

Act 1131 of 2015
Regional Workforce Planning Grant

APPLICATION COVER SHEET

DUE SEPTEMBER 1, 2015

To:	Arkansas Department of Higher Education	
Requesting Institution:	Arkansas State University-Mountain Home	
Title of Project:	Creating a Talent Pipeline to Advanced Manufacturing	
Project Partners:	1. North Arkansas College 2. Fish Holdings, Inc. Ranger Boats 3. Baxter Healthcare, Inc. 4. Cotter School District 5. Flippin School District	6. Mountain Home District 7. Bo Gregory - Economic Developer/Mtn. Home Chamber 8. Metalogic 9. 10.
Requested Budget:	\$60,829	
Date Submitted:	8/28/2015	
Applicant Contact:	Robin Myers	
Applicant's Information:	1600 S College Street	
	Mountain Home, AR. 72653	
	870.508.6133	
	rmyers@asumh.edu	

Authorized Signatures for Project Partners

If the institution has more than 10 partners, you may attach an additional page for signatures.

Arkansas State
University-Mountain
Home
Lead Institution


Authorized Official

North Arkansas College
Partner

SEE ATTACHED
Authorized Official

Mountain Home District
Partner


Authorized Official

Fish Holdings, Inc.
Ranger Boats
Partner


Authorized Official

Bo Gregory - Economic
Developer/Mtn. Home
Chamber
Partner

SEE ATTACHED
Authorized Official

Baxter Healthcare, Inc.
Partner

SEE ATTACHED
Authorized Official

METALOGIC
Partner

SEE ATTACHED
Authorized Official

Cotter School District



Partner
Flippin School District
Partner

Authorized Official

Authorized Official

Partner
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North Arkansas College Partner _____	 Authorized Official	Mountain Home District Partner _____	Authorized Official
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[Signature]

Authorized Official

Metalogic Inc.
Partner

[Signature]

Authorized Official

Cotter School District

Authorized Official

Authorized Official

**Act 1131 of 2015
Regional Workforce Planning Grant Application**

*Please complete each section of this application and submit to the Arkansas Department of Higher Education by **September 1, 2015**. Applications should be emailed to ADHE.Workforce.Grant@adhe.edu. Please note that applications will not be accepted without a completed Intent Form, due August 1, 2015.*

SECTION 1 – PROGRAM NEED

30 Points

Proposals will include an overview of the labor needs, as determined by the Local Workforce Development Board, and specifically identify the skills gap employers face in the selected region and will continue to face in the future. Entities seeking grant funds must outline the proposed program and/or equipment needed and how creation of the program and/or acquisition of equipment will address those labor needs.

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Program Need (30 Pts)	Significantly addresses a top 3 workforce need in the region (26–30 Pts)	Addresses in a more limited way a top 3 workforce need in the region (21–25 Pts)	Addresses in a limited way a less critical workforce need in the region (16–20 Pts)	Identified labor need is too narrow or not in a critical area (0–15 Pts)

Please enter your answer in the box provided below. Feel free to include any necessary charts, graphs or tables.

Manufacturing firms located in the Arkansas State University-Mountain Home (ASUMH) service area play a vital role in the economic recovery of the Northwest region. As U.S. manufacturing firms continue to rebound, local industry is struggling to meet production goals due to the lack of qualified applicants who can fill skilled production jobs. Manufacturing firms in the Twin Lakes area, which cover both Baxter and Marion counties, are in dire need of a skilled workforce. Specifically, the need for maintenance technicians, machine operators, and welders have a reached critical levels. The same concern is shared with our neighboring community college North Arkansas College (Northark) which covers, Boone, Carroll, Searcy, and Newton counties.

330 positions in the Twin Lakes area alone will need to be filled within the next year. In addition to the immediate worker shortage, industry partners have identified a minimum of 50 maintenance technicians, and 30 additional machine operator positions that will need to be filled over the next five years due to the pending retirement of the aging workforce.

Twin Lakes Area Labor Needs/ Industry Partners

- Baxter Healthcare, Inc. – labor needs – manufacturing technicians, extruder/blender operators, assemblers
- Micro plastics – manufacturing technicians, material handlers
- Ranger Boats - gas metal arc aluminum welders, machine operators, manufacturing technicians

- EZ Loader – gas metal arc aluminum welders
- EATON, Inc. – machine operators, manufacturing technicians
- Bass Cat – gas metal arc welders, machine operators
- Legend Boats – machine operators

Why the labor need:

- Aging workforce
- Expansion and Growth in the boat industry and the medical devices industry
- New Technology – advanced manufacturing requires higher technical knowledge

The skill gaps that have been identified by industry partners include, soft skills, basic academic competencies including math and technical writing, industry-wide technical competencies, such as PLCs, hydraulics, pneumatics, mechanical knowledge, aluminum gas metal arc welding skills, electronics, critical thinking skills, troubleshooting skills, understanding manufacturing processes, quality standards, and the ability to plan for employment. The above listed skills sets, especially those directly related to industrial maintenance, will continue to create training needs due to the advancement of technology. As more entry level manufacturing jobs are replaced with technology, a more highly technically trained employee will be in demand.

SECTION 2 – PROGRAM PLAN**25 Points**

Program plans must be designed to meet the goals and core requirements of the Regional Workforce Grants program. At a minimum, the plan must include a summary of expected outcomes, a description of career pathways that will be created or enhanced, a description of any anticipated equipment needs and a proposed governance and accountability structure for the program.

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Program Plan (25 Pts)	Plan addresses all goals and core requirements and identifies significant outcomes (22–25 Pts)	Plan addresses most goals and requirements and identifies outcomes (18–21 Pts)	Plan addresses many goals and requirements and identifies few outcomes (14–17 Pts)	Plan lacks significant requirements or lacks apparent outcomes (0–13 Pts)

Please enter your answer in the box provided below. Feel free to include any necessary charts, graphs or tables.

The Manufacturing program, a collaboration between ASUMH, Northark, regional secondary schools, and local industry from a six county area, will be developed as a solution to the shortage of qualified workers. The industry-driven program will produce Industrial Maintenance workers, Welders, and other identifiable skilled production workers. New students and existing workers will be trained to become employable in a diversified manufacturing setting and the student will be prepared to work with plastics, aluminum, bio-medical devices, recreational equipment, and the manufacturing of rubber hydraulic hoses. With the assistance of industry advisors, ASUMH and North Arkansas College will develop a program with facilities and labs that are aligned to curriculum and industry. This will enable students to earn industry certifications, which may include the Manufacturing Skills Standards Council's Certified Production Technician, Certified Education Robot Training, SolidWorks Certification, NCCER Certification and certifications from the American Welding Society. Industry partners with ASUMH and Northark representatives will investigate various industry certifications and adopt certifications that are recognized by industry partners in both services areas.

To meet the needs of industry, every effort will be made to simulate the working environments of the regional manufacturing plants. Planning will be done to create learning labs. For example, in the case of Ranger Boats, students will learn to weld aluminum boats using the JIG table and hoists that are found in a plant like Ranger Boats. Students will be trained to operate, troubleshoot and make minor repairs to high frequency gas metal arc welding machines that are equipped with push/pull welding guns similar to the ones found in Ranger. The benefit of this type of learning environment is two-fold. Students will be familiar with the work environments and have higher confidence levels when transitioning in the workforce and (2) this type of training will reduce the industry training time by 50%. This will allow industry to focus on production and expansion while the schools are producing work ready completers with industry relevant skill sets.

The manufacturing plants of Baxter Healthcare, Inc., EATON Corp./ATS, and Micro Plastics, Inc. require skilled production workers and manufacturing technicians having skills in PLC, hydraulics,

pneumatics, robotics, and other mechanical skills. In fact, according to Baxter Healthcare, Inc. they would like to see a program that is forty percent mechanical, thirty percent hydraulics and pneumatics, twenty percent PLC and ten percent electronics. Many of the above mentioned plants plan to replace manual assembler positions with advanced technology. This will require the training of existing workers to meet the demand for a higher skilled production worker. To meet this training demand, the mechatronics lab will need additional training equipment, in the form of NIDA trainers, PLC trainers, e-learning software licenses and additional computers that are dedicated to the operation of training equipment. ASUMH currently has equipment to meet the demand of ten students at a time. Increasing the number of trainers will allow industry to train their existing workforce while building a new worker pipeline through ASUMH. The mechatronics learning lab will be designed to accommodate fast track workforce development training during hours that are conducive to industry needs. This plan of training expansion will allow regional industry partners to focus on current and ongoing expansion efforts.

The skilled technical programs require students to have a strong math and science foundation. Unfortunately, many of the incoming students and existing workers are not at college level. The plan is to create a co-remediation program, where the student is attending remedial classes while attending the college level class. This effort will require a computer lab that is dedicated to the remediation of technical students at the technical center. The introduction of co-remediation will allow students to complete training on time.

Industry partners are requesting the creation of a youth-pipeline. Partnerships with the education cooperatives, and secondary school partners, Mountain Home High School, Mountain Home Junior High, Cotter High School, Norfolk High School and Flippin High School will investigate the areas where articulated credit and/or concurrent credit may be awarded. Development of curriculum alignment between the high schools and both ASUMH and Northark will allow the transfer of completed articulated and/or concurrent credit to either ASUMH or Northark. This would enable the high school student to fast track into their career with a local employer.

An essential element to the planning of the program will be to create industry driven marketing plans that attracts persons from various backgrounds to work in advanced manufacturing. Recruitment of individuals from varying socio-economic backgrounds will be highlighted as well the recruitment of individuals from underrepresented groups. Relying on the expertise of the Career Pathways program director at ASUMH, supportive services for at-risk students will be identified. Exploration of utilizing career case management as an option for student support services, will be investigated.

Summary of Expected Planning Activity and Outcomes

- Regional Meetings will be conducted to identify the needs of industry and to create partnerships between industry partners, secondary partners, ASUMH and Northark.
- Clearly defined career pathways and skill sets will be defined by regional industry partners.
- Fast Track training programs that fill the needs of employers will be designed and a list of equipment will be identified.
- Create a modularized credentialing process to allow for various entry and exit points for training programs.
- Existing technical academic programs will be aligned to meet the needs of regionally identified industry.
- ASUMH and Northark will identify training areas where the training needs are similar. This will allow ASUMH and North Arkansas to create a portable credentialing process in advanced manufacturing that will be recognized by regional employers.

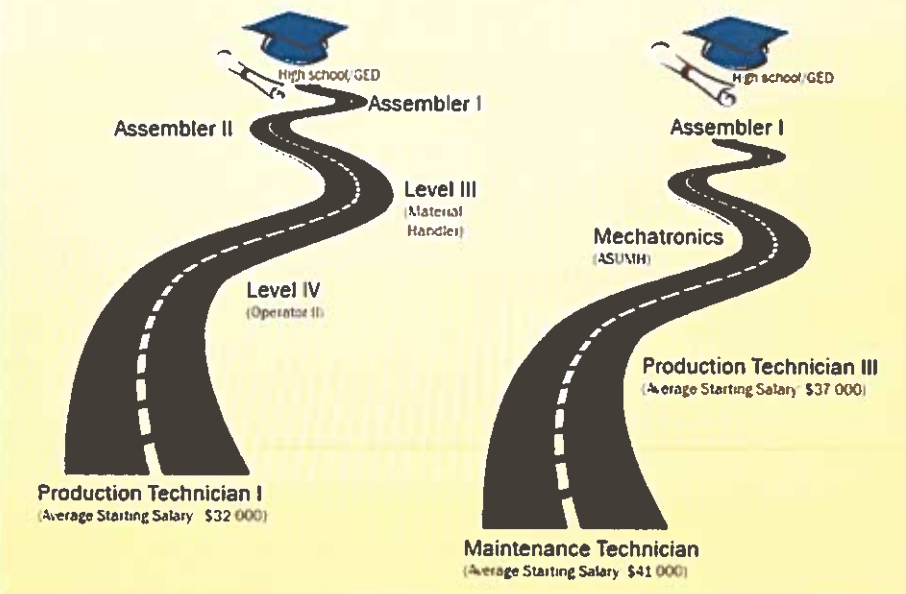
- Align curriculum to ensure that completers of technical certificate programs at each institution can enter seamlessly into Associate Degree completion programs either direction.
- The alignment of high school curriculum in the ASUMH and Northark service areas will be identified. This will allow the transfer of completed articulated or concurrent credit to either ASUMH or Northark.
- Develop guided pathways for student educational attainment between institutions (secondary and postsecondary) that allow students to pursue opportunities in the region through common curriculum, course articulation, and workforce training. (Attached is an example of career pathway chart that was created by ASUMH and Baxter Healthcare, Inc.)
- The program will also involve the high school dual credit CTE programs, whereby high school students will begin working on their Certificate of Proficiency as a high school student. This will create the future youth pipeline that industry so strongly wants and needs.
- Identify equipment resources and instructor requirements to expand secondary concurrent offerings.

Proposed Governance

To assure the training programs continue to meet the needs of industry, semi-annual advisory meetings will be held to review the technical programs and its outputs. Industry representatives from both the ASUMH and Northark services areas will be represented. Representatives from area high schools will be involved to insure the youth pipeline continues to grow. Industry partners will update the regional advisory group on any new or continuing skill gaps.

(Career Pathway Chart created in partnership with ASUMH and Baxter Healthcare, Inc.)

CAREER PATHWAYS AT BAXTER



SECTION 3 – STRENGTH OF PARTNERSHIP**25 Points**

Proposals are required to address how the program plan incorporates each of the mandatory partners, as identified above, and other regional partners who can contribute significantly, in a unique and meaningful role. Describe the anticipated role for each member of the alliance. **Include with the proposal a commitment letter from each partner and the Local Workforce Development Board.**

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Strength of Partnership (25 Pts)	Plan includes broad representation and each partner has a defined role with identified critical contributions (22–25 Pts)	Plan includes broad representation but partner roles are not clearly defined (18–21 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan (14–17 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully (0–13 Pts)

Please enter your answer in the box provided below. Feel free to include any necessary charts, graphs or tables.

Industry Partners

The strength of partnerships is key to providing a guided pathway for the students across the institutions.

ASUMH enjoys a strong working partnership with local industry. For over ten years, ASUMH has been working with industry to identify skill gaps. Short-term workforce training has been the immediate, yet temporary to address workforce development. However to address workforce shortage of skilled workers a permanent solution must be in place.

As advanced manufacturing continues to expand at an accelerated rate, long-term solutions are in desperate need. Industry partners understand that the programs must be industry-driven and as such are committed to the following ongoing steps:

- Identify skill gaps
- Review curriculum for industry relevance
- Assist with the design and layout of training labs that will simulate a work environment
- Investigate opportunities for students to “earn and learn”
- Host student and instructor tours
- Donate equipment, metal or other consumables
- Hire qualified program graduates
- Utilize fast track workforce training classes for existing workforce training

Secondary Partners

Secondary partners which include Mountain Home Junior High School, Mountain Home High School, Cotter High School, Norfolk High School, and Flippin High School have been instrumental in the success of the ASUMH technical center. ASUMH has strong support from its secondary partners. In

fact, prior to the funding of the ASUMH secondary center, the Mountain Home Education Foundation provided each Mountain Home High School student a tuition scholarship to attend ASUMH. The secondary partners will play a role in the development of curriculum alignment for articulated credit, and concurrent credit. Secondary schools will send representatives to the advisory meetings. They will also utilize the ASUMH Secondary Center as a training center for concurrent college classes in the technical fields.

ASUMH and North Arkansas Partners

ASUMH and Northark have similar industry partners with unique training needs. The goal of this partnership is to create technical training programs that are seamless to the student and industry partners.

ASUMH and North Arkansas College will collaborate with industry partners from both service areas to create “earn and learn” opportunities for students from either schools. ASUMH and Northark plan to align their curriculum so that industry within a nine county area will recognize the training programs and provide “earn and learn” opportunities to area students.

The collaboration between ASUMH and Northark will include the following activities:

- Pursue a collaborative approach for identifying and addressing regional industry needs through regional meetings of industry partners, joint visits to employer facilities during the planning year, and a comprehensive regional employer survey to determine realistic 3-5 year labor market projections for workforce needs in our region.
 - Each college will collect employment data and confirm the industry skill gaps from employers in the colleges’ corresponding service area. An analysis will be conducted to identify the overlap of needed skill sets found in both service areas. The analysis will also identify the skills sets that are unique to each corresponding college. This will allow each college to develop specialized training courses where employer needs are different and to align curriculum where needs are the same.
 - Portability and modularity of the credentialing process in advanced manufacturing will allow the coordination of training and employment efforts of ASUMH and North Arkansas College to feed the talent pipeline.
 - Stackable credentials will be created to allow for various entry and exit points into the programs.
- Work collaboratively to identify employer career pathways, identification of specific positions and job skills required for upward mobility within regional manufacturing companies and healthcare centers, and alignment of training and education to support economic growth opportunities.
- Develop guided pathways for student educational attainment between institutions (secondary and postsecondary) that allow students to pursue opportunities in the region through common curriculum, course articulation, and workforce training.
- Work jointly with secondary education providers to develop improved communication and marketing campaigns targeting parents to educate and build understanding regarding equipment needs, regional career opportunities within the Manufacturing job sector.
- Develop common training programs for entry level skills to attain a broad, regional approach to meeting employer needs.
- Incorporate distance learning technology as appropriate to link areas of our region.

- Engage regional partners (secondary education, postsecondary education, and employers) through workforce alliance efforts to create clearly defined career pathways.

SECTION 4 – BUDGET PLAN**20 Points**

Proposals will include a detailed financial plan assigning cost estimates to all proposed planning activities and a completed budget template. Efficiency in planning grant expenditures is expected.

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Budget Plan (20 Pts)	All requested resources are essential and clearly support the goals of the plan. (18–20 Pts)	Most requested resources are important and clearly support the goals of the plan (15–17 Pts)	Plan includes some questionable resource requests (11–14 Pts)	Budget includes requests deemed unnecessary (0–10 Pts)

Section 4.1 – Budget Plan Detail

Please provide your detailed financial plan in the box below.

Partner Participant Support Costs total \$54,679. Line item (1) Personnel/Stipends (\$45,204) provides for a stipend of \$5,000 to the Project Supervisor. The project supervisor will be responsible for supervising the project activities. A part-time Project Coordinator will be needed to handle the event planning/coordination of planning grant activities which include, but are not limited to regional partner meetings, grant reporting, coordination of focus groups and industry surveys. The total compensation for the part-time project coordinator will be \$24,204 which includes 7% fringe. Two existing faculty members one from welding and one from mechatronics will participate in regular regional partner meetings, focus groups, handle activities regarding curriculum, learning labs, and the research and developing of industry-driven curriculum. Each faculty member will be provided stipends in the amount of \$8,000, totaling approximately 160 hours at \$50 per hour per person for a total of \$16,000 plus fringe benefits of 7%. Industry partners will be donating their time at the regional partner meetings.

Line item (2) Travel totals \$9,000. This provides travel expenses for five partner participants to visit the campus of a school(s) offering a similar program to explore scheduling options outside the tradition college campus schedule and to gain insight on floor plans and lab set up for a successful hands on program. The travel budget will also cover the mileage of ASUMH staff and faculty members to attend regional meetings and to conduct industry visits. Industry partners will be responsible for their own travel costs.

Line item (3) Other totals \$475 for an annual subscription to Go To Meeting. This is needed to make meetings accessible to the partner participants.

A. Other Direct Costs

Other Direct Costs total \$6,150. Line item (1) includes \$4,500 for materials and equipment needed to conduct regional partnership meetings, focus groups, industry surveys, secondary education surveys, and research curriculum options. The total includes approximately \$800 for books, software or other supplies that may be needed for curriculum research.

(2) Publication Costs/Documentation/Dissemination includes \$150 to cover the costs of jump drives that will be used to disseminate information packets.

Line item (3) The services of an outside consultant will not be utilized.

Line item (4) Other includes \$1,500 for miscellaneous office supplies, paper, copy expenses, and postage.

Section 4.2 – Budget Plan Template

Please complete the budget template below. Totals will calculate automatically based on your input.

A. Partner Participant Support Costs

1. Personnel/Stipend	\$45,204.00
2. Travel	\$9,000.00
3. Other (Explain Below)	\$475.00
Briefly Explain Other Costs	
Other Costs include a one-year subscription to Go-To-Mtg to handle meetings with grant partners.	
TOTAL PARTNER PARTICIPANT COSTS	\$54,679.00

B. Other Direct Costs

1. Materials and Supplies	\$4,500.00
2. Publication Costs/Documentation/Dissemination	\$150.00
3. Consultant Services	\$0.00
4. Other (Explain Below)	\$1,500.00
Briefly Explain Other Costs	
Other costs include \$1,500 for miscellaneous office supplies, paper, copy expenses, and postage.	
TOTAL OTHER DIRECT COSTS	\$6,150.00

C. TOTAL DIRECT COSTS

	\$60,829.00
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SUBMIT BY SEPTEMBER 1, 2015Email to ADHE.Workforce.Grant@adhe.edu*Applications that are received without an Intent Form (Due August 1) will not be accepted.***PLANNING GRANT SCORING RUBRIC**

Critical Elements	Exemplary	Superior	Adequate	Needs Improvement	Value
Program Need	Significantly addresses a top 3 workforce need in the region (26–30)	Addresses in a more limited way a top 3 workforce need in the region (21–25)	Addresses in a limited way a less critical workforce need in the region (16–20)	Identified labor need is too narrow or not in a critical area (0–15)	30 Pts
Program Plan	Plan addresses all goals and core requirements and identifies significant outcomes (22–25)	Plan addresses most goals and requirements and identifies outcomes (18–21)	Plan addresses many goals and requirements and identifies few outcomes (14–17)	Plan lacks significant requirements or lacks apparent outcomes (0–13)	25 Pts
Strength of Partnership	Plan includes broad representation and each partner has a defined role with identified critical contributions (22–25)	Plan includes broad representation but partner roles are not clearly defined (18–21)	Plan lacks one or two important partners or not all partners are critical to success of the plan (14–17)	Partner participation is too narrow or some partners do not contribute meaningfully (0–13)	25 Pts
Budget Plan	All requested resources are essential and clearly support the goals of the plan. (18–20)	Most requested resources are important and clearly support the goals of the plan (15–17)	Plan includes some questionable resource requests (11–14)	Budget includes requests deemed unnecessary (0–10)	20 Pts
Total Points Possible					100 Pts



NORTHWEST ARKANSAS
ECONOMIC DEVELOPMENT DISTRICT, INC.

NWAEDD PLAZA
818 Highway 62-65-412 North • P.O. Box 190
Harrison, Arkansas 72602-0190
(870) 741-5404

8/25/2015

Dr. Robin Myers, Chancellor
Arkansas State University –Mountain Home
Technical Center
1600 S College Street
Mountain Home, AR. 72653

RE: Letter of Commitment for the WIOA Regional Planning Grant Commitment Letter
ASUMH – Manufacturing Programs

Dr. Myers:

Northwest Arkansas Workforce Development Board would like to offer this letter of commitment to ASUMH in their Regional Planning Grant application to support manufacturing firms as part of the new WIOA regulations. Regional manufacturing firms continue to struggle in finding qualified job applicants to fill their mid-skilled and high-skilled employment vacancies. If the training needs are not met, local industry will not be able to meet the needs of their customers. Many of our smaller manufacturing firms are linked in the supply chain to the larger firms. Workforce development is essential to economic development.

ASUMH has an active workforce development program and works collaboratively with industries found in the Twin Lakes area. They are committed to creating industry-driven workforce training programs that will focus on the needs of industry. ASUMH is also committed to working with the education partners in K-12. ASUMH began training students at the newly developed technical center and will continue growing this partnership through the expansion of articulated credit, concurrent course offerings and alignment of education curriculum. As the partnership with K-12 educators increase, NWAEDD supports the partnership of ASUMH and North Arkansas College as they pursue a collaborative approach for identifying and addressing regional industry needs.

NWAEDD is committed to supporting the work of ASUMH.

Sincerely,

Joe Willis

Executive Director



Arkansas State
UNIVERSITY
MOUNTAIN HOME

August 25, 2015

Dear Arkansas Workforce Development Board,

Please accept this letter as commitment of partnership between Arkansas State University – Mountain Home (ASUMH) and North Arkansas College (Northark) to form a regional workforce alliance. This partnership will support development of regionally aligned employer driven career pathways. A collaborative approach will allow Northark and ASUMH to collectively identify and address job candidate skill gaps in our region, particularly in the Advanced Manufacturing and Emerging Clinical Healthcare job sectors.

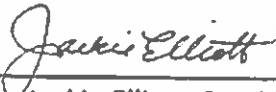
Northark and ASUMH are committed to engaging with our regional service area in the following ways:

- Pursue a collaborative approach for identifying and addressing regional industry needs through regional meetings of industry partners, joint visits to employer facilities during the planning year, and a comprehensive regional employer survey to determine realistic 3-5 year labor market projections for workforce needs in our region.
- Work collaboratively to identify employer career pathways, identification of specific positions and job skills required for upward mobility within regional manufacturing companies and healthcare centers, and alignment of training and education to support economic growth opportunities.
- Align curriculum to ensure that completers of technical certificate programs at each institution can enter seamlessly into Associate Degree completion programs either direction.
- Develop guided pathways for student educational attainment between institutions (secondary and postsecondary) that allow students to pursue opportunities in the region through common curriculum, course articulation, and workforce training.
- Work jointly with secondary education providers to develop improved communication and marketing campaigns targeting parents to educate and build understanding regarding regional career opportunities within the Manufacturing job sector.
- Develop common training programs for entry level skills to attain a broad, regional approach to meeting employer needs.
- Incorporate distance learning technology as appropriate to link areas of our region.

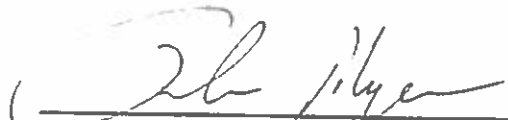
- Engage regional partners (secondary education, postsecondary education, and employers) through workforce alliance efforts to create clearly defined career pathways.

As we work in partnership to develop a strong regional workforce alliance, we are focused on creating a skilled and employment-ready workforce through alignment of educational programs and joint efforts to address regional workforce needs. We look forward to the opportunity to work together with regional employers and other partners to develop an educational pipeline to support economic growth in our region.

Sincerely,



Dr. Jackie Elliott, President
North Arkansas College



Dr. Robin Myers, Chancellor
Arkansas State University – Mountain Home





8/25/2015

Dr. Robin Myers, Chancellor
Arkansas State University –Mountain Home
Technical Center
1600 S College Street
Mountain Home, AR. 72653

RE: Letter of Support for the WIOA Regional Planning Grant Commitment Letter

Dr. Myers:

As an industry partner, we would like to support ASUMH in their Regional Planning Grant application for WIOA. ASUMH has been instrumental in developing programs that answer the need for workforce development programs. As technology advances and the economy improves, it will become necessary for fast track training programs to be developed. The technical skills required by an employee today and in the future will only become more technical. The ability to grow and expand our businesses will become and already is dependent on a mid-to-highly technical skilled workforce.

We are committed to providing easily definable career pathways within our places of business, serve on advisory boards, review curriculum and equipment to assure the program aligns with workplace skill sets, utilize the training for existing workers as well as hire students and graduates from the technical programs. ASUMH has a proven track record in creating industry-driven programs and we are confident that if ASUMH is awarded the WIOA Regional Planning grant that a regional training program for the Twin Lakes manufacturing firms will be successful and be reproducible.

Sincerely,

Baxter Healthcare

Kelly Lucas - HR Manager

Baxter Healthcare

Tracey Johnson, HR Director

Name of Company

Authorized Official

Fishing Holdings / Ranger Boats

Cheryl Fawcett

Name of Company

Authorized Official

Mountain Home Chamber of Commerce

Bo Gregory Bo Gregory Director of
Economic Development

Name of Company

Authorized Official

Metalogic Inc.

Ken...

Mountain Home Public Schools, Mountain Home, AR – Superintendent: Jake Long

Cotter Public, Schools, Cotter, AR - Superintendent: Donald Sharp

Flippin Public School, Flippin, AR -Superintendent: Dale Query

Norfolk Public School, Norfolk, AR -Superintendent: Michael Seay

8/25/2015

Dr. Robin Myers, Chancellor
Arkansas State University –Mountain Home
Technical Center
1600 S College Street
Mountain Home, AR. 72653

RE: Letter of Commitment for the WIOA Regional Planning Grant Commitment Letter
ASUMH – Creating a Talent Pipeline to Manufacturing

Dr. Myers:

The school districts of Mountain Home, Cotter, Flippin and high schools are willing to support the activities of the 2015 WIOA Regional Planning Grant.

As representatives of the secondary partnership, the secondary partners will play a role in the development of curriculum alignment for articulated credit, and concurrent credit. Secondary partners are also committed to sending representatives to the regional advisory meetings.

Sincerely,

Mountain Home Public
Schools

Partner


Authorized Official

Cotter Public Schools

Partner


Authorized Official

Flippin Public Schools

Partner


Authorized Official

Norfolk Public Schools

Partner


Authorized Official