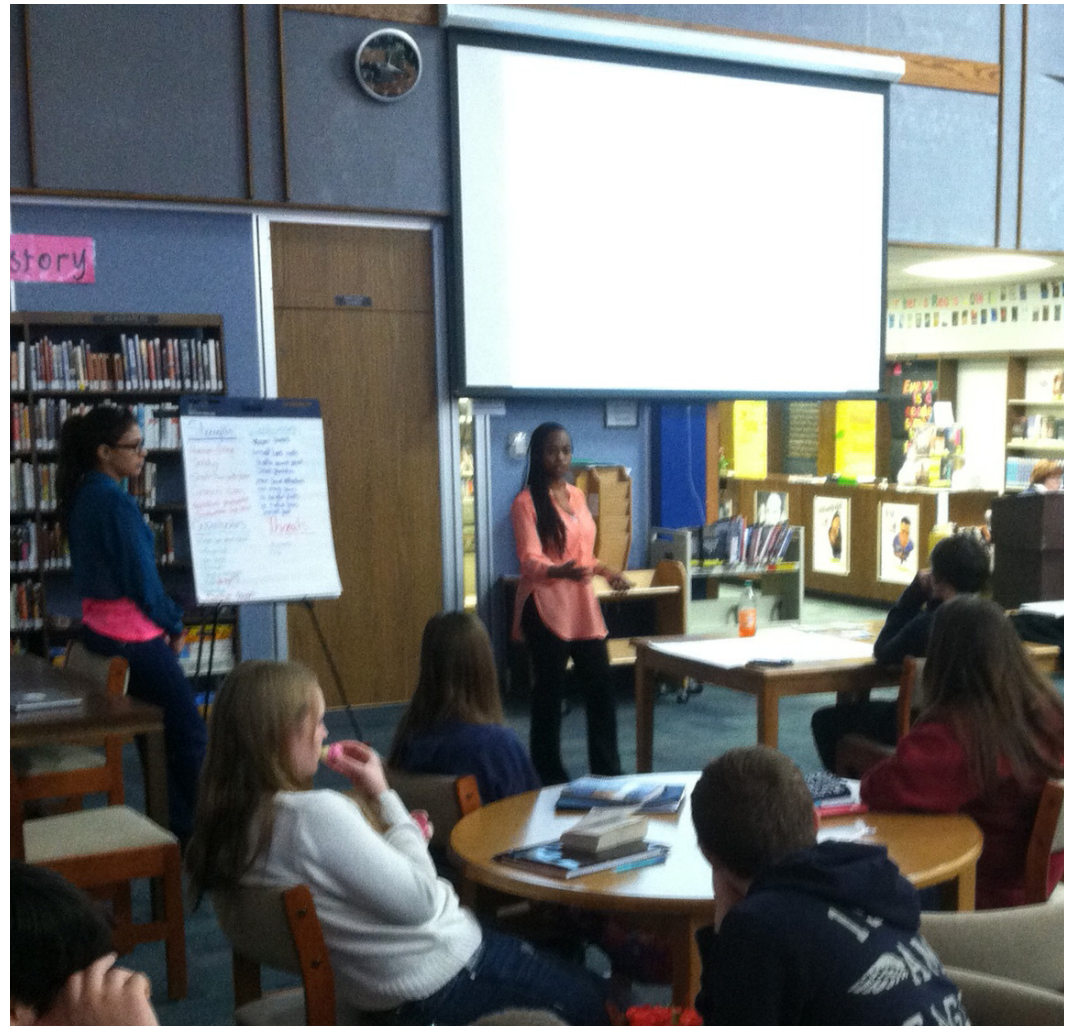
Opportunities:

- Participating in MCMV
- Fitness/recreational spaces in the park
- Available vacant lots and buildings
- Provide businesses not already offered
- Creating a good relationship with Hanover College
- Underutilized undeveloped land in the surrounding area
- Service learning projects through Southwestern High

Threats:

- Drug activity in the park at night
- Disinterest in community activities
- Unavailability of funds for improvements
- Distorted census data does not show community need

“We used to organize many community actives for the youth but they never showed up and so we stopped.” - Teacher at Southwestern



First public meeting SWOT analysis activity, Southwestern High School Library.
Photo taken by Greg Schneider

Initiatives: Place-making

What is Place-making?

Place-making is the planning, designing, and maintenance of aesthetically beautiful public spaces where people in a community spend time. Place-making involves both the betterment of already existing spaces, and the creation of new desirable spaces.

Goals of this initiative

The place making initiatives will help the Hanover community in its quest to beautify its already existing community spaces, and create more community spaces. The community spaces improved and created through this initiative will provide the residences with more social spaces to meet and interact with one another. This initiative seeks to meet the needs observed within the community for more beautified community spaces. The Place-making initiative will help Hanover in building community character, and creating better places for community.

Why is it important?

This initiatives is important because:

- Beautiful places facilitates in the social interaction among people
- Beautiful places attract visitors to the community
- Beautiful places encourage community ownership and maintenance
- Beautiful places create venues for community events

Addressing this initiative

Below is a list of projects and programs that the community can initiate to address the goal to make better places in the Hanover community.

1) Community garden

A community garden is a garden that is communally owned and maintained. Community gardens can either be for food production (vegetable garden) or for beautification (flower garden), but that depends on the community's preference. Regardless of the type of garden, the existence of one or more community gardens in the Hanover will create a place and environment where people want to go and spend time, either gardening or just watching the scene.

How does it work?

First the community needs to identify a community garden supervisor who is well trained in agriculture and who will be responsible for taking care of the garden for the community. Then the community will need to work with the town councils and other property owners to find

a plot of land in the community that will be suitable for agriculture and that is accessible to the entire community. Then through donations and the use of the funding sources listed in the Funding section of the community could get the materials and equipment necessary to start a community garden. Finally the community can enjoy the communal work of gardening together while also improving their community.



Hanover Town Park play ground

2) Community cleanup

Place-making does not merely involve the creation of well design and desirable places; it also involves the upkeep of existing social spaces to maintain their desirability. Trash, tall grass, weeds and other undesirable characteristics can accumulate around community public spaces and sometimes it is responsibility of the community to keep these spaces clean and clear. The goal of community cleanup is to get community together to cleanup their public spaces so as to better their spaces and further the goals of the place-making initiative.

How does it work?

The community needs to designate a cleanup coordinator who will be responsible of making sure that everything needed for the community cleanup is ready and available. The community will then have to set a standing cleanup day when volunteer community members come together to cleanup. The cleanup volunteers can meet at a central location where they disperse from to go and pick up trash in various areas of the community. Other undesirable characteristics that plaguing public spaces such as weeds and tall grass, can be cleaned up by volunteer community members who are equipped to handle the chemicals and machinery necessary to rid the environment of these plagues.

Initiatives: Food Security

What is Food security?

Food security as defined by the World Health Organization as “when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life”. Food insecurity is a situation in which a person does not have access to sufficient and healthy food. Food insecurity causes people to either not have food to survive on or to depend on unhealthy foods for basic nourishment.

Goal of this initiative

The main goal of this initiative is to fight food insecurity in Hanover and surrounding towns. Fighting food insecurity will solve some of the community’s issues such as some students’ inability to concentrate in school because of malnourishment at home.

Why is it important?

Food security is important to Hanover because according to census data 18.4% of the residence in Hanover have income that is below the poverty level meaning that at least a fifth of the population in Hanover may be experiencing food insecurity. Also a large percent of the Southwestern middle and high school’s student body are on free or reduces lunch, which speaks to the food insecurity at home. Food insecurity is disruptive to the success, health and wellness of the people who experience it, and do not have the ability to solve their problem. It is especially

disruptive to children and their schooling, as research has proven that unhealthy food and the lack of any food at all is detrimental to a child’s education.

How to address this initiative?

Below are projects and programs proposals that the community can initiate to advance the goal to fight food insecurity in the Hanover community.

1) The community calf project

The community calf project is a product of Southwestern high school student’s service learning Agriculture class. The aim of this project was for the students to raise calves that will later on provide food for those experiencing food insecurity in Hanover and other surrounding communities in the county.

How does it work?

The students at Southwestern High school apply for grants and funding to buy the calves and feed necessary to raise them. They raise the calves on school property near the agriculture department. During the summer when school



Community calf project calves, Southwestern High School



5th period agriculture class cleaning troughs, Southwestern High

is not in session their Teacher Mr. Greg Schneider takes the calves to his farm where he finishes raising. When they become steers they are taken to slaughter, their meat is processed, and then distributed to food shelters and pantries in Hanover and other communities in Jefferson County. Thus far this project has provided about 2800 pounds of beef to the Jefferson county community.

What more can be done?

To make a bigger impact the community calf project could be expanded from a class project to a community level effort. With more people taking the time and effort to raise money to buy the calves and raise them, the Hanover community could address the issue of food insecurity in its town and county. The community calf project could also be used as a way to support local businesses such as the Pride grocery store; especially if some of the fresh meat could be sold at the store, allowing Hanover residents easier access to fresh local produce.

2) Food pantry at Southwestern High school

After realizing that students who receive free and reduced lunch from the school might be going home to nothing, Southwestern High school decided to start a food pantry right at the school. The food pantry is open to community members during the school hours and sometimes during the summer breaks when the students who depend on the school lunches do not have school.

Initiatives: Food Security

How does it work?

Some of the food procured through projects like the community calf project and other similar service-learning project is distributed through the school food pantry. Many of the other foods that are distributed at the food pantry are donated by caring community members.

What more can be done?

One way to further the goal to fight food insecurity is by expanding the food pantry and doing more work to get more donations. A way to get more donations is by hosting a canned food drives that the entire Hanover community and Hanover college community can be involved in. A community wide event like this will bring awareness to the food insecurities that others in the community are facing, and to the community need for donations to help those people.

3) Turkey project

During thanksgiving time students from Southwestern high school service-learning agriculture class also have a turkey project, which involves raising and sending turkeys to community member who would otherwise have none on Thanksgiving. Though the turkey project is a holiday specific it ensures that most of the community members have food for their families and can enjoy the holidays.

What more can be done?

The turkey project could be expanded to become the poultry project that serves the community members all year round. The project could involve community members coming to the school's Agriculture department and getting lessons on how to raise poultry then receiving a two chicks to raise to full term to feed their families. Using financing tools such as crowd funding, the community could raise enough money to buy chicks and feed, and conduct a program similar to the community



Turkeys coop for Turkey Project, Southwestern High School

calf project. A project similar to this is conducted in rural Zimbabwe by a non-for-profit foundation called Helping Friends Foundation.

Case Study: Micro-loan program

The Helping Friend Foundation Micro loan program is to help communities in poverty stricken rural Zimbabwe to fight food insecurity for their family and community by starting up small businesses thorough micro-loans. The foundation currently has two micro-loan projects one is a chicken breeding business and, the other is a crop-production business. Through donations the foundation buy chicks and their feed. The Foundation then host classes to teach the community member how to raise the chicks, and how to leverage those resources to start a business. The communities members are then given a few chicks and feed, to start their business, but with the agreement that when their business succeeds they will pay back their loan to the foundation, which will help provide resources for others to start their own business. To leverage their resources, the micro-loan borrower could raise the chickens to produce eggs that can be sold

to make money to buy more chicks, or produce meat that is sold to make money to buy and raise more chicks. For more information see www.healingfriends.org.

4) Community food garden

The community garden mentioned in this section of the plan is specific to growing food to fight food insecurity, and could be the same or different from the garden mentioned in the place-making section of this document. A community food garden is a community owned garden where vegetables and other foods can be grown to serve the community.

How does it work?

Students from the agriculture class at southwestern High school have made a proposal and procured funding for a community garden project. With the help of the town council, the students will have access to available undeveloped land in the community. They would then prepare the land for gardening and giving plots of land to community members who are interested in gardening to produce food. The students will teach the community member how to growing food for themselves and their family. Some of the produce made from the garden will be given to other food bank in the town and county, such as the Gleaner Food Bank.

Initiatives : Economic Development

What is Economic development?

Economic development is the strategic actions taken by a community to promote and enrich the economic health of their community. Economic development as addressed in this section refers specifically to economic ventures that the Hanover community can become involved with in their efforts to grow their small local economy.

Goals of the initiative

The main goal of this initiative is to create an environment that attracts, supports and sustains local business necessary to grow Hanover's economy. Another goal of this initiative is to also help facilitate attracting new businesses to Hanover.

Why is it important?

Hanover never really developed a commercial center, except for the commercial areas along SR. 56/62, which do not fully serve the community's commercial need. In order for Hanover to not just become a bedroom community it is important that it develops its own local commercial center to serve the town and the college. Through economic development Hanover can begin meeting some of the demand of the town and lessen the loss of a market to neighboring Madison.

Addressing this Initiative

Below are possible projects and programs that the community can initiate or support to advance the goals of the economic development initiative.

1) Student run business

The highly motivated students at Southwestern High School are interested in forming a student run business in collaboration with Hanover University students. Examples of such businesses include a Coffee shop, a Deli/ sub shop, or a variety shop. This business will be a great way to teach the youth of Hanover about entrepreneurship. With great support and organization this business has a great potential to thrive and be very successful and might initiate an atmosphere that is supportive to other local businesses and their success.

How does this work?

The Hanover students can propose their business ideas to their school teachers and the town council to gain support, and professionals advise about their businesses. The students and advisors (most likely teachers) will have

to pitch the idea to Hanover College and find out which department they can work with to make this projects work. The students, both high school and college, will have to form a business plan and create connections with possible endorsers of the plan, and gather up funds to get started; possible funding resources are provided in the funding resources section of this plan



Pride family market, Hanover IN. Photo taken by Josie Barnett

2) Create partnerships with locals businesses

Some of the proposed programs and projects mentioned in the food security initiative above can be use in achieving economic development. A percentage of the beef, chicken and vegetables produced from the projects can be sold through the grocery stores, creating a supportive relationship between these community projects and the grocery store. This will also allow the grocery store's local produce sections to provide good fresh food. Mutually beneficial partnerships similar to this can be creates between the community projects proposed in this plan and other already existing community businesses such as the Flea markets, and the Dollar General store.

Strategy

Hanover, like many towns, has a Main Street but unlike the main streets in other towns, the one in Hanover never developed to its full potential. Hanover's Main St is located at the entrance to Hanover College that faces the town, and located along near and along it are the town Post Office and the Town Hall. Main St was also once the location of the first fire station and many other businesses that either no longer exist or changed location. Main St would be a good place to located new businesses that are mutually beneficial to the college and the town. However, the best location for businesses looking to serve the whole town would be in the commercial areas along SR. 56/62.

Initiatives: Identity

What is Identity?

Identity is a unified definition of a community and what they as a whole are about. Identity is something that the community as whole has to agree upon and it can be as simple as choosing a logo for the town that defines and identifies a community.

Goal of the initiative

The main goal of this initiative is help the Hanover community define its identify.

Why is it important?

Having a defined identity will definitely help bring the community together under a unified character. A defined community identity is very unifying and can make the creation and accomplishment of community goals easier. Identity also helps in ensuring that other communities can have a distinguished definition of Hanover.

Addressing the initiative

Below are possible projects and programs that the community can initiate or support in the creation of a community identity.

1) Support the local Newspaper

Unlike many other small towns, Hanover has a functional local newspaper that keeps the community informed of the current town news. The in-existence of

one would make it difficult to the community to stay well connected and informed on the important town issues, which would not be favorable in the creation of a community identity.

How does this work?

The town's people can support the newspaper by keeping Courier informed on the happenings in the town, such projects that may be happening in town. The other main form of support is subscribing to the newspaper.

2) Website & town logo

In defining themselves most community create a town logo and a website and Hanover has neither. In a highly technological world online presence is vital in defining a community's identify to the outside world. It is difficult to find information about the town online, except from non-credible sites such as Wikipedia. It is important that the Hanover community be in charge of the information put on the Internet about their town, because the Internet is now the first place people go to find out about a place. Branding has also become a very popular way that

companies, business, and communities to distinguish themselves from others and the main part of branding is the creation of a logo. A logo is very useful and important part of identity because it can be attached to any and everything related to the community. A logo can be put on shirts, posters, the newspaper, town banner, town welcome sign and official town document such as this plan.

How does it work?

The town council can host a logo design competitions maybe for a scholarship or gift card in the community and discover the best logos designs to work with until the best logo that the community likes can be found. The town can also meet with a web designer to design and create a website for the town. The town and community will have to meet and decide what they want the website to be about, commence both writing and designing for the websites. This project is one that can also be accomplished through service learning projects with Southwestern High School's art department.



Tabs from Hanover's current town website: <http://hpinfo.wix.com/Hanover>

Initiatives: Social Support/ Enrichment

What is Social support/ enrichment?

This initiative is to promote the creation social environments and events that helps in the enhancement of the community social life and helps in the creation of a sense of community. Social support also means the provisions of environment that allow people to be in community and support each other in their day-to-day life. This initiative is also to find way of getting people connected with already existing social support and enrichment environment and organizations.

Goals of the initiative

- To create environments where community members of different ages can gather and socialize
- To connect community members with similar interests in an environment that they can interact and be in community
- To inform members of the community of already existing social enrichment spaces
- To allow community access to social spaces within and outside of Hanover

Why is it important?

Many time residents are looking for social environments that they can enjoy in community with other and this initiative is to ensure that residents can have a variety of options. Community support is something that is very important to Hanover residents and it is important that environments and activities that

enhance and foster that sense of community be provide for the community.

Addressing the initiative

Below is a list of projects and programs that the community can initiate to encourage a good socially supportive environment in Hanover.

1) Hanover Library Awareness

The Hanover library is an underutilized resource and community space that can be very useful to the town residents. One of the concerns raised by the Southwestern high school students was that they have no access to the Internet and Wi-Fi outside of their school and McDonald's; this complaint shows the lack of knowledge about the existence of a library that provides for these needs. The Hanover library is open from 8am to 6pm most days and has 7 adult computers and 3 computers for children. The library provides a space outside of the school where the students can go surf the Internet as well as do their homework.

How does it work?

To ensure that the town residents have knowledge of the resources offered at the library the librarians could host workshop, presentation, and social event. The workshops could be both fun and educational, the librarians could either teach community members how to search for jobs online or about how to create an email account. The librarian could make informative presentation for both Hanover College and Southwestern high school students



Hanover town library, located along State Road 56/62

to inform them about the resource available to them through the library for assignments such as research projects. Some social event could include dramatic story time readings for children, an ice-cream social, or even a book club.

2) Hanover – Madison Transportation service

There are some Hanover community members who do not have access to cars and therefore do not have access to social amenities and attractions that are all located in the neighboring town of Madison. A transportation service that runs from Hanover to both the Hilltop and the historic downtown in Madison would be very helpful to these Hanover community members. A transportation service of this kind will be beneficial for both Madison and Hanover. Hanover community members would benefit from having access to the amenities they need and Madison would benefit from more people to support their businesses.

How does it work?

The transportation service could be in the form of a shuttle that runs on weekends only. For this project to work it will require the collaborative work of Madison, Hanover, and Hanover College to plan and determine the type of service that would serve their constituents best.

Initiatives: Social Support/ Enrichment



A view of Hanover Park, taken while walking along surrounding park trail

3) Community center and park

The Hanover community center is a space meant to encourage community social interaction, but is also an under-utilized resource just like the town library. The community center has ample space that can accommodate various community activities, in the past the community center has been used for activities such as the Southwestern High School formal. Presently, the community center is used to host the town council meeting, but it is still under-utilized majority of the time.

How does it work?

To increase the community center's utility there need to be consistent events that invite people to come and socialize. Examples of such events could be as a yoga class every Thursday at 4pm, or a craft club, or even a monthly community movie night. Hanover park also has space that can be used to bring the community to socialize, such as the out door theater space. Community center directors and interested community members can create events that bring community to utilize the park, such as 'Workout in the park', or community barbeque.



Hanover Park Picnic Area

Initiatives: Safety

What is Safety?

The safety initiative is focused on ensuring the safety and welfare of the community as a whole. Safety can mean safety from crime, hazardous material, traffics etc. Safety in general encourages a sense of community, and allows members of a community to feel comfortable in their environment. Residents of a community need to feel safe both in the confines of there home and outside of there home. The inability to feel safe prevents many people from getting involved in community activities and event, which is very essential for creating a better community quality of life.

Goal of the initiative

The main goal of this initiative is to create a safe community environment that make is possible for the Hanover community to travel safely and enjoy social spaces, events and activities.

Why is it important?

Based on the SWOT analysis one of the main issues affecting Hanover is in street safety. The most concerning street safety issue is the inexistence of a crosswalks and sidewalks on Sr. 56/62, where the town's commercial center is located. The speed limit along Sr. 56/62 is 40mph, which is very dangerous for the youth who are the primary pedestrians users of this crossing as the go to Circle-K and

McDonald's. Another street safety issue is unavailability of street lighting, which makes Hanover streets unsafe for both pedestrians and drivers at night.

Addressing the initiative

1) Safe Crosswalks, Sidewalks and Streets project

A sidewalks conditions inventory conducts along Sr. 56/62 showed big community threat for the users of this road. Sr. 56/62 has no sidewalks, no crosswalks at the cross streets, and no pedestrian street signal. Many of the pedestrian users of this road are school children that need clear marked streets, and signals to ensure their safety. This project is a priority because it serves as constant danger to all pedestrians and driver.

How does it work?

The town residents and students need to voice their opinions to the town council to ensure the council sees it as priority and dedicates funding for the installation of a sidewalk, clear marked crosswalks, and cross signals for the intersection of Cross Main St. and Sr. 56/62 to ensure safe passage for all residents especially children.

Initiatives: Fostering Relationships

What is Fostering Relationships?

This initiative is very specific to the goal of strengthening the relationship between the community of Hanover and Hanover College. Analysis of the Hanover community showed that the college is a very important asset to the community historically, economically and socially. A better and more collaborative relationship will be mutually beneficial to the betterment of quality of life for all involved stakeholders.

Why is this important?

The Hanover college population is about a third of the town's recorded total population, therefore both sides are affected by plans such as this one, and stand to benefit from development happening within the town. The town has a large untapped market in the students, one that could really help grow its small-town economy. The redevelopment and achievement of a better quality of life in the town of Hanover would be very beneficial to the colleges in terms of student recruitment and enrollment. College enrollment is currently down nationally,



Hanover College Entrance Sign. Photo taken by Josie Barnett

according to the US. Census Bureau “College enrollment declined by close to half a million (463,000) between 2012 and 2013, marking the second year in a row that a drop of this magnitude has occurred.” The investment and support of local businesses by the college and its students is as much necessary as the support of the college by the town.

Initiatives: Fostering Relationships



Hanover College Aerial view. Source: Hanover College Office of Communications and Marketing. Retrieved from: http://commons.wikimedia.org/wiki/File:Hanover_College_Campus_Aerial.jpg

Addressing the initiative

The goal of fostering a relationship between a town and a college within its bounds requires time and willingness from both ends to work together.

1. Attending each other's events

- a. The college hosts many sporting events that the town's people can attend and support
- b. The community has events at Southwestern High School and the park that the students from the university can be involved in and attend

2. Supporting each other's projects

- a. Volunteering at each other's events
- b. Getting involved with projects such as the community calf project

3. Collaborating on projects

- a. Organize mutually beneficial community projects together

4. Allowing use of each other's facilities

Case Studies

Below are two cases study programs that other colleges have initiated to foster relationships between colleges and the towns within which they are located.

a) IUPUI day of caring

One day out of the year students, staff and faculty of IUPUI engages in services work with the Indianapolis community. The student voluntarily sign up for the event and are put into groups that then assigned to different communities and projects that they can help with. Most of the time the volunteer work is with non-for-profit organization that otherwise would not have had the time, staff and money to do the work. Beyond IUPUI the workers staff and students at IU health also have a day of service were they go and get involved in various project that promote a better quality of life in Indianapolis community

In Hanover

A Hanover College day of care/ service would be very helpful in creating relationships between the students and the town's people to work together to better the town.

b) Building Better Communities at Ball State University

Building better communities “is an immersive learning program in which faculty and students find real-world solutions to real-world problems for Indiana business and organizations.” The program is run as a fellowship were teams of students work with faculty mentors on projects whose purpose is to find solutions that help build better communities. Unlike the volunteer work accomplished through the day of service case study above, the BBC student get class credit and real world experiences that are beneficial to their professionals and academic life. The BBC projects are proposed by the community organization and businesses that are in need of help and innovative solutions. The organizations and businesses work with faculty member to turning the projects into immersive learning experiences for the students. The program has worked on 18 projects,

In Hanover

A program like building better communities would be a very great and beneficial opportunity for all parties involved. Efforts to build a better relationship through collaborative work are already in progress, as Southwestern High School teacher Mr. Greg Schneider is working to collaborate with students and professors from Hanover College in the implementation of the community garden.

Next Step: Implementation

Next Steps

In order to turn all these ideas into action the plan requires commitment, organization, and resources. The goal of this section of the plan is to provide information on how to get the commitment, and organization, and acquire the financial resources necessary for successful Plan implementation . Below are the steps that should be taken to issue smooth plan implementation. See Appendix C for an implementation checklist/ organization worksheet to be used in organizing the implementation of the plan projects.

1. *Identify leaders for initiative*
2. *Create a Town Plan Committee*
3. *Inventory of town resources projects*
Town council, Volunteers, Hanover college, Materials, Tool
4. *Create Project Plan*
5. *Acquire Funds*
6. *Initiate Projects work*

Getting Involved

All programs, whether they are small projects with a short timeline, or larger projects that will take five years or more, require collaboration with various local, state and federal partnerships. Such partnership is essential for success, but also demonstrates strong, grassroots commitment to community improvement.

An online video guide on the “My Community, My Vision” website accompanies the following action items and the economic tools and fundraising resources listed below. In this guide, Lindi Conover takes you through the following components with an example to explain the particular organizing goals and strategies, along with the fundraising and economic implementation tools.

Keys to success include the following:

1) **Identifying dedicated individuals**

The good news is that you already have this in place by being a part of the My Community, My Vision program! But you may need more people on board, which involves “selling” or lobbying for your project(s). Before you can really begin to inform and educate, you have to identify and plan out the smaller tasks of your specific projects/ plan. Again, because of your involvement in the My Community, My Vision program, you already have a really strong start!



Mr. Greg Schneider, Southwestern High School's service learning agriculture class teacher, and advisor for the school's FFA Chapter

2) Identifying local stakeholders

Include local county and city government (mayor, city & county council, commissioners), school boards, libraries, parks departments, community leaders, businesses and business owners, political parties, banks,

chambers of commerce, tourist and visitors centers. This step usually involves the core group of organizers to brainstorm and systematically write down what headway has been made. Time will be spent looking up phone numbers, asking questions, being re-directed to the right people and generally learning the “lay of the land” in your local community.

3) Educate & Advocate

Now your job is to get the stakeholders on board with your project, to bring them into the fold and get them excited for your plan. This is the step in which partnerships really begin to emerge and blossom. You will discover aspects of your community which you didn't already know and begin to work together with others who are passionate about your town(s). Delegate out to your core group of people specific tasks required to get the job done. Don't be afraid to ask for help and guidance. This is your chance to show stakeholders what the plan is and why you need them.

4) Assign Tasks to Achieve the Plan

You have committed individuals, agencies, organizations, and all sorts of local institutions ready to see your plan take shape and begin to make a difference in the experiences of people within the community. Identify which institutions are best suited to take part in various aspects of the process and ask them to do so.

Next Step: Funding Resources

Funding Sources

Funding sources for community projects can be broken down into several basic category types. Each type of funding sources has its benefits and particular use, which are described below.

1. Grants
2. Private Corporate sponsorships
3. Individual sponsorship
4. In-kind sponsorship
5. Crowd funding
6. Tax Incentives
7. Business Improvement District
8. Loans

1) Grants

Grants are monies which are applied for by organizations from foundations. These are monies that do not need to be repaid, but often have certain requirements, including public acknowledgment and reporting. Foundations which grant money usually have one or more application rounds each year and give priority to particular program areas or project types. Check with each foundation for details. One great thing to keep in mind is that each county in Indiana has an established community foundation. This good fortune was made possible by the Eli Lilly Foundation. These local community foundations grant funds in each county, and their giving levels can vary based on available funds. This is always a great place to start with funding and grants because these foundations are plugged in to what is happening on the local level and are very accessible.

2) Private corporate or business sponsorship

Oftentimes, corporations or local businesses are interested in working with local communities to support projects, especially if those projects have some connection to the business's mission or commercial matter. Like grants, sponsorship dollars do not need to be repaid but may require significant public acknowledgment and reporting. Business sponsorship committees may also have application deadlines, or rolling deadlines. Be sure to check with each business prior to requesting funding. One great way to encourage sponsorship is to frame it as an advertising opportunity for the local business by giving them naming rights and/or allowing the entity to place their logo on publicly displayed objects like signs, etc.

3) Individual sponsorship

Individual sponsorship generally occurs for a particular event and is funded by an individual, family, or small group of individuals who have donated money to the same thing. Typically, this type of sponsorship involves direct solicitation and request, and does not include an

Next Step: Funding Resources

application. These types of sponsorships might be given as memorials for a loved one, because the individual(s) cares about the program/project, and can include naming rights.

4) In-kind sponsorship

In-kind donations or sponsorships occur when an entity provides goods or services free-of-charge as a donation and does not include direct monetary donations. In-kind sponsorship is often appropriate for projects that might require supplies that can be donated by a local business, but can occur at any scale. It might also be appropriate for overhead costs that an organization might not have in their budget as they start up, like marketing services.

5) Crowd-funding

Crowd-funding is an emerging field of fundraising in which funds are requested from a large group of people, usually for a singular project, and typically occurring through intense social media campaigns. There are 3 participants in the crowd-funding model: the project

initiator who proposes the project, individuals/groups who support and fund the project; and a moderator to bring the groups together. The project initiator creates a business plan and marketing strategy for their idea. After deciding on an appropriate crowd-funding platform, they connect with a moderator. The moderator assists them in finding local supporters appropriate for the project. An organization typically sets up a website which accepts pledges; if a particular amount is met, then those pledges are turned into donors and the project is funded. See this resource for rules about crowd-funding projects in Indiana: <http://www.in.gov/sos/securities/4114.htm>.

6) Tax Incentives

This type of economic development tool requires detailed coordination with governing bodies like state and local councils and government agencies. Tax incentive tools are designed to bring a certain type of business or resident to an area and offer certain tax credits or benefits for those people/businesses.

7) Business Improvement Districts

A business improvement district is an economic development tool with a purpose to improve the livelihood of a downtown area. Through a BID, all owners within the proposed district are required to contribute to the communal fund through an assessment fee. Additional funds can be raised (through efforts like those

Next Step: Funding Resources

described above). These communal funds are then used for services that benefit the downtown; this in turn makes the area more attractive to visitors, tourists, residents, which spurs businesses, and propels from there. This requires intensive local organizing and buy-in from policy makers who will approve the plans and assessments, owners within the district, and intense management once implemented.

8) Loans

a) Revolving Loans

Revolving loan funds provide a source of capital within the community that can be used to fill in gaps for funding. They provide low interest loans to community members. When the loans are repaid, the loan amount is returned to the fund and is available to other borrowers. This type of funding is most useful for projects that will eventually make money and be self-sustaining. RLFs are typically administered by planning and development commissions or economic development organizations. Initial funding can come from federal grant programs and other sources, listed above.

b) Business Loans

Business loans are available through banks. Loans must be repaid with varying levels of interest. However the best resources are usually those in one's own community, including local credit unions and banks.

Financial Resources by Initiative Project

Place making

Neighborhood clean up

- Free! Just needs organizing and action
- Consider asking a local business for required items, like trash bags, gloves, brightly colored vests, if necessary. Potential sponsors might be local hardware, grocery, or department store

Food security

Community calf project

Grants

- Local Community Foundation: <https://cfmjc.org/>

Crowd funding

- <http://www.gofundme.com/>
- <https://www.kickstarter.com/>
- <https://www.indiegogo.com/campaigns/new>
- <http://www.youcaring.com/>
- <https://www.crowdrise.com/>
- Also, see this resource: <http://www.crowd-funding.com/>

Community garden

Grants

- Blooming Prairie Foundation: <http://www.bloomingprairiefoundation.org/>
- Clif Bar Family: <http://clifbarfamilyfoundation.org/Grants-Programs>
- Cooperative Development Foundation: <http://www.cdf.coop/>
- Farm Aid: http://www.farmaid.org/site/c.qlI5IhNVJsE/b.2723745/k.9953/Grant_Guidelines.htm
- Mosaic Company http://www.mosaicco.com/sustainability/or_how_to_apply.htm
- Social Venture Partners: <http://www.socialventurepartners.org/get-involved/apply-for-a-grant/>
- Also, see grant funding database provided by MCMV mentors

Loans

- Local Community Banks & Credit Unions

Local Economic development

Student run businesses (Coffee shop & deli/sub shop)

- School boards sometimes have discretionary funds or seed money for school-affiliated projects. Approach them about this project
- Local banks & credit unions are a good resource for money for small projects like this

Identity

Town Logo and Website

- Free action item
- In-kind services (for someone with skills)

Town welcome sign

- In-kind services (for someone with skills)
- Work with the city to see if they have resources to place a sign in the area
- To put the sign up, consider Grants or Sponsors whose names will be listed. Pitch the sponsorship as a way to advertise their business

Social support/ enrichment

Crafts club or book club

- Grants (small, state grants)

Shuttle system to Madison

- Work with the city to identify resources, feasibility
- Loans for bus service

Contact Information

My Community My Vision Program

Indiana Housing and Community Development Authority

30 South Meridian Street, Suite 1000
Indianapolis, IN 46204
Website: www.ihcda.in.gov

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Email: scottwilliam99@hotmail.com
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Debbie Kroger, Town Council President

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Media Contacts

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310 West St
Madison, IN 47250
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Madison TV-15

Madison City Hall
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Madison, In 47250
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Dennis Crank

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Southwestern High School Contacts

Southwestern Jr/Sr High School

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Main Street, Hanover IN

Appendix A

Appendix A: My Community My Vision 1st Session Survey					
	Confidently Disagree		Don't know	Confidently Agree	
	1	2	3	4	5
1. I plan to reside in my home town or other Indiana small town post high school or college graduation.			6	5	1
2. Please rate your community on the following characteristics:					
	Lacking		Moderate Presence	Large Presence	
	1	2	3	4	5
a. Young people staying in the community	1	4	5	2	
b. Community identity, diversity and social acceptance	1	1	3	5	11
c. Amenities [retail, cultural, recreational]	3	3	6		
d. Connectivity [highways, bike/ pedestrian paths, water taxis, regional airport, broadband Internet]	1	4	4	3	
e. Job or entrepreneurial opportunities sufficient for a living		2	4	5	1
f. High quality of life		2	6	3	1
g. Environmental awareness			7	4	1
h. Local participation in politics and a responsive and effective local and/ or state government	3	2	6	1	
3. As to your evaluation of your community in 2[a]...[i], please rank the importance, or impact, of each in your decision to reside post-education in your community or other small Indiana town. Highest importance = 1; lowest importance = 9:					

	1	2	3	4	5	6	7	8	9	
a. Youthful			1		1	111	111			
b. Identity/social acceptance	1	1	11	11	11					
c. Amenities	1		1	11			11	11		
d. Connectivity	11		111	1		1		1		
e. Economy		1	1		11	111		1		
f. Quality of living		11	11	1	111					
g. Environment	11	111		11	1					
h. Politics			1				11	11	11	
h. Education				1						
	Confidently Disagree				Don't know		Confidently Agree			
	1		2		3		4		5	
4. The adoption and implementation of the plan I work on will affect my willingness to return to my community.					3		6		3	
5. I have a clear understanding of planning and civic engagement.			2		4		6			
6. I plan to go to college.	2				1				9	
7. I plan to major, minor or take courses in planning, community/ economic development, environmental management/ planning, or a related field.			2		5		3		2	
8. My favorite other small town is [name town and its county, state]: _____	North Port FL (2), Madison IN (4), Milton KY, Jackson KY, Charles town IN, Deputy IN,									

Appendix B

Appendix B: Jefferson County Economic Analysis

Supply of “Ready” Sites

Shovel Ready Criteria

The Indiana Shovel Ready Program identifies and certifies sites that are ready for economic development. The program has three tiers: shovel ready, shovel ready silver, and shovel ready gold. Once certified in any level, the sites are featured on the Indiana Site Selector Database and are included in the Indiana Economic Development Corporations marketing materials. According to the Indiana Office of Community and Rural Affairs (ORCA), certification levels are defined by the following:

The base level defines boundaries with a clear title, establishes a price, demonstrates executive level local government support, defines utility capacity, and provides documentation such as Phase I environmental assessment, ALTA, topographical, property layout, and plat maps.

Shovel Ready Silver builds upon those attributes by maintaining documentation that is less than one year old, has proper zoning, and has infrastructure built to the property.

Shovel Ready Gold expands beyond Silver by being less than five miles from a two-lane highway, has seismic data, soil borings, a minimum of 20 acres, and has no environmental concerns.

Current Supply of Shovel Ready Sites

In Jefferson County, there is one certified Shovel Ready site, the Madison-Jefferson County Industrial Park. The sites located within the Madison-Jefferson County Industrial Park are available for sale at \$80,000. Though purchase price is negotiable based on proposed investment and job creation. According to the property report, the property is located in a foreign trade zone area and a tax increment financing area. The property is owned by The City of Madison. The minimum lot size is 5 acres and the maximum lot size is 50 acres. The property is located within 55 miles the nearest Airport, is serviced by the Madison Rail Road, and is 45 miles from the Port making it prime for industrial and warehouse development.

Other Available Sites

There are 2 sites available for sale or lease that are not apart of the shovel ready program. These sites range in size from 5 acres to 1,000 acres. The buildings can be used for heavy manufacturing, business park, and purposes. For more information: www.statein.zoomprospect.com.

Other Available Buildings

There are 9 buildings available for sale or lease in Jefferson County. These buildings range in use from general, industrial, and business park purposes. The buildings range in size from 2,592 square feet to 210,000 square feet. These buildings could be potential sites for new business development in Jefferson County.

More information for the buildings can be found at www.statein.zoomprospector.com.

Local Economic profile

The median household income for Hanover is \$35,340, the average household income is \$42,614 and the per capita income is \$14,433. Even though Hanover is considered a rural farming community only 0.9% of its employed population work in the Agriculture and mining industry. Majority of the employed population work in the services industry, which serve the town's two largest employers, Southwestern High school and Hanover College. Since Hanover is mostly a bedroom community, majority of its residents work outside of town in Jefferson

County and in other surrounding counties. Hanover's limited economic opportunity can be attributed to the fact that it is within a 15 minutes drive from Madison, the county's center for commerce, and the fact that the town has a small population (especially after subtracting the transient Hanover College students) that cannot sufficiently support large businesses.

Jefferson County Economic Analysis

Multiplier Effect Industries

The economic multipliers analyzed for each sector include output per dollar of direct output, total jobs per direct job, and total payroll per dollar of direct payroll. The analysis found the "information (NAICS 51)" sector has the highest output per dollar of direct output economic multiplier at 1.49547 with \$40,761,376 in total output in the county. "Manufacturing (NAICS 31-33)" has the highest total jobs per direct job multiplier at 1.61885 and creates 4,819 direct and indirect jobs in the county. The "agriculture, forestry, fishing, and hunting (NAICS 11)" sector creates the most payroll per dollar of direct payroll with a multiplier of 3.04202 and a total payroll of \$3,039,956. Creating jobs in the "manufacturing (NAICS 31-33)" and "agriculture, forestry, fishing, and hunting (NAICS 11)" sectors will have the largest economic impact in Jefferson County by creating other jobs and generating larger payrolls to be spent in the community.

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Economic Base

The following industries are in the Jefferson County economic base 2013 as defined by having a location quotient (LQ) greater than 1:

NAICS 22 Utilities	7.3
NAICS 31-33 Manufacturing	1.42
NAICS 44-45 Retail trade	1.2
NAICS 61 Educational services	1.94
NAICS 62 Health care and social assistance	1.11
NAICS 72 Accommodation and food services	1.18

Table 1: Jefferson County economic base industries LQ

Industry Clusters

Analysis of Demand

A shift-share analysis helps to determine what is a cause of growth/ decline and if the change is because of local or national factors. There are three calculations that are apart of a shift-share analysis: 1) Reference share; 2) Industry mix; 3) Local shift

The reference share shows the growth/decline of an industry in the reference economy during the analysis period due to national trends. In this example, the reference share shows the growth/decline in the United States economy from 2001-2013. The reference share indicates how much an industry would have grown, by number of employees, if it were following the national growth. For example, based on the national employment growth rate of 3.34% between 2001-2013, the “retail”

industry should have grown by 53 employees.

The industry mix indicates growth/decline of specific industries based on national trends of the industry. For example, considering “administrative and waster services (NAICS 56)” had nationally increased by 531,413 employees, if Jefferson County were following national trends, the local industry should have increased by 8 employees.

The local shift indicates how much an industry should have grown or declined during the analysis period based on national and local factors. For example, based on local influences, the “transportation and warehousing (NAICS 48-49)” sector should have increased by 98 employees. Results are shown in the table on page 53.

Industry Performance

Based on a various influencing factors, industries can easily be identified as one of 8 industry performers: Strong performer with current strength
2) Strong performer with emerging strength; 3) Lagging performer with high priority; 4) Lagging performer limited by weak economic base and declining

Industry Sector	2001 LQ	2013 LQ	Change in LQ	Reference Share	Industry Mix	Local Share	Industry Performance
NAICS 11 Agriculture, forestry, fishing and hunting	No Data Available						
NAICS 21 Mining, quarrying, and oil and gas extraction							
NAICS 22 Utilities	6.9	7.3	0.4	14	-51	37	Constrained Performer
NAICS 23 Construction	0.75	ND	-	15	-80	-	-
NAICS 31-33 Manufacturing	1.38	1.42	0.04	117	-1053	331	Constrained Performer
NAICS 42 Wholesale trade	0.17	0.26	0.09	3	-3	41	Strong Performer
NAICS 44-45 Retail trade	1.09	1.2	0.11	53	-64	-1	Poor Performer
NAICS 54 Professional and technical services	No Data Available						
NAICS 55 Management of companies and enterprises							
NAICS 56 Administrative and waste services	0.42	0.66	0.24	8	8	225	Strong Performer
NAICS 61 Educational services	No Data Available						
NAICS 62 Health care and social assistance							
NAICS 48-49 Transportation and warehousing	0.15	0.35	0.2	2	0	98	Strong Performer
NAICS 51 Information	0.8	0.7	-0.1	5	-41	-8	Poor Performer
NAICS 52 Finance and insurance	0.53	0.51	-0.02	8	-8	-33	Poor Performer
NAICS 53 Real estate and rental and leasing	0.74	0.69	-0.05	4	-6	-16	Poor Performer
NAICS 71 Arts, entertainment, and recreation	0.24	0.29	0.05	1	5	-1	Lagging Performer
NAICS 72 Accommodation and food services	1.07	1.18	0.11	33	169	21	Strong Performer
NAICS 81 Other services, except public administration	0.91	0.73	-0.18	11	-15	-68	Poor Performer
NAICS 99 Unclassified	No Data Available						

Table 2: Industry performance table

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competitiveness; 5) Constrained performer that is limited by external factors; 6) Constrained performer limited by weak economic base; 7) Poor performer limited by weak economy; 8) Limited overall

Factors of Production

Since 1990, the Jefferson County population has increased by 8.9% from 29,797 in 1990 to 32,458 in 2013. The population is estimated to increase to 32,782 by 2030 (http://www.hoosierdata.in.gov/highlights/profile.asp?geo_val=S18;C077&page_id=1).

The population distributions, shown in the figures below, detail the change in population (in percentage) by age group in 2010 and 2014. The 2014 population distribution shows patterns of immigration, depicted by bulges in the graph, between the ages of 15-24 and 50 – 54. The lack of bulges in the 0 – 4 age category signify low birth rates in the community. If the community doesn't attract new residents, this can lead to future problems as the community population declines. The bulges between the ages of 15-24 can signify families and residents moving into the community. Around the ages of 20-29 the population is emigrating from Jefferson County. This can be because of people moving away for work opportunities. If people do move away for college, the graph shows they are coming back around the ages of 50-54.

Similar to the 2014 population distribution, the 2014 distribution also shows

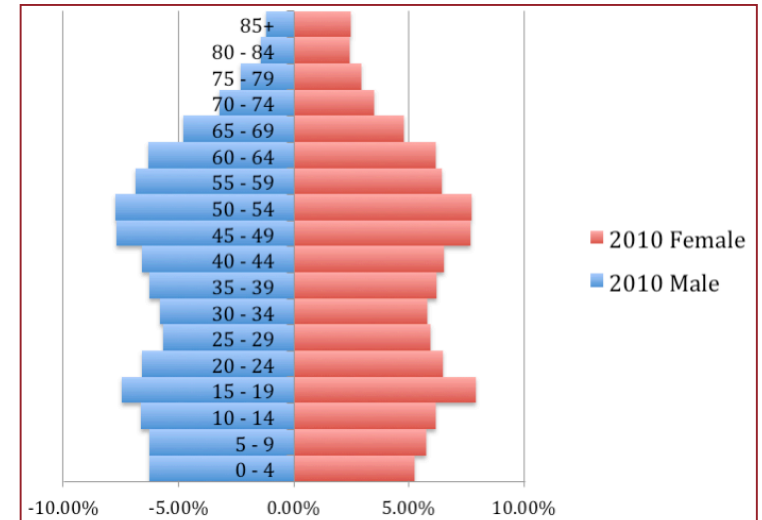


Chart 1: 2010 Jefferson County Sex by age

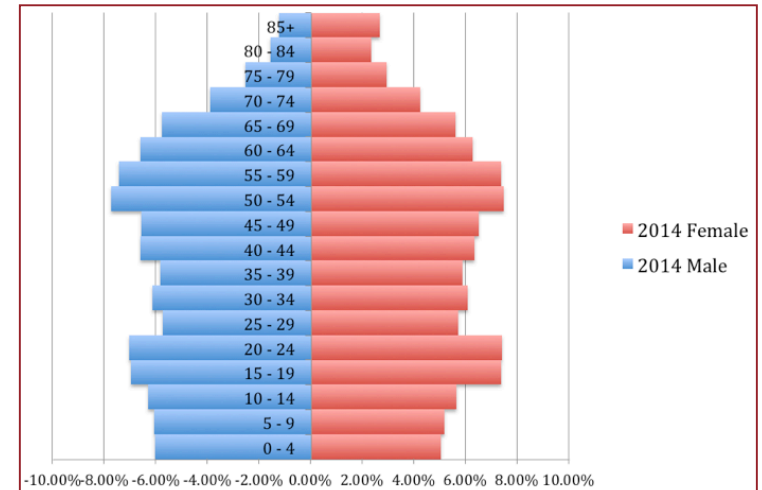


Chart 2: 2014 Jefferson County Sex by age

Education Attainment (2014)

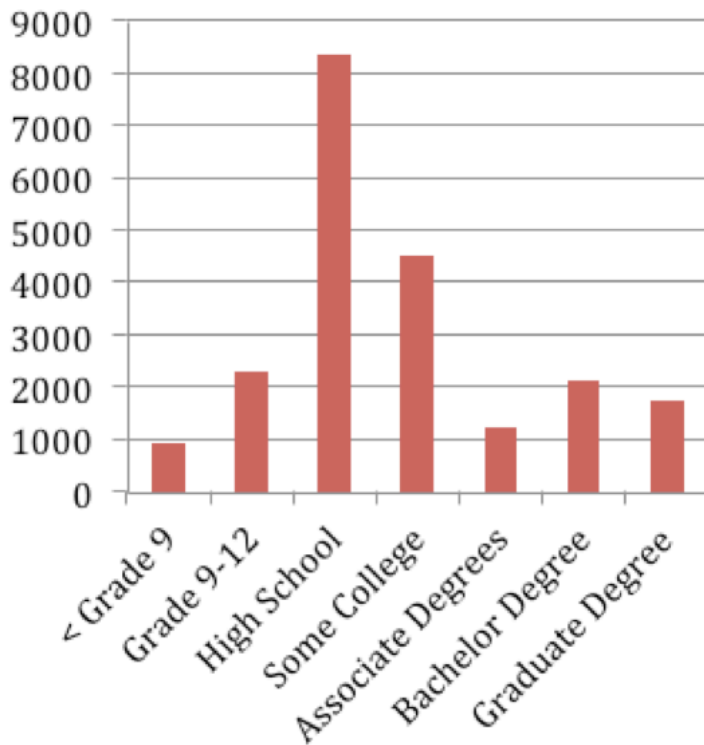


Chart 2: 2014 Jefferson County Education Attainment

patterns of immigration and emigration. While birth rates are similar than in 2014, the population bulges around the 45-49 age groups, suggesting people in those categories are aging in place.

The labor force consists of 14,653 individuals. Of the total, 13,788 (94.1%) are employed, and 865 (5.9%) are unemployed. There are 9,887 individuals not in the labor force (<http://statein.zoomprospector.com>). The majority of the population 25+ has a high school education (39.56%), while 21.24% have some college education and 10.09% have a bachelors degree, as seen in the image below. (<http://statein.zoomprospector.com>)

Non-Labor Resources

There are state wide financing programs designed to stimulate business development and/or retention. These include:

- Rural Revolving Loan Fund
- 21st Century Research and Technology Fund
- Tax-exempt Bonds
- Mall Business Innovation Research Initiative (SBIR/STTR)
- Venture Capital Investment Tax Credit

(Muncie-Delaware County Indiana Economic Development Alliance, 2009)

Additionally, venture capitalist can provide sources of funds for businesses in Jefferson County. Venture capital is money provided by investors to businesses;

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typically start up firms or small business, which are believed to have large growth potential and long term benefits. While venture capital investors typically have a higher risk than other types of investments, but returns can be greater than usual. In Indiana, venture capital firms target funding in various industries. For example, Lilly Ventures focuses investment in biotechnology and medical technology businesses across the state; CID Capital targets opportunities in the life sciences, manufacturing technology, business services, and information technology sectors; and Cardinal Equity Partners focuses in recapitalizing lower and middle market businesses. The 11 largest venture capital firms in the state include:

- CID Capital, Inc.
- Lilly Ventures
- Cardinal Equity Partners
- Indiana Community Business Credit Corp.
- Allos Ventures
- Heron Capital
- Cambridge Ventures LP
- Pearl Street Venture Funds
- Periculum Capital Co. LLC
- Indiana Seed Fund I
- AGS Capital LLC

(Muncie-Delaware County Indiana Economic Development Alliance, 2009)

There are various tax credits available through the State of Indiana to stimulate

business development including:

- Skill Enhancement Fund
- Economic Development for a Growing Economy (EDGE) Tax Credit
- Research and Development Tax Credit
- Hoosier Business Investment (HBI) Tax Credit
- Hoosier Headquarters Relocation Tax Credit
- Hoosier Alternative Fuel Vehicle Manufacturer Tax Credit

Appendix C

Implementation Guide checklist worksheet

	Checklist	Names	Quantity
	1. Identify leaders for initiative		
	2. Create a Town Plan Committee		
	3. Inventory of town resources projects		
	Stakeholders		
	Volunteers		
	Materials		
	Tool		
	4. Create Project Plan		
	5. Acquire Funds		\$
	6. Initiate Projects work		
	Southwestern High School service learning projects		
	Collaborative town projects		