



**Act 1131 of 2015**  
**Regional Workforce Implementation Grant**

**APPLICATION COVER SHEET**

*DUE JUNE 1, 2016*

<b>To:</b>	Arkansas Department of Higher Education	
<b>Requesting Institution:</b>	Arkansas State University -Mountain Home	
<b>Title of Project:</b>	Creating a Pipeline to Advanced Manufacturing	
<b>Project Partners:</b>	1. ASUMH Secondary Center 2. Mountain Home Public Schools 3. Salem Public School 4. Flippin Public Schools 5. Cotter Public Schools 6. Baxter Healthcare, Inc. 7. Micro Plastics 8. Bass Pro / Ranger Boats 9. GoodWill 10. Department of Workforce Services	
<b>Requested Budget:</b>	\$875,220.00	
<b>Date Submitted:</b>	5/31/2016	
<b>Applicant Contact:</b>	Robin Myers	
<b>Applicant's Information:</b>	1600 South College Street Mountain Home, AR 72653 870.508.6133 rmyers@asumh.edu	

**Authorized Signatures for Institution**

Arkansas State University -Mountain Home

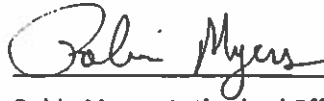
Lead Institution

Authorized Official

## Authorized Signatures for Institution

ASU Mountain Home

Lead Institution



Robin Myers, Authorized Official

ASUMH Secondary Center

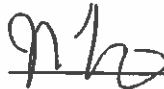
Partner



Karen Heslep, Authorized Official

Mountain Home Public Schools

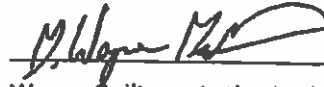
Partner



Jake Long, Authorized Official

Salem Public Schools

Partner



Wayne Guiltner, Authorized Official

Flippin Public Schools

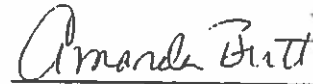
Partner



Shelena Smith, Authorized Official

Cotter Public Schools

Partner



Amanda Britt, Authorized Official

Yellville Summit Public Schools

Partner



Wes Henderson, Authorized Official

Microplastics

Partner



Tom Hill, Authorized Official

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**Baxter Healthcare, Inc.**  
**Partner**

*Kelly Lucas*

Authorized Official

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**Ranger Boats**  
**Partner**

*Cheryl Davenport*

Authorized Official

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**Goodwill Industries**  
**Partner**

*Kim Waskowski*

Authorized Official

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**Arkansas Workforce Industries**  
**Partner**

*Jenny Patoka*

Authorized Official

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**Food Bank of North Central Arkansas**  
**Partner**

*[Signature]*

Authorized Official

## Act 1131 of 2015

### Regional Workforce Implementation Grant Application

*Please complete each section of this application and submit to the Arkansas Department of Higher Education by **June 1, 2016**. Applications should be emailed to [ADHE.Workforce.Grant@adhe.edu](mailto:ADHE.Workforce.Grant@adhe.edu). Please note that only projects that were awarded a planning grant are eligible to apply for an implementation grant.*

#### SECTION 1 – PROGRAM NEED

**20 Points**

Proposals will include a thorough description 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.

##### *Essential Components:*

- Regional data demonstrating the need for action - provide empirical data that illustrates needs of the local workforce, with a particular emphasis on anticipated or future needs.
- Clear linkages between grant activities and local needs- clearly illustrate how the proposed grant project is directly linked to addressing the workforce needs and deficits of the region. Successful applications will provide a thorough description of the region's high-demand and high-skill industrial occupations, and identify how the proposed activity will address job candidate deficits in those areas. **Applicants must also submit letters of support from at least two area employers for the proposal, citing need and outlining benefits for local industry.**
- Alignment with Arkansas economic and workforce goals- describe how the proposed project will increase overall higher education attainment in the region and provide clear linkages between a postsecondary credential and the needs of employers.

Keep the following rubric in mind when completing this section:

	<b>Exemplary</b>	<b>Superior</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Program Need (20 Pts)</b>	Significantly addresses a top 3 workforce need in the region. (18–20 Pts)	Addresses in a more limited way a top 3 workforce need in the region. (15–17 Pts)	Addresses in a limited way a less critical workforce need in the region. (11–14 Pts)	Identified labor need is too narrow or not in a critical area. (0–10 Pts)

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

### **Pipeline to Advanced Manufacturing**

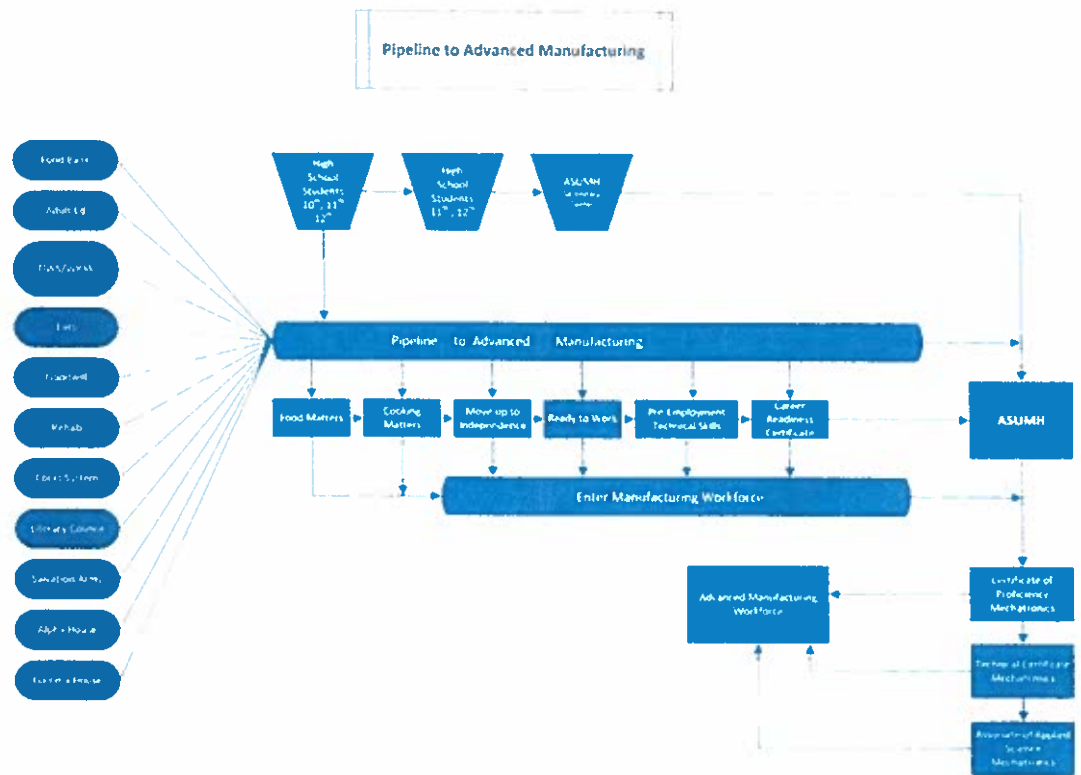
Manufacturing firms located in the Northwest Arkansas Region are excited about the recent expansion opportunities and technological advancements that have occurred within the last year. The struggle to find qualified applicants and the development of a viable pipeline of individuals who are at various stages in becoming qualified job applicants are just two challenges experienced by local employers.

Manufacturing firms in the Twin Lakes area, which cover both Baxter and Marion counties, are in dire need of technically skilled workforce. Specifically, the need for maintenance technicians, machine operators, and welders have reached critical levels. 330 positions in the Twin Lakes area alone will need to be filled within the next year.

#### **Twin Lakes Area Labor Needs/Industry Needs**

- Baxter Healthcare, Inc.: manufacturing technicians, extruder/blender operators, assemblers
- Micro plastics: manufacturing technicians, material handlers
- Bass Pro Ranger Boats: gas metal arc aluminum welders, machine operators, manufacturing technicians
- EZ Loader: gas metal arc aluminum welders
- Bass Cat: gas metal arc welders, machine operators
- Legend Boats: machine operators
- American Epoxyn Scientific: manufacturing technicians

The Pipeline is an integrated effort to establish a pathway for individuals to enter the advanced manufacturing workforce or advance from their current position in the workforce. The ultimate goal is to further prepare these individuals with skills qualifying them for employment in advanced manufacturing.



## WHERE ARE WE?

Employers have long sought an answer to the crisis that faces them concerning the preparedness of the labor force that enters the manufacturing environment. This problem has only been exacerbated by the evolution of advanced manufacturing processes which require a deeper level of knowledge and skill level from workers.

The problem has been produced by a system that was structured to fail due to a lack of understanding of the needs of employers and the independent funding streams of various public and philanthropic agencies tasked with assisting individuals reach their goals. This funding and mission driven environment has created silos of operation with relatively little coordination.

Understanding employers' needs is a critical element in developing a solution to the problem. The effort to design a program that addresses employer needs has been underway. It is evidenced by the data and discussions presented by the various manufacturers in the North Central Arkansas region.

Baxter Healthcare, Inc. is one of the largest employers of Baxter County, employing nearly 1,000 people. It produces a range of products used in medical care and dialysis. In October of 2015 Baxter Healthcare, working in conjunction with the Arkansas Economic Development Commission announced that it will be adding an additional 225 jobs over the next five years. According to AEDC Chairman Lang Zimmerman, "this is by far, one of the largest economic development investments made by the state [in 2015]". The challenge however is the lack of qualified applicants applying for

entry level positions and the need to train and promote incumbent workers to handle the more advanced technical jobs.

As a result of the recent expansion, Baxter Healthcare, Inc. is committed to strengthening the educational opportunities in the field of Mechatronics by referring its current employees to attend ASUMH's Mechatronics Apprenticeship program. Unfortunately, the pipeline of qualified applicants for Assembler, Blender/Extruders and Production Technicians has been a struggle. According to Baxter Healthcare, mathematical skills, critical thinking skills and basic mechanical knowledge is severely lacking. Currently, Baxter Healthcare, Inc. utilizes the Career Readiness Certificate as a tool to identify those applicants that are able to solve mathematical calculations at a pre-algebra level

The salary range for an entry level employee is currently \$11.65 - \$12.20. Baxter Healthcare indicates that the entry level employee is the most difficult to find. Many of their applicants are unable to perform basic math calculations or read basic instructions found on standard operating procedures, despite having a high school diploma. The entry level positions are the gateway to the higher technically skilled jobs at an accelerated rate using ASUMH's Mechatronics Apprenticeship program.

Individuals are able to build long-term careers earning family sustaining wages working with latest robotic technology to build lifesaving medical devices.

[Link to AEDC Baxter Expansion Announcement](#)

Another large employer struggling to expand is Bass Pro's Ranger Boat (Ranger) manufacturing plant located in Marion County. Ranger currently employs close to 1,000 people and currently has over 35 positions vacant and continues to struggle with a high turn-over rate. Ranger believes the lack of work ethic and the inability to handle full-time employment while managing day-to-day demands of life reflects a direct correlation to the high turnover in employees. Ranger has developed a relationship with ASUMH Technical Center was one of the employers instrumental in creating and piloting the Ready2Work Program. The Ready2Work program was utilized as a pre-employment training program whereby individuals with short-term work history, lack of basic reading, writing and math skills were trained to plan and implement a life goal regarding job maintenance.

Ranger desperately needs a pipeline of qualified workers to fill entry level and mid-skill level jobs to meet current production goals. Ranger is committed to creating a career ladder for individuals who are interested in growing their manufacturing careers.

The agencies, both public and private, charged with the task of preparing individuals for entries into the workforce have labored in silos. These silos have made it very difficult to navigate for a person trying to improve their skills. Persons exiting high school as graduates or dropouts were faced with trying to navigate the labyrinth of agencies and services. The irony of the pre-existing system is no agency has been funded, equipped, or staffed to move a person from low technical competencies to workforce entry standards of competency. Community Colleges have traditionally had a curriculum for workforce preparation but the entry point required individuals to be at or near college readiness. A great many individuals who have completed high school find themselves far from the point of being prepared to enter college. They lack life skills, interpersonal skills, and technical competencies that

would make them successful in the workforce or as college students. The answer to this situation is to create a pathway with multiple entry and exit points that enables an individual to begin wherever they are in development and transition to any one of multiple levels of development before entering the workforce. This system also allows for reentry into the educational pipeline at any point during employment.

#### WHY THE STRUGGLE TO FIND QUALIFIED APPLICANTS IN BAXTER AND MARION COUNTIES?

Baxter and Marion Counties are located in North Central Arkansas and is home to the White River, Buffalo River, Lake Norfork and Bull Shoals Lake. The landscape is inviting for outdoor activities such as hunting, fishing and boating activities. It is a tourist's destination, with a rising population, however the community continues to struggle with poverty and the lack of educated individuals. In fact according to the US Census Bureau, "the poverty rate for Baxter and Marion counties increased by 2.4% and it is estimated that there were "4,085 households or 16.24% living in poverty, which is greater than the national average of 15.59%" Marion County currently reports 18.7% of its households live in poverty.

Report Area	All Ages No of Persons	All Ages Poverty Rate	Age 0-17 No of Persons	Age 0-17 Poverty Rate	Age 5-17 No of Persons	Age 5-17 Poverty Rate
Report Area	9,313	16.45%	2,760	27.76%	1,899	25.64%
Baxter County, AR	6,021	14.90%	1,830	25.77%	1,254	23.66%
Marion County, AR	3,292	20.32%	930	34.44%	645	32.25%
Arkansas	1,079,998	18.72%	366,669	26.30%	247,408	24.52%
United States	48,208,387	15.5%	15,686,012	21.7%	10,714,518	20.4%

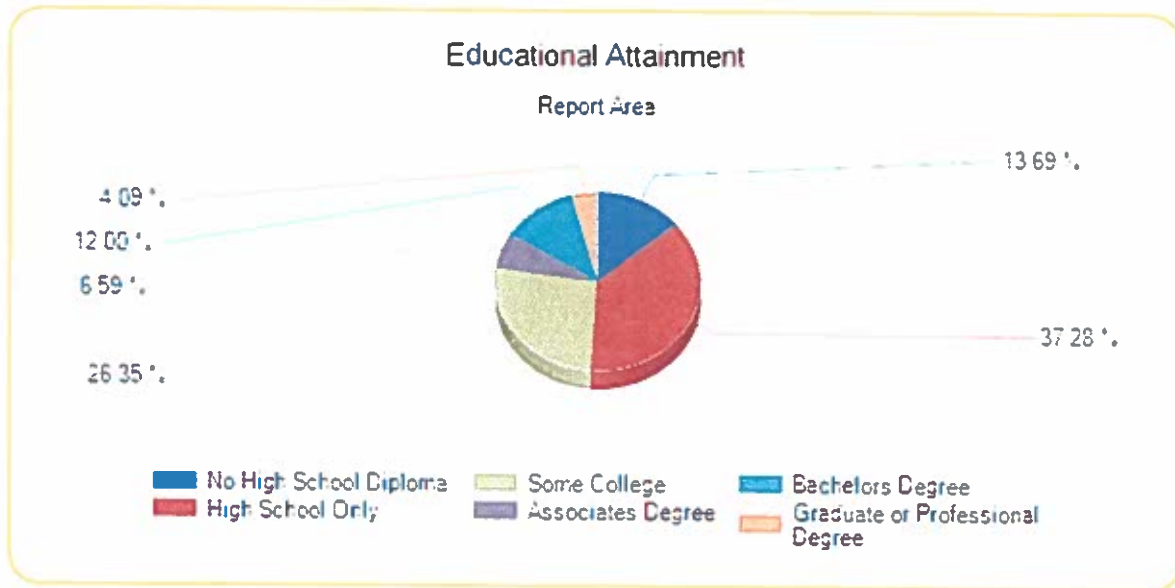
Data Source: US Census Bureau, Small Area Income Poverty Estimates. 2013. Source geography: County

Employment is an obvious and most economically sustainable solution to lowering poverty rates, however many of the individuals living in poverty lack not only basic life skills, but the basic education critical for success in manufacturing jobs. The Census Bureau reports 13.69% of the population do not have a high school diploma. Many of these people may be defined as out of school youth. Out of school youth are young adults between the ages of 18 and 24 who did not complete high school and are not employed, because of this, these individuals are perceived to be unemployable due to the lack of the aforementioned critical life skills.

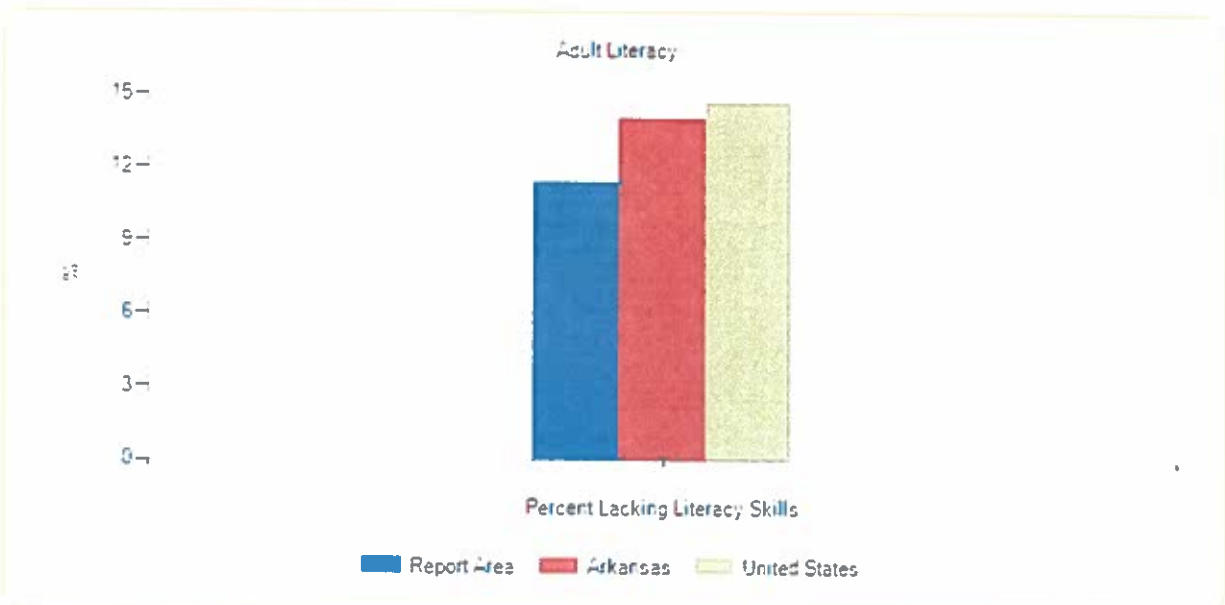
In regards to individuals that do have a high school diploma, it was found that 37.28% of the population has a high school diploma. Even still, employers are struggling to find viable candidates that possess the necessary mathematical and critical thinking skills. In fact 77.23% of the population



lack the Associate Degree needed to work as production technicians or manufacturing technicians. Employers are taking notice and are now interested in shifting their focus in training their incumbent workers through ASUMH's technical programs so long as ASUMH continues to fill the training pipeline with youth, out of school youth, middle aged workers, single parents, re-entry individuals and other individuals interested in working and who have completed technical training and are able to earn a Gold or Silver rating on the Career Readiness Certificate.



Data Source: US Census Bureau, Small Area Income Poverty Estimates. 2013. Source geography: County



## HOW WILL IT WORK?

There are eight agencies which have committed to partner in establishing the Pipeline to Advanced Manufacturing. These agencies are the Department of Workforce Services, the Food Bank of North Central Arkansas, Ozark Opportunities, Goodwill of Mountain Home, Salvation Army, Gamma House, Alpha House, and the Center of Hope. Additionally five educational institutions have agreed to join the effort. These include North Arkansas College, Mountain Home Junior High, Mountain Home Senior High School, Cotter High School, Viola High School, Norfolk High School and Flippin High School.

All of the eight public/not-for-profit agencies have agreed to continue to offer their services and support to their clientele. They have additionally agreed to refer these clients to the Pipeline. Several of the agencies will take an additional active role in providing training to those in the Pipeline, especially in the area of life skills.

The Pipeline, with various entry and exit points will begin with a series of educational experiences designed to equip a person with the knowledge and skills needed to cope with family and work issues in today's world. These educational experiences are intended to be sequential but a person may start at any point within the pipeline deemed appropriate for their level of preparation. At any point a person might exit the pipeline and enter the manufacturing workforce but can also stay engaged along the continuum of experiences.

## WHAT ARE THE EDUCATIONAL EXPERIENCES?

Many people who are currently unemployed or underemployed have missed the opportunity to acquire basic life and interpersonal skills as a result of circumstances beyond their control. These people would engage the system in an effort to experience a more productive life if the process was accessible. Multiple issues such as food insecurity, personal finance, workplace rules and interpersonal expectations, and technical competencies face these individuals.

A series of educational experiences delivered by a partnership between Arkansas State University – Mountain Home and the Food Bank of North Central Arkansas have been developed to create the Pipeline to Advanced Manufacturing. This is a unique partnership coupled with the other participating agencies that allows the Pipeline to reach individuals that previously were unable to participate in the workforce. The educational experiences are depicted below.

## PIPELINE MODULES

**Shopping Matters** is a No Kid Hungry Initiative that is currently offered by the Food Bank of North Central Arkansas (FBNCA). This program is designed to assist low-income families, especially those receiving SNAP benefits to maximize their food purchases. This includes hands-on-learning tours through local Walmart stores and other local grocery stores. Individuals and families learn about unit pricing, reading nutrition facts panels and shopping with a plan and a budget.

**Cooking Matters** is also part of the No Kid Hungry Initiative and is a six week course where participants not only learn to shop strategically but use practical nutrition information to guide their food choices and cook health, delicious meals. The participants in Cooking Matters courses are moms, dads, grandparents, caregivers, kids and teens who want to make simple healthy meals on a budget.

**Move Up to Independence** is a program designed to assist individuals and families with the necessary tools to achieve self-sufficiency. Participants explore the impact of economic class on themselves and their communities, how to build financial, emotional, and social and employment resources. They explore different employment options, including training and technical programs to broaden their career options. Participants develop life goals and create a plan to achieve their life goals.

**Ready2Work**: In 2012, ASUMH became involved in a local community project, whose purpose was to address long term unemployment, high turnover rates and the shortage of employees with good work ethic. The program was designed to bridge the gap between the employer and the local workforce.

From the first session, the manufacturing firms that attended all agreed to recognize the READY2WORK certificate - collectively these employers employ a workforce of over 3000 people. It is estimated that over 250 individuals have completed the Ready2Work certificate since it first launched in mid-2014.

Everyone involved in the program agreed that the READY2WORK classes have a positive impact on the job retention rates for our area. Retention rates are higher, turnover is lower and soft skills for the work place have greatly improved amongst program participants.

**Pre-employment Soft Skill Training** embedded through the curriculum at the Secondary Schools. In 2014, Mountain Home High School and ASUMH partnered with industry partners to create a different type of career expo. The career expo offered high school seniors an opportunity to learn more about the various routes they can take after graduation, including four-year college programs, two-year college programs, technical training and military careers.

The event also offered tips and information for students interested in entering the workforce immediately after graduation and for those students who are still undecided about what to do next. Industry partners explained to the students the soft skills needed to succeed in a job. They also discussed the reasons why employees were terminated and ways to prevent this from happening to them. Industry partners invited the senior class to apply for jobs and explained the many different career paths that begin with entry level positions. As a result of this event, pre-employment curriculum offered by the Department of Labor was utilized as the foundation for 11<sup>th</sup> grade advisory lessons.

The pre-employment advisory lessons focused on the soft skills that were identified by industry partners to be lacking or missing from the current labor market. Topics such as critical thinking skills, communication skills for the workplace, problem solving, and professionalism along with job search techniques were heavily emphasized.

An **Arkansas Career Readiness Certificate** is a portable credential based upon the WorkKeys® assessments that demonstrates to employers that an individual possesses the basic workplace skills required for 21st century jobs. Getting a CRC will allow an individual to show prospective employers that he or she possesses the basic skills they are looking for.

Even if a job seeker has a high school diploma, GED or post-secondary degree, the Arkansas CRC further verifies that he can handle tasks such as reading instructions and directions, working with figures, and finding information - tasks common in today's workplace. Career Readiness Certificates offered by the Department of Workforce Services are required by Baxter Healthcare, Inc. and recognized by other local employers as a key indicator for job readiness.

**ASUMH Secondary Center** will prepare secondary students to enter the workforce shortly after high school graduation. Industry partners are interested in hiring students who have completed a technical certificate in any of the current ASUMH technical programs, including, welding, HVAC, automotive repair of Mechatronics. Any one of the programs will offer the basic mechanical and industrial skills that manufacturing employers desperately need. The goal is to have secondary students begin taking classes at the ASUMH Secondary center in the 11<sup>th</sup> grade. This will allow students to earn a Certificate of Proficiency in their chosen career field. Secondary students who complete a Certificate of Proficiency will be able to complete a Technical Certificate in just one semester assuming the student attends post-secondary classes full-time.

**ASUMH Mechatronics Program** is an industry driven program that has been designed and created specifically for industry partner hiring needs. The ASUMH Mechatronics has been approved by the Department of Labor as an apprenticeship program.

Program: Local manufacturing firms have indicated there are currently open positions for workers with training in Industrial Mechatronics. Several manufacturers have identified a need for additional employees with those same skills in the next five years. Some of these positions will be vacated by an aging workforce while other will result from plant expansions. The Mechatronics program, collaboration between Arkansas State University-Mountain Home (ASUMH) and local industry, was developed as a solution to the shortage of qualified workers to fill maintenance technician positions. This industry-driven program will produce graduates that will be employable in a diversified manufacturing setting. Students will earn an Associate of Applied Science degree in Mechatronics which includes 60 hours of college credit, and may earn industry certifications such as the MSCC Certified Production Technician, CERT (Certified Education Robot Training), PMMI Certification and the SolidWorks Certification. This program is federal financial aid eligible for those students who meet the award requirement. The total amount of apprenticeship hours will equal 6700 not including the hours involving classroom instruction.

The program will involve the high school dual credit CTE programs, whereby high school students will begin working on a Certificate of Proficiency, thereby creating a youth pipeline. A clear road map of the program, credit for prior learning, industry paid apprenticeships, stackable credential and industry certifications will make the Mechatronics Apprenticeship program appealing to a diverse population of students, including transitioning veterans and women.

**Training: Mechatronics and Advanced Manufacturing**

**College Credit Earned: 60 Credit Hours**

**Stackable College Credential Earned: Certificate of Proficiency (1<sup>st</sup> 15 credit hours) Technical Certificate (Next 32 credit hours) and Associate of Applied Science (60 credit hours).**

**Salary Range: \$21,000 to \$48,000 per year – Apprentice starting wage \$12.00 - \$17.00 per hour depending on previous work history and experience.**

**Industry Partners: Baxter Healthcare, Inc. will be the primary partner and several other advanced manufacturing firms will absorb some of the other apprentices. Industry partners are located in Mountain Home and Flippin, Arkansas, covering both Baxter and Marion counties.**

**The area high schools, including Mountain Home High School, Cotter High School, Viola High School, Norfolk High School and Salem High School will participate by allowing the delivery of the above listed Pipeline modules to students in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades.**

## ADDRESSING THE SKILL GAPS

Name of Company	County	Number of Employees	Job Requirements	Turnover Rate	Reasons for Employee Turnover	Wages	Skill Gaps	Future Predictions	Loss due to Turnover	Loss due to turnover
Actronix	Marion	100	Ability to read and understand Standard Operating Procedures Measurement - Metric Calibrations	14%	Retirement Leave for Higher Wages		Ability to read measurements Critical thinking skills Attendance Mechanical Skills	N/A	\$ 70,000.00	14
American Epoxy Scientific	Baxter	10 In the process of opening	High School Diploma previous manufacturing or farming experienced preferred Industrial Mechanical Skills Knowledgeable in PLC (Allen Bradley)	0	N/A	Depends on experience in specific job, related capabilities	Soft Skills Industrial Mechanical Skills Electrical Skills PLC - Allen Bradley Auto CAD Drafting CNC - Router	200 employees within the next 2-5 years	\$ -	
Baxter Healthcare, Inc.	Baxter	1000	High School Diploma SILVER CRC Minimum Pass Background Check Clean Drug Screen	15%	Can't pass a Random Drug Test Do not follow company policy and procedures Poor Attendance		Silver CRC Topics Locating Information Reading for Information Applied Math Work Ethic	224 Jobs in Highly Skilled-Mid-Skilled Technical Jobs	\$ 750,000.00	150
EATON, Corporation	Baxter	300	High School Diploma Ability to Follow Directions Ability to read Standard Operating Procedures Basic Reading and Math Skills	7%	Poor Attendance (18%) Other Physically Demands of the job if applicant lives with grandparents they tend to not "want" to work	\$12-\$24 Depending on position	Soft Skills Budgeting for Work Attendance Work Ethics	Growth planned in the next 12-18 months Expansion of Manufacturing Floor Upgrade automation Modernization of Equipment	\$ 105,000.00	21
Microplastics	Marion	425	Good hand/eye coordination Ability to Multi-Task Ability to read and comprehend directions Critical thinking skills	36%	Loss to other employers (13%) No Call - No Show (44%) Attendance Loss of Supportive Services	\$8.15 - \$25.50/HR Maintenance Technicians - \$18	Attendance Mechanical Skills PLC Knowledge Communication Skills Ability to read and write Critical thinking skills Work Ethic	Plan to incorporate more robotic machinery Expansion is occurring in Melbourn - due to the shortage of qualified workforce in Twin Lakes area	\$ 765,000.00	153
Bass Pro - Ranger Boats	Marion	1000	Previous Manufacturing or Farm Experience Industrial Mechanical Skills Welding Skills (welders)	39%	Attendance Job Abandonment Do not follow company policies	\$10.15 - \$17.50	Soft Skills Critical Thinking Budgeting for Work Attendance Basic Hand Tool Knowledge Basic mechanical skills	Struggling to expand due to qualified labor shortage	\$ 1,950,000.00	390
Pace Industries	Boone	Not Given	Ability to read and write Follow basic directions Pass a drug test	21.60%	Absenteeism	\$10.96-\$15	Toolroom Maintenance Soft Skills	Apx 10% Increase over the next 5 years	\$ -	
Wabash	Boone	Not Given	Ability to understand and follow instructions. Need to be able to report to work on time	15% 300% in Temp-to-Hire	Attendance Just walk off the job Poor work ethic Physicality of the work	\$15-\$21	General Machinery Knowledge Math Skills Ability to read measuring devices Troubleshooting Skills Maintenance Familiarity	Stafing wages will elevate in many positions due to the sophistication of the automation	\$ -	
									\$ 3,640,000	

100% of local employers have identified soft skills, such as adherence to attendance policies, communication skills, work ethic, budgeting for work expenses, such as gasoline to get to and from work, and the ability to critically think and problem solve as a major skill gap. Programs such as Move Up to Independence and Ready2Work address these skills. Upon completion of the program or programs participants will have developed a plan that has address potential obstacles to retained

employment. The employability plan will guide the student through a contingency plan so that the student has not only identified potential barriers, but has created a solution to handle the potential barrier.

50% of the local employers have identified basic technical skills, such as the ability to read measuring devices, basic hand tool knowledge, and basic mechanical skills as necessary skills for entry level employment. Many of the job applicants lack the basic technical skills needed to perform the job successfully. The Ready2Work program as well as any of the Certificate of Proficiency programs offered by the ASUMH Technical Center will prepare students to with basic technical skills.

Preparation for the Career Readiness Certificate is also part of the Ready2Work program. Students of the Ready2Work program will be directed to complete the Career Readiness Certificate as Baxter Healthcare, Inc. requires job applicants to have earned a Career Readiness Certificate prior to filling out an application for employment.

50% of the local employers have identified industrial maintenance skills, such as programmable logic controllers, general machinery knowledge, troubleshooting skills, mechanical skills, and industrial mechanical skills. The Mechatronics program will prepare students as industrial maintenance technicians with an emphasis in programmable logic controllers, with an emphasis in industrial mechanical skills needed to critical thinking through machinery operating processes. Local employers, such as Baxter Healthcare, Inc. are interested in hiring students who have completed an Associates of Applied Science Degree in Workforce Technology: Mechatronics. Baxter Healthcare, Inc. is currently utilizing the Apprenticeship program for its incumbent workers and plans to hire students in the Mechatronics programs as technician apprentices. Micro Plastics plans on hiring twenty students in the Mechatronics program as apprentices which may include incumbent workers as well. Both employers place a high emphasis on the attainment of an Associate Degree.

#### IMPLEMENTING THE PROGRAM

Supportive services, is key to the successful implementation of the Pipeline to Advanced Manufacturing program. Northwest Arkansas is struggling to find job applicants that are qualified for technical positions. It has become necessary to provide potential job seekers with the necessary life skills to achieve job success.

The program will begin with the hiring of a full-time recruiter who will work with social agencies, such as the Department of Workforce Services, Goodwill, Food Bank of North Central Arkansas and Ozark Opportunities to identify potential program participants. Many of these individuals will have barriers to employment, will be hard to service and are receiving government assistance. The focus will be on the chronically unemployed, single parents, veterans, at-risk unemployed young adults, and those with some college experience who have not completed higher education. As the recruiter, it will be imperative that the recruiting process be relationship-based. As such the recruiter will be trained in delivering the Shopping Matters and Cooking Matters program. As an instructor, the recruiter will be able to identify those individuals that enjoy learning. Identifying the urge to learn in individuals will help the recruiter identify those individuals that may be interested in advancing to either the Move Up to Independence Program or the Ready2Work Program.

Once the potential students have been identified, the recruiter will refer individuals to work with two newly hired case managers who will also act as program trainers for the Move Up to Independence and Ready2Work program. The case manager will work closely with individuals to assess the current job readiness of the individual and the potential of life challenges to hinder job maintenance. The case manager will utilize intrusive advising to identify the ability and readiness of entering a training program. The goal of the case manager is to move the individual forward into the pipeline while assuring the individual that they have the necessary life skills to be job ready. In order to qualify for the Ready2Work program, the individual must be prepared to enter employment.

The case managers will also work to identify those individuals who are prepared to enter a technical program with ASUMH. Individuals with high school diplomas or GEDs will be encouraged to enter a technical program to advance their mechanical knowledge. It is important to note that there are many exit and entry points of the pipeline often leading to full-time employment earning life sustaining wages.

Case managers will begin to identify individuals that are work ready and refer the individuals to the Employer Liaison. The employer liaison and the case managers will work closely together to match the employer needs to that of the available labor pool in the pipeline.

In order to assure job opportunities will be available to the pipeline participants, an employer liaison will be hired. The job of the employer liaison will be to create an open line of communication and hiring pipeline for the case managers and employers. It is the job of the employer liaison to communicate to the case managers and the director of workforce development the current needs of the employers. Employers are willing to work with the employer liaison to fill open positions. The employer liaison will act as the catalyst between ASUMH's Pipeline program and the local employers to fill vacant positions in advanced manufacturing.



**SECTION 2 – PROGRAM PLAN****25 Points**

Program plans must be designed to meet the goals and core requirements of the Regional Workforce Grants program as well as the following Essential Components:

- Detailed project timeline and overview- provide a month-by-month overview of the critical convenings, activities, and actions that will comprise the project.
- Measurable objectives for each phase of the project- detail the metrics utilized throughout the project to track how credentialed job candidates possessing the skills needed by employers will be provided.
- Project governance and accountability plan- clearly describe the plan for governance, meetings, and decision-making structure; identify a project director; and identify members of a project steering committee that will maintain oversight throughout the project period.
- Pathways articulation and support- clearly describe the educational pathway(s) and support services that will be developed, or existing pathways that will be enhanced, to meet the identified workforce needs. Pathways should incorporate all appropriate student outcomes from short-term industry-recognized credentials through the highest certificate or degree programs appropriate to the identified career goals and include career step-out points at the completion of each credential.
- Role of equipment request- required only for those proposals seeking equipment purchases. Outline how equipment purchase will specifically address local labor market needs; provide detailed description of equipment, educational value of equipment in preparing workforce, and justification for purchase.  
*NOTE: Equipment may not be purchased during the planning phase*
- Performance assessment- clearly define measurable outcomes to be achieved through implementation of the plan and strategies to measure and report achievement of those outcomes. Priority will be given to programs which prepare candidates for high wage jobs or which create capacity to move candidates from unemployment to employment.
- 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 detailed project timeline and overview, measurable objectives for each phase of the project, a project governance and accountability plan, pathways articulation and support, the role of any equipment requested, and a performance assessment.

Keep the following rubric in mind when completing this section:

	<b>Exemplary</b>	<b>Superior</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Program Plan (25 Pts)</b>	Plan addresses all goals and core requirements and properly connects all activities to measurable outcomes that address workforce needs. (22–25 Pts)	Plan addresses most goals and requirements and substantially connects activities to measurable outcomes. (18–21 Pts)	Plan addresses many goals and requirements and connects some activities to measurable outcomes. (14–17 Pts)	Plan lacks significant requirements or connections of activities to measurable outcomes are not clear. (0–13 Pts)

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

### **Project Timeline – Pipeline to Advanced Manufacturing**

#### **September 2016 – December – 2016: Program Implementation Begins**

##### **September 2016**

- Advertising of (1) Recruiting Position, (2) Case Managers/Program Trainers, (1) Employee Liaison Positions
- Announcement of Grant Award utilizing local media outlets and social media
- Partnership Implementation Meeting
- Secondary Schools are notified of grant award

##### **October 2016**

- Hiring and Onboarding of (1) Recruiting Position, (2) Case Managers/Program Trainers, (1) Employee Liaison
- Recruiting Activities begin for Programs
- Meeting with Secondary Schools is held [Project Director and Recruiter]

##### **November 2016**

- Case Managers attend Bridges Out of Poverty Training
- Employers begin to identify incumbent workers for ASUMH Technical Center – Mechatronics Program
- Shopping Matter Programs Begin

##### **December 2016 (Employer 4<sup>th</sup> Qtr)**

- **Employer Partnership Meeting – Goal: Outline Employer Needs for 1<sup>st</sup> Qtr 2017 [Employer Liaison]**
- Incumbent workers register for ASUMH Technical Center classes

**January 2017 – May 2017 (Spring Semester Begins) – Secondary Center Students prepare to graduate from high school, graduates from Ready2Work and Move up to Independence enter employment and/or begin to register for ASUMH Technical Center classes.**

**January 2017**

- Ready2Work Program begins
- Move Up to Independence Program begins
- Shopping Matter Classes

**February 2017**

- Ready2Work graduates are referred to employment opportunities
- Move Up to Independence Program completers are referred to Ready2Work or Employment
- Shopping Matters
- Cooking Matters
- Recruiting Activities Continue
- Social Agency Partnership Meeting [Case Managers]

**March 2017**

- Employer Partnership Meeting – Goal: Outline Employer Needs for 2nd Qtr 2017 [Employer Liaison]
- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]
- Ready2Work Program begins
- Move Up to Independence Program begins
- Shopping Matter Classes
- Cooking Matter Classes

**April 2017**

- Ready2Work graduates are referred to employment opportunities
- Move Up to Independence Program completers are referred to Ready2Work or Employment
- Shopping Matters
- Cooking Matters
- Recruiting Activities Continue
- Social Agency Partnership Meeting [Case Managers]

**May 2017**

- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]
- Secondary Center Students are referred to employers for employment or register for Fall 2017
- Ready2Work Program begins
- Move Up to Independence Program begins
- Shopping Matter Classes
- Cooking Matter Classes

**June 2017 – July 2017 (Summer Semester Begins) – Focus will be on Ready2Work and Move Up to Independence. Shopping Matters and Cooking Matters will coincide with Summer Feeding programs to engage the adults into employability programs.**

**June 2017**

- Ready2Work graduates are referred to employment opportunities
- Move Up to Independence Program completers are referred to Ready2Work or Employment
- Shopping Matters
- Cooking Matters
- Recruiting Activities Continue
- Employers continue to identify incumbent workers to attend training at ASUMH Technical Center
- Employer Partnership Meeting – Goal: Outline Employer Needs for 3rd Qtr. 2017 [Employer Liaison]
- Social Agency Partnership Meeting [Case Managers]

**July 2017**

- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]
- Move Up to Independence Program begins
- Shopping Matter Classes
- Cooking Matter Classes
- Employers continue to identify incumbent workers to attend training at ASUMH Technical Center
- Recruiting Activities Continue

**August 2017 – December 2017 (Fall Semester Begins) – Secondary Center Students prepare to begin classes at ASUMH Technical Center, graduates from Ready2Work and Move up to Independence enter employment and/or begin to register for ASUMH Technical Center classes.**

**August 2017 – Fall Semester Begins**

- Incumbent workers begin classes at ASUMH Technical Center
- Secondary Students begin classes at ASUMH Technical Center
- Employers meet with Secondary Students to discuss employment opportunities
- Ready2Work graduates are referred to employment opportunities or ASUMH Technical Center
- Move Up to Independence Program completers are referred to Ready2Work or Employment
- Shopping Matters
- Cooking Matters
- Employers continue to identify incumbent workers to attend training at ASUMH Technical Center
- Social Agency Partnership Meeting [Case Managers]
- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]

**September 2017 (Year #2 of grant) Interim Report Due**

- Employer Partnership Meeting – Goal: Outline Employer Needs for 4th Qtr. 2017 [Employer Liaison]
- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]
- Move Up to Independence Program begins
- Shopping Matter Classes
- Cooking Matter Classes
- Ready2 Work Classes Begins

**October 2017**

- Ready2Work graduates are referred to employment opportunities
- Move Up to Independence Program completers are referred to Ready2Work or Employment
- Shopping Matters
- Cooking Matters
- Recruiting Activities Continue
- Employers continue to identify incumbent workers to attend training at ASUMH Technical Center
- Social Agency Partnership Meeting [Case Managers]
- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]

**November 2017**

- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]
- Secondary Center Students register for Spring 2018
- Ready2Work Program begins
- Move Up to Independence Program begins
- Shopping Matter Classes
- Cooking Matter Classes
- Employers continue to identify incumbent workers to attend training at ASUMH Technical Center

**December 2017**

- Employer Partnership Meeting – Goal: Outline Employer Needs for 1st Qtr. 2018 [Employer Liaison]
- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]
- Employers continue to identify incumbent workers to attend training at ASUMH Technical Center

**January 2018 – May 2018 (Spring Semester Begins) – Secondary Center Students prepare to graduate from high school, graduates from Ready2Work and Move up to Independence enter employment and/or begin to register for ASUMH Technical Center classes.**

**January 2018 – Spring Semester Begins**

- Incumbent workers begin classes at ASUMH Technical Center
- Secondary Students begin classes at ASUMH Technical Center
- Employers meet with Secondary Students to discuss employment opportunities
- Shopping Matters
- Cooking Matters
- Recruiting Activities Continue
- Social Agency Partnership Meeting [Case Managers]
- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]

**February 2018**

- Employer Partnership Meeting – Goal: Outline Employer Needs for 4th Qtr. 2017 [Employer Liaison]
- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]
- Move Up to Independence Program begins
- Shopping Matter Classes
- Cooking Matter Classes
- Ready2 Work Classes Begins

**March 2018**

- Ready2Work graduates are referred to employment opportunities
- Move Up to Independence Program completers are referred to Ready2Work or Employment
- Shopping Matters
- Cooking Matters
- Recruiting Activities Continue
- Employers continue to identify incumbent workers to attend training at ASUMH Technical Center
- Social Agency Partnership Meeting [Case Managers]
- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]



**April 2018**

- Employer Partnership Meeting – Goal: Outline Employer Needs for 4th Qtr. 2017 [Employer Liaison]
- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]
- Move Up to Independence Program begins
- Shopping Matter Classes
- Cooking Matter Classes
- Ready2 Work Classes Begins

**May 2018**

- Grant Check-up Meeting – Review progress of grant performance measures, identify challenges and celebrate success stories [Project Director, Case Managers, Employer Liaison, and Recruiter]
- Secondary Center Students are referred to employers for employment or register for Fall 2018 Ready2Work Program begins
- Move Up to Independence Program begins
- Shopping Matter Classes
- Cooking Matter Classes
- Employers continue to identify incumbent workers to attend training at ASUMH Technical Center

**June 2018 – Continuation of Grant Proposal Due**

**Proposed Governance:**

To ensure that the Pipeline to Advanced Manufacturing is properly utilized and maintained for the benefit of the manufacturing industry that comprises Northwest Arkansas, a project director and steering committee will be created to advise, oversee and implement all decisions.

The project director (ASUMH Director of Workforce Development) will facilitate a steering committee made up of representatives from each manufacturing industry partner. Throughout the implementation phase of the proposed series of programs, the project director and committee will be responsible for adherence to the project timeline. Because of the nature in dealing with an industry that has become known for its high turnover rates, the committee will meet on a quarterly basis.

It is crucial that a strong relationship is maintained with industry partners to assure the success within two years. Keeping strong communication channels open with both industry partners and secondary partners will allow for any immediate projects changes on an as needed basis. The project director will act as the spokesperson for the Pipeline success and relay all communications to the steering committee. By encouraging facilitation rather than delegation it is strongly expected that we will be able to respond to our industry partners' needs in a quick, strong and effective manner.

<b>September 2016 – December 2016      Announcement/Building Team Phase</b>	
<b>Measurable Objectives:</b>	<b>YTD</b>
(1) Recruiter, (2) Case Managers/Trainers, and (1) Employee Liaison are hired and trained	
(2) Project employees are certified in Bridges out of Poverty, Shopping Matters, Cooking Matters and Getting Ahead in a Just Getting By World	
(3) Project Meetings have been held with:	
a. Secondary Centers	
b. Industry Partners	
c. Social Agency Partners	
(4) Shopping Matters: 33 Completers	33
(5) Incumbent Workers register for ASUMH Technical Center Classes:	5
<b>January 2017 – May 2017      Spring Semester Phase I</b>	
<b>Measurable Objectives:</b>	<b>YTD</b>
(1) Shopping Matter Completers: 165	198
(2) Cooking Matter Completers: 125	125
(3) Move Up to Independence Completers: 85	85
(4) Ready to Work Completers: 65	65
(5) # Entered Employment: 63	63
(6) # Registered for ASUMH Technical Center Program: 10	10
(7) # of Secondary Students: 10	10
(8) # Completed Certificate of Proficiency: 6	6
(9) # Career Readiness Certificates: 50	50
<b>June 2017 – July 2017      Summer Semester Phase II – Summer Feeding Program</b>	
<b>Measurable Objectives</b>	<b>YTD</b>
(1) Shopping Matter Completers: 165	363
(2) Cooking Matter Completers: 125	250
(3) Move Up to Independence Completers: 85	170
(4) Ready to Work Completers: 65	130
(5) # Entered Employment: 35	98
(6) # Registered for ASUMH Technical Center Program: 0	10
(7) # Completed Certificate of Proficiency: 0	6
(8) # Career Readiness Certificates: 40	90
<b>August 2017 – December 2017      Fall Semester Phase III</b>	
<b>Measurable Objectives</b>	<b>YTD</b>
(1) Shopping Matter Completers: 165	528
(2) Cooking Matter Completers: 125	375
(3) Move Up to Independence Completers: 85	255
(4) Ready to Work Completers: 65	195
(5) # Entered Employment: 40	138
(6) # Registered for ASUMH Technical Center Program: 10	30
(7) # Secondary Students: 20	40
(8) # Completed Certificate of Proficiency: 08	14
(9) # Completed Technical Certificate: 05	11
(10)# Completed Associate of Applied Science Degrees: 0	0
(9) # Career Readiness Certificates: 40	130



January 2018 – May 2018	Spring Semester	Fall Semester	Phase IV
<b>Measurable Objectives</b>			<b>YTD</b>
(1) Shopping Matter Completers: 165			693
(2) Cooking Matter Completers: 125			450
(3) Move Up to Independence Completers: 85			340
(4) Ready to Work Completers: 65			260
(5) # Entered Employment: 40			178
(6) # Registered for ASUMH Technical Center Program: 15			45
(7) # Secondary Students: 18			58
(8) # Completed Certificate of Proficiency: 12			26
(9) # Completed Technical Certificate: 8			19
(10)# Completed Associate of Applied Science Degrees: 2			02
(11)# Career Readiness Certificates: 35			165
<b>Pathway Articulation&amp; Support:</b>			
Industry leaders have become more involved in the direction of how their current workforce is developed. The leading cause in high turnover rates relates back to soft skill development. Industry consensus tells us that many of the individuals entering the manufacturing workforce lack the most basic skills necessary to remain employable.			
In order to ensure and maintain project success throughout the two years, education will be used as the primary tool in bolstering recruitment numbers of viable employable candidates and strengthening industry retention numbers. To do this we must place focus on a need to become educated, in showcasing that education through our specifically designed series of Pipeline modules will result in a fulfilling life sustainable career it is highly anticipated that current workforce numbers will increase. By encouraging a community culture to become more educated, the programs will begin to market themselves.			
Shopping Matters and Cooking Matters are two of the programs designed to enhance and teach basic life skills. The solution to the problem starts here. An individual must learn how to functionally operate within society before entering the workforce. Both of these programs offer classes that teach individuals how to plan and budget while living on a fixed income. This includes hands-on-learning tours through local Walmart stores and other local grocery stores. Individuals and families learn about unit pricing, reading nutrition facts panels and shopping with a plan and a budget. Cooking Matters takes this knowledge one step further. The Cooking Matters program teaches how to strategically budget an entire grocery list and turn it into meals for every night of the week. These life skills directly correlate to soft skills. If an individual does not know how to properly care for him or herself at home, what makes it any different at a place of employment?			
Transitioning into soft skills, we look at this as graduating to the next step in the Pipeline modules. Because all of our manufacturing industry partners voiced this as the main concern in regards to employability and retention, the two-year project has multiple options available. Move Up to Independence, Ready2Work and the Arkansas Career Readiness Certificate (CRC) are all programs designed to teach, enhance and review the most immediate soft skills required in order to be deemed employable.			

The soft skills programs integrate knowledge learned in the two life skills Pipeline modules. Move Up to Independence aims to empower low-income and working class families and give them control of their life back. Assisting individuals and families with the necessary tools and knowledge to achieve self-sufficiency is the primary objective of the soft skills Pipeline modules. Participants explore the impact of economic class on themselves and their communities, how to build financial, emotional, and social and employment resources. They explore different employment options, including training and technical programs to broaden their career options. Participants develop life goals and create a plan to achieve their life goals.

Ready2Work in conjunction with the Career Readiness Certificate (CRC) gives individuals something tangible to be proud of for their efforts. It acts as a distinguishing factor that industry partners look for when hiring new members to their respective workforces. Initially implemented to bridge the gap between industry partners and local workforce, the Ready2Work program and CRC have become staples in the local community of what it means to be a truly employable candidate. Everyone involved in the program agreed that the READY2WORK classes have a positive impact on the job retention rates for our area. Retention rates are higher, turnover is lower and soft skills for the work place have greatly improved amongst program participants.

An offshoot from the Ready2Work program allows technical training as well, because of the high demand from manufacturing industry partners technical skills are also emphasized. In recognizing that all facets of the Pipeline modules can be integrated and built upon each other, individuals may choose to place focus on learning and enhancing his or her technical skill set. Both soft skills and technical skills are learning objectives for all three programs.

The culmination of the Pipeline modules ends at educational level. Through successful completion of the modules individuals will be equipped with skill sets to enter the workforce or go on further at ASUMH. Both the ASUMH Secondary Center and ASUMH Mechatronics Program are designed to propel an individual even further. The Secondary Center will prepare secondary students to enter the workforce shortly after high school graduation. Industry partners are interested in hiring students who have completed a technical certificate in any of the current ASUMH technical programs, including, welding, HVAC, and automotive repair of Mechatronics. Because of this the pipeline is always booming with new viable candidates ready to join the workforce.

Though there is a series of modules one must successfully complete before advancing, the Pipeline modules also offer flexibility. An individual may join in at any module of the pipeline at any given point (dependent on individual's assessment of skills). This project is designed to welcome any educational level and skill level, in doing so removing any negative stigma surrounding lack of higher education. Through education of life skills, soft skills, technical skills and industry related programs there is no doubt that Northwest Arkansas will develop a workforce of career driven individuals.

**LIFE SKILLS -> SOFT SKILLS -> TECH SKILLS -> EDUCATION = CAREER**  
**Performance Assessment**

LIFE SKILLS		SOFT SKILLS		TECH SKILLS		EDUCATION	
<b>Shopping Matters</b>		<b>Move Up to Independence</b>		<b>Parts Handler</b>		<b>Certificate of Proficiency</b>	
One Day Workshop		6 Week Structured Facilitated Learning		Fiber Glass Plant		Career Readiness Certificate	
Learn to manage money		Student begins to discover self worth		Machine Operator		DC Electronics	
Live a healthy lifestyle		Identifies self sabotaging behavior		\$8.00/HR - \$10.00/HR		AC Electronics	
Discover they like to learn		Begins to plan and set goals				Programmable Logic Controllers	
						Hydraulic and Pneumatic Systems	
						<b>Technical Certificate</b>	
						Computer Essentials	
						Composition I	
						Applied Math	
						Employment Strategies	
						Ready2Work	
						Industrial and Shop Safety	
						Computer Aided Design (CAD)	
						Schematics and Mechanical Diagrams	
						<b>Associate of Applied Science</b>	
						Composition II	
						Oral Communication	
						Social Science Elective	
						Digital Electronics	
						Industrial Electronic Devices	
						Industrial Mechanical Systems	
						Fundamentals of Industrial Maintenance	
						Level II Tech	
						Industrial Maintenance Tech	
						Quality Inspector	
						\$12/HR - \$24/HR	

**SECTION 3 – STRENGTH OF PARTNERSHIP****20 Points**

Proposals are required to address how the program plan incorporates each of the mandatory partners, as identified above, in a meaningful role.

*Essential Components:*

- Detailed description of role of each partner in implementation of the project- describe how each partner will carry out components of the grant project; provide a description of assigned tasks for each of the mandatory partners; identify specific personnel and the roles they will play throughout the project; describe the integration of each role into the overall project; and describe the process for implementing fully articulated pathways from K-12 through a baccalaureate degree, as appropriate.
- Capabilities of each partner in ensuring project success- discuss the unique strengths of each partner in executing planned proposal; describe how each partner is qualified to participate in the proposed project and how each partners strengthens the overall partnership.
- Consideration of all potential partners in the region – describe the process for identifying each selected partner, including the consideration of regional community colleges, universities, public schools, education service cooperatives, businesses and industries, career and technical education programs, multidistrict vocational centers, and private partnerships.

Keep the following rubric in mind when completing this section:

	<b>Exemplary</b>	<b>Superior</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Strength of Partnership (20 Pts)</b>	Plan includes broad representation and each partner has a defined role with identified critical contributions. (18–20 Pts)	Plan includes broad representation but partner roles are not clearly defined. (15–17 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan. (11–14 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully. (0–10 Pts)

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

#### **Strength of Partnership**

During the planning phase of the grant, industry partners questioned the viability of the Twin Lakes area workforce. Was the Twin Lakes experiencing a labor shortage? This question was explored in detail, and the missing element was two-fold. First, it was concluded that an effective youth pipeline was missing. Employers did not have two years to wait for students to graduate. It was discovered that a partnership between industry, secondary schools and ASUMH was needed to build an accelerated pathway into the pipeline. Recent high school graduates lacked the soft skills and technical skills to qualify for open positions, and it was decided and both soft skills and technical skills needed to be addressed simultaneously.

While developing a soft skills program, Ready2Work, it was found that some high school students were not only first generation high school graduates but could also be identified as first generation workers. Human resource professionals were frustrated with the lack of job maintenance skills possessed by many employees who voluntary or involuntary left their positions within the first ninety days of employment. Community partners were identified as subject matter experts to identify the potential job skills that were needed for the chronically unemployed, job hoppers, career changers and single parents that struggle with employment. It was discovered that community partners needed an entry into the pipeline for their clients.

The Pipeline to Advanced Manufacturing program's success is dependent on the strength of the partnerships that have been created before and during the planning phase of the workforce development grant process.

Industry partners, community partners, ASUMH and secondary schools are committed to developing the advanced manufacturing pipeline. Working with those that have been identified as chronically unemployed and the unemployed, the at-risk youth, and individuals who are re-entering the workforce, the community will not only increase the number of participants in the pipeline program but will serve as a continued resource for referral services for pipeline participants.

The partnership between Industry, ASUMH, Secondary Schools, and Community Partners will allow the partners to move as a team, communicate effectively to develop a viable workforce and to move individuals into self-sustaining career paths.

#### **The Role of Industry Partners**

More than twenty years ago, Baxter Healthcare, Inc. (Baxter) had the vision of creating a youth pipeline directly into their plant. Baxter partnered with FIRST Robotics, ([Clear here to learn more about FIRST Robotics](#)) and Mountain Home High School to create a competitive robotics team, known as the Baxter Bomb Squad. Bomb Squad refers to Mountain Home High School's school mascot the bomber plane. In 2012, the Baxter Bomb Squad for the first time earned the title of World Champions of the global competition held annually in St. Louis, Mo.

While Baxter has done an excellent job in creating a youth pipeline through the high school robotics team, there continues to be a gap in the pipeline. While some students continued their education at four-year universities to major in engineering, many decided to stay in Mountain Home without a career pathway into Baxter. Unfortunately, it was discovered that high school students lacked the formal technical education needed to succeed in the maintenance technician field. A career as a

maintenance technician would have allowed robotic students to continue to work with robotic technology. This reality was unacceptable to Baxter, ASUMH, and Mountain Home High School. Baxter is strongly committed to developing the pipeline to the advanced manufacturing program at ASUMH as is evidenced by Baxter's donation of \$1.9 million dollars in advanced manufacturing equipment. This donation of equipment will be housed at the new ASUMH technical center with renovations and equipment installation to be completed by the Fall of 2016.

Baxter has recently announced expansion efforts that will need an additional 225 employees who are technically trained in Mechatronics over the next five years. [Click here to access AEDC Announcement of Baxter Expansion](#)

Baxter is committed to Northwest Arkansas, especially the Twin Lakes area and through the pipeline program will employ qualified candidates into their newly developed Mechatronics Apprenticeship program at ASUMH. Mechatronics refers to the advanced manufacturing program currently offered by ASUMH. Baxter is the lead program advisor, serves as an on-site program consultant and is committed to sending a minimum of fifty newly hired incumbent workers to attend the ASUMH Mechatronics program.

As a committed partner to the pipeline program, Baxter has committed their engineering manager to serve on the advisory board for ASUMH and the advisory board of Mountain Home High School. Baxter will continue to supply mentors for the high school robotics team and currently is one of the major sponsors of the Arkansas's regional robotics competition. Arkansas only recently became a host site for robotic competitions. [Click here to experience Arkansas Regional Robotics Competition](#)

As Baxter Healthcare, Inc. continues to invest in advanced manufacturing technology and is committed to investing in the local workforce, other local employers are embracing advanced technology and are committed to hiring technically trained ASUMH graduates. The benefits of this partnership are not exclusive to Northwest Arkansas, the growth of a workforce pipeline will inevitably attract additional economic development opportunities.

Micro Plastics is committed to hiring twenty Mechatronic apprentices and desperately needs the entry level workers provided by the pipeline program. Micro Plastics, is also expanding their manufacturing plant, unfortunately, due to the small number of qualified job seekers, Micro Plastics chose Melbourne, Arkansas as the expansion site. However, the plant in Flippin, AR. needs a pipeline of workers. Micro Plastics is committed to attending quarterly meetings, utilizing hiring practices as a second chance employer and referring at risk incumbent workers into the pipeline program. Ranger Boats (Ranger) is also committed to hiring individuals out the of the pipeline program. Ranger is committed to conducting on site job interviews and is committed to serving on the advisory board. Ranger's Human Resource Manager and Plant Manager are committed to attending quarterly industry partner meetings and will review curriculum.

All three industry partners are committed to working with the pipeline's employee liaison to fill open positions and to identify skill gaps and hiring challenges. As manufacturing plants continue to explore expansion opportunities, it has become imperative that job seekers are technically qualified to handle the new positions created.

*Community Partnerships and Social Agencies*

Individuals who are in need of basic life necessities are used to living in the tyranny of the moment. As described by a psychologist, Dr. Ruby Payne, living in the tyranny of the moment distracts the individual member from planning life and preventing life challenges and forced to surviving life challenges on an hour by hour basis. Living in the tyranny of the moment will inhibit an individual from completing an education, securing employment that pays a living wage and negatively affects any effort towards job retention.

Government agencies such as the Department of Workforce Services and social agencies such as Good Will, Ozark Opportunities and the Food Bank of North Central Arkansas (FBNCA) are the entry points into the pipeline. Many of the individuals entering the pipeline through this entry point are not prepared to successfully begin a career pathway, let alone an entry level job that will pay a double digit hourly wage. To prepare individuals for success, classes in basic life skills such as Shopping Matters, Cooking Matters, and Move up To Independence will be offered. These life skill programs are designed to facilitate learning in handling and preparing for life challenges. The key is to guide an individual to budget, plan and make life decisions that are consistent with maintaining a stable work and family life.

The executive directors of FBNCA and Ozark Opportunities are committed to advertising the pipeline services to their clients. Together the agencies see an average of 35,000 unduplicated individuals on an annual basis. Both agencies are dedicated to serving the needs of this vulnerable population and are committed to referring clients to ASUMH's pipeline program, hosting classes at their satellite locations, and assisting the pipeline in data sharing and client follow-up.

The Department of Workforce Services is committed to referring clients who are in need of employment to ASUMH's pipeline and to assist clients with job services and placement. The Department of Workforce Services local offices of both Harrison and Mountain Home understand first-hand the struggles employers have with high turnover rates and are committed to sharing challenges that are experienced by job seekers and employers through attendance at quarterly meetings.

Good Will services is committed to hosting hiring events for local employers in partnership with Arkansas Workforce Services. Good Will is also committed to referring clients to the pipeline, providing resume writing assistance programs, interview classes, interviewing clothing and other job preparation services. Good Will's priority is job preparation and job placement and as such will benefit from the partnership by ensuring the employers that they will have a referral base that is job ready.

Gamma House (transitional housing for women and children), Serenity (domestic violence shelter), Center of Hope (group of local church organizations that provide financial assistance for basic life needs, including rent assistance, utility assistance and referrals to other services), and Alpha House (transitional housing for men) are committed to referring their clients and residents to the pipeline. Through the above mentioned partners the pipeline will contain individuals from vulnerable populations, such as single parents, the long-term unemployed, those with inconsistent job histories, dislocated workers, homeless persons and those that are needing guidance and training to secure employment in family sustaining wages. Each partner is committed to attending quarterly partnership meetings to discuss the success stories and identify the challenges and obstacles found in the pipeline to ensure continuous improvement of the pipeline program.

### Secondary Schools

The secondary schools in Baxter and Marion counties include Mountain Home High School, Cotter, Flippin and Norfolk high school.

The secondary schools will continue to support ASUMH Secondary Center by enrolling their students for ASUMH technical center class offerings. These students will benefit from an early start on technical training that will prepare students with the technical skills needed to secure employment paying double digit hourly pay rates.

The students will have the opportunities to continue their education with ASUMH after they graduate high school and to apply for apprenticeships offered by Baxter Healthcare or Micro Plastics. The earn and learn model afforded by the Mechatronics Apprenticeship program will enable the youth pipeline to grow.

The school counselors will work with the ASUMH Career Coach, the ASUMH Pipeline recruiter and local employers to promote a career in advanced manufacturing. (PowerPoint Presentation explaining the partnership between secondary schools, ASUMH, and industry partners is located in the Appendix).

The secondary schools and ASUMH will continue to identify, develop and align coursework that will qualify for articulated credit or concurrent college credit. The goal is streamline Career and Technical Education into the advanced manufacturing pipeline so that students may accelerate their career goals into maintenance technicians, robotic engineers or advanced manufacturing machine operators. The secondary schools will continue to embed soft skill curriculum and other life skill curriculum, such as Ready2Work and Move Up To Independence into existing CTE programs.

ASUMH will continue to serve as a liaison between the secondary schools and industry partners to develop and enhance programs such as Young Manufacturers Academy, robotics, industry driven career fairs, and industry sponsored Manufacturing day events.

Industry partners will continue to support the youth pipeline, by hosting plant tours, attending career fairs, sponsoring youth pipeline events and serving as mentors to secondary students. Industry partners, such as Baxter, Ranger, and Micro Plastics are committed to hiring qualified secondary students for entry level positions who complete a technical certificate.

### Secondary Center

The ASUMH secondary center is committed to recruiting, preparing and placing qualified secondary students into advance manufacturing positions once they have reached the age of 18 and completed a technical certificate. The secondary center is committed to providing the students with an academic advisor and career placement professional who will guide students.

The Dean of Business and Technology and the Secondary Center director are committed to working with secondary schools to continuously improve and update course offerings to reflect the current and future needs of industry.



ASUMH is committed to acting as a lead facilitator for the pipeline program. ASUMH will coordinate quarterly meetings for:

- Industry Partners
- Secondary Schools
- Community Partners

ASUMH will employ one pipeline recruiter who will work closely with the community partners to identify and enroll individuals to the various entry points of the pipeline. The recruiter will be trained to conduct Shopping Matter and Cooking Matter classes as a way to develop a rapport with potential pipeline candidates. The recruiter will work with the secondary schools to ensure that the presence of the youth in the pipeline.

Two case managers with intrusive advising skills, career facilitation skills along with strong presentation skills will be employed to instruct and facilitate the Ready2Work program, and Move Up to Independence using the curriculum of Getting Ahead in a Just Getting By World by Phil DeVol. Their objective will be to work with candidates to identify the entry and exit points in the pipeline best suited for the individual and employer needs.

An employer liaison will also be hired to maintain employer relationships and to serve as the contact point between the pipeline and the employers. The employer liaison will work closely with industry human resource professionals to develop a skill set profile that will allow employers to fill vacant positions. The employer liaison will also track turn-over rates to job candidates to offer continuous improvement opportunities to the pipeline program on a quarterly basis. The employer liaison will also serve as the entry point into the employment section of the pipeline. It is the goal of the employer liaison to guide viable job candidates to the employers and to serve as a check and balance system for the training component of the pipeline. The employer liaison will work with ASUMH and community partners to make sure the skill gaps are continuously being identified and addressed. ASUMH will work with industry partners and secondary schools to create career fairs that reflect current job opportunities and career pathways in the Twin Lakes Area.

ASUMH will work with community partners by process client referrals to fast track individuals to sustainable employment or career training.

**SECTION 4 – BUDGET PLAN****15 Points**

Proposals will include a detailed financial plan that maximizes efficient use of existing resources and a completed budget template.

*Essential Components:*

- Clear alignment between funding request and grant activities- detailed discussion of how each component of the grant budget supports the goals and stated outcomes of the program.
- Institutions may request up to \$1 million over two years that will provide resources to implement approved Phase 1 projects.
- Local match of at least 10% of the total request, with a maximum cap of \$50,000- all proposals will include a plan for local funding to match 10% of the total grant proposal. For example, a grant requesting \$400,000 in funding would be required to provide \$40,000 in matching funds. However, the local match is capped at \$50,000, meaning grants in excess of \$500,000 will have the same match as a \$500,000 project.

*Note: With a submitted written commitment and payment guarantee from an industry partner, internship wages paid during the initial twenty-four (24) months of this program may be used to offset the local match amount on a dollar-to-dollar basis. Additionally, wages paid to incumbent workers of the employer while enrolled in academic training may be deducted from the match as well. Any entity wishing to utilize this method of funding the match must include the appropriate documentation with their proposal and, if selected for funding, will be monitored to ensure compliance.*

Keep the following rubric in mind when completing this section:

	<b>Exemplary</b>	<b>Superior</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Budget Plan (15 Pts)</b>	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (13-15 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (10-12 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (7-9 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0-6 Pts)

**Section 4.1 – Budget Plan Detail**

*Please provide your detailed financial plan in the box below.*

<b>Total Requested Implementation Grant:</b>		<b>\$875,220</b>
<b>Section A:</b>	<b>Program Leadership Support Costs</b>	<b>\$574,500</b>
This cost covers salaries and fringe benefits for a 24 month period.		
Grant/Data Administrator:		\$81,000
Recruiter:		\$81,000
Case Manager/Facilitator:		\$81,000
Case Manager/ Facilitator #2:		\$81,000
Employer Liaison:		\$81,000
Fringe Benefits:		\$121,500
Total Travel Costs:		\$48,000
Travel costs include travel and conference fees for staff training as well as mileage reimbursement for industry visits, school visits and partnership meetings.		
Line item (4) OTHER:		\$0
<b>B.</b>	<b>Other Direct Costs</b>	<b>\$300,720</b>
Line Item 1.	Equipment	\$100,000
This provides funding to purchase small hand power tools and pneumatic equipment that is necessary to familiarize the students with basic industrial technology tools. The tools and equipment purchased with grant funds will be embedded into future curriculum and will be used on an ongoing basis. Industry partners have identified familiarity with small hand tools and pneumatic as essential to the success of the future employee.		
Line Item 2.	Materials and Supplies	\$94,000
Line item 2, materials and supplies provides for marketing costs of \$50,000. Marketing costs include advertising through the local radio and newspaper. Costs associated with marketing through social media outlets and purchasing promotional items to be given away to potential students.		
Supplies and operation expenses, also included in Line Item 2 provides for a cost of \$44,000. This amount will cover needed supplies to conduct partnership meetings, industry surveys, and the purchase of curriculum.		
There are no costs associated with line item 3 or 4.		
Line Item 5.	Other: Student Expenses	\$106,720
The target audience will be individuals from vulnerable populations who will lack the resources needed to purchase materials for the various classes. In order for students to be successful, it will be necessary for materials, such as textbooks, notepads, and writing utensils to be supplied as part of the program.		
The target audience will be individuals from vulnerable populations who will lack the resources needed to purchase materials for the various classes. In order for students to be successful, it will be necessary for materials, such as textbooks, notepads, and writing utensils to be supplied as part of the program.		
\$14,720 will be used to purchase \$10 Walmart gift cards for Shopping Matter class participants. The \$10 Walmart gift card will be used to implement the lesson of making healthy food choices while living on a budget. The goal is for the class participants to purchase \$10 worth of food items to make a healthy meal.		
\$68,000 will be used to purchase the books and materials for the class Move Up to Independence.		
\$24,000 will be used to purchase the books and materials for the READY2WORK class.		

C. Total Direct Costs (A and B)		\$875,220	
D. Cost Sharing (Minimum 10%; up to \$50,000) <\$50,000			
Baxter Healthcare, Inc. has donated equipment that is valued at \$1.9M. This equipment is a reflection of the new technology advanced equipment that will be used as part of Baxter's expansion efforts. The equipment will be housed at the ASUMH Technical Center.			
Baxter Healthcare and Micro Plastics have both committed to validate those students who are employed at Baxter or Micro Plastics. Wages for will be in excess of \$50,000 and both industry partners have agreed to share hire information and wage information with ASUMH as part of the grant report requirements.			
ARKANSAS STATE UNIVERSITY - MOUNTAIN HOME			
PIPELINE TO ADVANCED MANUFACTURING			
BUDGET			
	2016/17	2017/18	
Grant/Data Administrator	\$ 40,000.00	\$ 41,000.00	\$ 81,000.00
Recruiter	\$ 40,000.00	\$ 41,000.00	\$ 81,000.00
Case Manager	\$ 40,000.00	\$ 41,000.00	\$ 81,000.00
Case Manager	\$ 40,000.00	\$ 41,000.00	\$ 81,000.00
Employer Liaison	\$ 40,000.00	\$ 41,000.00	\$ 81,000.00
Fringe Benefits	\$ 60,000.00	\$ 61,500.00	\$ 121,500.00
Total Salary and Fringe	\$ 260,000.00	\$ 266,500.00	\$ 526,500.00
Marketing	\$ 25,000.00	\$ 25,000.00	\$ 50,000.00
Supplies/Operations	\$ 22,000.00	\$ 22,000.00	\$ 44,000.00
Travel	\$ 24,000.00	\$ 24,000.00	\$ 48,000.00
Equipment	\$ 60,000.00	\$ 40,000.00	\$ 100,000.00
Total Operations	\$ 131,000.00	\$ 111,000.00	\$ 242,000.00
Student Expenses			
Shopping Matters 736@\$10 Card	\$ 7,360.00	\$ 7,360.00	\$ 14,720.00
Move up to Independence Books			
340 @ \$100	\$ 34,000.00	\$ 34,000.00	\$ 68,000.00
Ready to Work (Employment Strategies)	\$ 12,000.00	\$ 12,000.00	\$ 24,000.00
Total Student Expenses	\$ 53,360.00	\$ 53,360.00	\$ 106,720.00
TOTAL EXPENSES	\$ 444,360.00	\$ 430,860.00	\$ 875,220.00

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**Section 4.2 – Budget Plan Template**

*Please complete the budget template below. Totals will calculate automatically based on your input. Institutions may request up to \$1 million in grant funding for Phase 2 Projects.*

<b>Requesting Institution:</b>	
<b>Title of Project:</b>	

**A. PROGRAM LEADERSHIP SUPPORT COSTS**

1. Personnel/Stipend	\$526,500.00
2. Travel	\$48,000.00
3. Other (Explain Below)	\$0.00
Briefly Explain Other Costs	
<b>TOTAL PARTNER PARTICIPANT COSTS</b>	<b>\$574,500.00</b>

**B. OTHER DIRECT COSTS**

1. Equipment	\$100,000.00
2. Materials and Supplies	\$94,000.00
3. Publication Costs/Documentation/Dissemination	\$0.00
4. Consultant Services	\$0.00
5. Other (Explain Below)	\$106,720.00
Briefly Explain Other Costs	
<b>TOTAL OTHER DIRECT COSTS</b>	<b>\$300,720.00</b>

<b>C. TOTAL DIRECT COSTS (A &amp; B)</b>	<b>\$875,220.00</b>
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<b>D. COST SHARING (Minimum 10% of C; up to \$50,000)</b>	<b>\$50,000.00</b>
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<b>Total Implementation Grant Budget</b>	<b>\$925,220.00</b>
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*Other Notes**Other: Student Expenses*

*The target audience will be individuals from vulnerable populations who will lack the resources needed to purchase materials for the various classes. In order for students to be successful, it will be necessary for materials, such as textbooks, notepads, and writing utensils to be supplied as part of the program.*

*\$14,720 will be used to purchase \$10 Walmart gift cards for Shopping Matter class participants. The \$10 Walmart gift card will be used to implement the lesson of making healthy food choices while living on a budget. The goal is for the class participants to purchase \$10 worth of food items to make a healthy meal.*

*\$68,000 will be used to purchase the books and materials for the class Move Up to Independence.*

*\$24,000 will be used to purchase the books and materials for the READY2WORK class.*

**SECTION 5 - SUSTAINABILITY****20 Points**

Proposals will include a commitment and detailed plan for sustaining grant activities beyond the twenty-four (24) month implementation period. Equipment requests will clearly specify how purchased equipment will continue to be linked to addressing labor and workforce needs beyond the grant period.

*Essential Components:*

- Detailed plan for sustaining the program beyond the twenty-four (24) month implementation grant funding period- describe how the work supported by this grant will continue beyond the grant period; outline the roles and funding sources of each partner after the grant period.
- Detailed plan for maintaining communication and sharing resources among all the program partners beyond the twenty-four (24) month funding period;
- Identify availability of long-term resources to maintain and/or repair any equipment requested.
- Describe plan for redistribution of equipment to meet additional workforce needs once the employer needs addressed by the proposal have been satisfied.

	<b>Exemplary</b>	<b>Superior</b>	<b>Adequate</b>	<b>Needs Improvement</b>
<b>Sustainability (20 Pts)</b>	Identifies existing resources to continue the program with no reduction in services at the end of grant funding period. (18–20 Pts)	Identifies significant resources to continue the program with limited reduction in services at the end of grant funding period. (15-17 Pts)	Identifies limited resources to continue the program or proposes significant reduction in services at the end of grant funding period. (11-14 Pts)	New funding sources must be identified for continuation of program at the end of grant funding. (0-10 Pts)

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

#### Sustainability

Currently, community partners continue to work in silos. However, the pipeline program will facilitate a multi-agency approach to servicing clients. ASUMH project director will facilitate the communication between the various pipeline partners to assure a clear direction in achieving the pipeline program performance measures.

As such the sustainability of the program will be directed by industry partners' commitment to the advanced manufacturing pipeline.

Baxter Healthcare's donation of industry equipment valued at \$1.9 million illustrates the level of commitment demonstrated by industry partners for the sustainability of the pipeline program. Baxter Healthcare is committed to maintenance costs. However the Mechatronics program is designed to instruct students how to maintain advanced technological equipment, and it is industry's expectation that ASUMH students will be able to perform routine maintenance as part of the program learning outcomes.

According to industry partners, the various project timelines for growth expansion developments are planned to take a minimum of five years for full implementation. The viability of the two year project will be demonstrated by the strength of the strategic partnership created by the pipeline program to create a technically trained workforce ready to fill vacant positions.

Grant funds will be crucial to the development of key components of the pipeline program. While industry partners have committed the majority of equipment expenses, the coordination of individuals seeking employment opportunities into high paying job positions with employers who have open positions will be vital to the implementation of the pipeline program. The case managers, recruiter and employee liaison will need to develop a business model that will enable their processes and work products to be adopted by pipeline partners.

ASUMH's case managers and trainers will prepare and train community partners to conduct training classes, refer individuals to the various entry points into the pipeline and to perform follow-up case management services. The benefit for community partners to adopt the recommended case management processes will be increased training and employment opportunities to for clients. The employee liaison will be absorbed by industry partners to ensure continued success of the pipeline program. The career placement coordinator of ASUMH will be able to absorb the career placement activities for graduates of the Mechatronics program.

ASUMH has been fortunate to have cultivated effective working relationships with industry partners during the creation of the ASUMH technical center. During the planning stages of opening the ASUMH technical center, industry partners were consulted and participated in the creation of the technical programs and guided the purchase of equipment. As such, industry partners are accustomed to quarterly updates of the ASUMH technical center achieved through on-site visits performed by the Director of Workforce Development. A close working relationship between the Director of Workforce Development and the Mountain Home Chamber of Commerce Economic Developer assures that ASUMH is informed of all business expansion efforts and business changes.



The current management of industry relationships will serve as the model for maintaining communication and sharing resources among all program partners beyond the twenty-four funding period.

All of our community partners are members of the United Community Resource Council (UCRC), and meet monthly to discuss various social program updates, share resources, and to identify community driven solutions to program challenges. ASUMH plans to continue to participate in the UCRC meetings.

ASUMH will continue to host bi-annual industry meetings that will involve all pipeline partners, including the secondary schools, community partners, and industry partners.

Grant funds have been requested to purchase small equipment needs to be used in the technical training of secondary students and those with limited exposure to the use and repair of machinery. The Mechatronics program is designed to teach students how to repair small machinery and machinery involving advanced technology. A viable option will be project learning opportunities for students.

The need for the small equipment purchased using grant funds will be never ending. One of the major skill gaps identified by industry equipment is the lack of knowledge in operating small hand tools, pneumatic equipment, and the ability to repair small machinery. The plan is to embed the use of small hand tools and pneumatic into the technical curriculum for future use. Knowledge of basic technical equipment, such as small hand tools is foundational to any advanced manufacturing position. The need for this skill will not end. Knowledge of hand tools and pneumatic equipment has been identified by industry partners to be an ongoing need.

The equipment purchased by Baxter Healthcare, Inc. will be utilized in their plant operations for the long-term as all future positions will depend on the skill sets needed to operate and to perform routine maintenance. Familiarity with the equipment will be essential to developing troubleshooting skills. Any student interested in becoming a maintenance technician will need to be trained using the equipment that will be installed at the ASUMH Technical Center.

**SUBMIT BY JUNE 1, 2016**Email to [ADHE.Workforce.Grant@adhe.edu](mailto:ADHE.Workforce.Grant@adhe.edu)*Applications will only be accepted for projects that were awarded a planning grant.***IMPLEMENTATION GRANT SCORING RUBRIC**

<b>Critical Elements</b>	<b>Exemplary</b>	<b>Superior</b>	<b>Adequate</b>	<b>Needs Improvement</b>	<b>Value</b>
<b>Program Need</b>	Significantly addresses a top 3 workforce need in the region. (18–20 Pts)	Addresses in a more limited way a top 3 workforce need in the region. (15–17 Pts)	Addresses in a limited way a less critical workforce need in the region. (11–14 Pts)	Identified labor need is too narrow or not in a critical area. (0–10 Pts)	20 Pts
<b>Program Plan</b>	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (22–25 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (18–21 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (14–17 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–13 Pts)	25 Pts
<b>Strength of Partnership</b>	Plan includes broad representation and each partner has a defined role with identified critical contributions. (18–20 Pts)	Plan includes broad representation but partner roles are not clearly defined. (15–17 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan. (11–14 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully. (0–10 Pts)	20 Pts
<b>Budget Plan</b>	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (13–15 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (10–12 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (7–9 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–6 Pts)	15 Pts
<b>Sustainability</b>	Identifies existing resources to continue the program with no reduction in services at the end of grant funding period (18–20 Pts)	Identifies significant resources to continue the program with limited reduction in services at the end of grant funding period (15–17 Pts)	Identifies limited resources to continue the program or proposes significant reduction in services at the end of grant funding period (11–14 Pts)	New funding sources must be identified for continuation of program at the end of grant funding. (0–10 Pts)	20 Pts
<b>Total Points Possible</b>					<b>100 Pts</b>





# Workforce Development

TECHNICAL CENTER AND WORKFORCE DEVELOPMENT

## Industry Challenges

- Aging Workforce
- Lack of a Technically Trained Workforce
- High Turnover Rates
- Lack of Soft Skills

# Summer 2014 Industry Meeting

Baxter & Marion Counties (Twin Lakes Area)



**Baxter**



# Industry Led Collaboration



Social Agencies – End Users  
Government Agencies  
Women's Shelter  
Domestic Violence Shelter  
Unemployment Office

## Locally Recognized Employment Credential

# Ready2Work

Industry Buy-In  
Industry Involvement  
REAL JOBS

## READY2WORK Performance

- 100% of attendees responded YES to the question- "Will your company recognize the Ready2Work Certificate?"
- 93% - committed to granting the READY2WORK graduate an interview.
- 100% indicated that they think this training will better prepare job-seekers for job retention.
- 79% have agreed to assist with class facilitation.

## READY2WORK Pilot Program Performance Recap (6.24.2014)

20 participants, with 12 earning a perfect attendance award.

Class demographics were as follows:

74% of the participants were between the ages of 18-49

47% of the class between the ages of 21-29

16% were Veterans

35% males - 65% female

71% - Not currently employed

29% - Employed on a part-time basis seeking full-time employment

73% - Unemployed for more than 6 months

50% High school graduates or GED

17% had no high school education or GED



## READY2WORK Performance

As of July 28, 2014, students have reported:

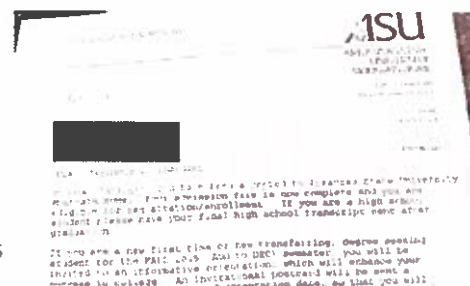
42% - Enrolled in a post-secondary one year program

58% Gained employment

Prior to starting the class, students identified their biggest challenge to employment as:

25% lack of training and/or skills for the available local jobs while another

25% indicated lack of local jobs for my current training/skills



## READY2WORK Expansion

### Baxter County Alternative School

- 20 Students
- Earned (2) College Credits

### Mountain Home Alternative School

- 16 Students
- Earned (2) College Credits

### READY2WORK Career Expo – Graduating Seniors

- Youth Pipeline
- Introduction to Local Industry



## EARN & LEARN Paid Internships for MECHATRONICS

Industrial Machine Technicians

\$12.00 per hour / starting salary upon graduation

**Baxter**



micro plastics, inc.

**EAT•N**

*Powering Business Worldwide*



# When INDUSTRY wants a class How & Where is up to INDUSTRY

## MECHATRONICS

Baxter Cohort – 2<sup>nd</sup> Shift

Employees are sent to Tech Center

80% Tuition Reimbursement

Qualify for Earn & Learn

EATON

- Night classes
- Rotational Schedule
- Consecutive Class Schedule
- 100% Employer Funded

Micro Plastics

- Students attended PLC Training
- Night Classes
- 100% Employer Funded



## SUMMER WELDING PROGRAM 8 WEEK CLASS – 10 Hours of College Credit 6:45AM – 3PM

Industry Driven –

- Mimic a Workday,
- Steel –Aluminum,
- Production Welding,
- Attitude,
- Read a Tape Measure,  
Understand Fractions,
- Read and follow directions,
- Show up to work, ready to work
- Solve problems



## Assisting with INDUSTRY Hiring Needs

Lakeland Industries

Legend Boats

EZ Loader Boat Trailers

Fish Holdings

Gregory Construction

MPS – Contract Work

Union Work – Little Rock

IMS

Metalogic

Ozark Boat Docks

Jennings Boat Dock

DRI Docks

## Workforce Development Economic Development



**Baxter**



**EAT•N**

Powering Business Worldwide

Actronix  
inc.


**Ready2Work**




# Workforce Development Economic Development

- Committed to developing a YOUTH PIPELINE
  - Middle School – 12
  - Secondary Center
  - READY2WORK Career Expo
  - Manufacturing Day
  - Partner with Lego League, Jr. Bomb Squad, Bomb Squad
- Post Secondary – Forward Thinking
  - Upgrading Existing Workforce – New Technology – New Jobs
  - Developing New Workforce
  - Changing Careers and Changing Lives






ASUMH  
ASSOCIATE OF APPLIED SCIENCE  
WORKFORCE TECHNOLOGY




**Technical Center**

- Mechatronics
- HVAC (Heating, Ventilation and Air Conditioning)
- Welding
- Automotive Repair Services




ASUMH - Workforce Development and Education



STACKABLE CREDENTIALS

- Certificate of Proficiency (1 Semester)
- Technical Certificate (2 Semesters)
- Associate of Applied Science in Workforce Technology (4 Semesters)


ASUMH - Workforce Development and Education



## STEM – TECH CAREERS

Complete your education in

# 1 Year Full-Time



## ASUMH

### What Classes Will I Be Taking?

#### Technical Certificate

- Intermediate TECH Classes
- Blue Print Class
- CAD Class – SOLIDWORKS
- Industrial Safety & Environmental Health
- Employment Strategies
- Industry Recognized Certifications
  - American Welding Society
  - Manufacturing Skills Standards Certification
  - National Automotive Education Foundation

ASUMH - Workforce Development and Education

## INDUSTRY/EMPLOYER DRIVEN

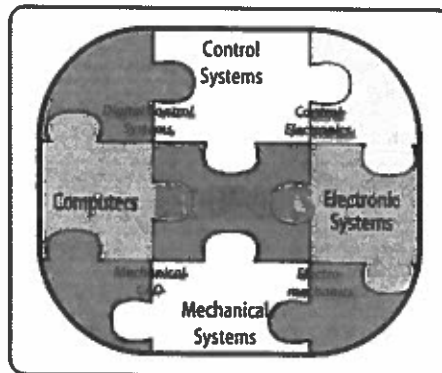
- Local Employers serve on Advisory Committees
  - Identify Skill Gaps
  - Review Curriculum
  - Review, Advise and Recommend equipment that will better prepare students
- Current Challenges and Recommendations
- Work Ethic
  - Mandatory Attendance Policy
  - Attendance is part of a student's grade
  - Increased attendance during Spring Semester
  - Increased skill level
  - Increased completion rate
- Equipment
  - Students need to be trained on "current" equipment
  - 8 Millermatic Aluminium Welding Machines with Push/Pull Guns
- Professional Development for TECH Instructors
  - Job Shadow
  - Bax-Tech

## MECHATRONICS

- Industrial Maintenance Technician
  - Fix Equipment
  - Hydraulics/ Pneumatics
  - Injection Molding Machines
  - Replacing Rollers
- Salary - \$15 - \$17 per hour



## MECHATRONICS – A MULTI-PURPOSE DEGREE



## LOCAL OPPORTUNITIES

- 36 – 40 hour work week
- 6AM – 2PM
- \$10 - \$12 per hour
- Health Benefits
- Takes about 6 month for them to train



## ALUMINUM PLANT



## ALUMINUM BOAT/ MIG AND TIG PROCESSES





## ARKANSAS OPPORTUNITIES

- \$16 per hour
- 40 hour work week
- Health Benefits
- Tuition Reimbursement
- Encourage 4 year degrees
- Boiler Maker Union
- Caterpillar
- AFTER ASUMH and additional 3 -4 weeks of welding school



## OUT OF STATE IN THE FIELD – TRAVELING WORKERS

- Work 60 – 70 hour work weeks
- Live in a hotel or camper
- Work straight through
- 14 days to 3 months straight – then time off
- Pay scale
  - \$18 per hour – 1<sup>st</sup> 40
  - Time and half –after 40 = \$27 per hour
  - Per Diem – Lodging + Meals (\$26 per day)
- EXAMPLE: 720 (regular pay) + \$540 (overtime) = \$1,260 – TAXES = \$1,071 per week

## ASSOCIATE OF APPLIED SCIENCE IN WORKFORCE TECHNOLOGY

### Robotics Emphasis

- Robotics II
- Robotic Welding
- Special Topics
  - (Industry Driven)
  - Plastics - Example

### Industrial Emphasis

- Industrial Maintenance
- Motor Controls
- Maintenance Welding

ACAPHS - Workforce Development and Education

## ASSOCIATES OF APPLIED SCIENCE IN WORKFORCE TECHNOLOGY (NEW)

### 4 OPTIONS TO CHOOSE FROM

- Automotive Repair – PENDING APPROVAL (ADHE)
- HVAC – PENDING APPROVAL (ADHE)
- Mechatronics
- Welding

ACAPHS - Workforce Development and Education

## **\*\*HIGHLY CONFIDENTIAL\*\***

### **APPENDIX SECTION 4 BUDGET – ADDITIONAL INFORMATION ON TRAINING TOOLS AND EQUIPMENT FOR IMPLEMENTATION GRANT MATCH**

The following tools and equipment are considered a vital part of Baxter's training requirements for this Project, and have the potential to benefit other manufacturing facilities and improve technical capabilities in the area. Our goal is to eliminate/reduce up-front costs associated with procurement, set-up, and integration to make it a functioning training cell.

#### **EQUIPMENT LIST**

Vision Systems - Banner, Cognex, Adept	\$20,000
Robotic Stations – Adept, Cobra S800	\$200,000
PLCs/HMIs – Siemens, Allen Bradley, CTI, Automation Direct	\$50,000
Sensors (photoeyes, color recognition) – Banner, Keyence	\$50,000
Leak Tester – CTS Blackbelt	\$30,000
RF welding Station – Keifel (tube) and 3KRF (solid state)	\$75,000
Mechatronics Training System – SMC/Festo	\$50,000
Servo/drives Training System – Parker, Yaskawa, Schneider, Xalair	\$45,000
Milling machine – Bridgeport Series I	\$25,000
CNC Machining Center - Tsugami BE20	\$150,000
Injection Molding Machines – Milacron Roboshot	\$100,000
Molding Tooling	\$30,000
Cavity Sensors – RJG	\$20,000
Lab Extruder & Winder – Davis Standard	\$150,000
MVDA – SenseLink	\$10,000
3D Modeling Software and Computers – Solidworks	\$20,000
3D Printer – uPrint SE	\$25,000
<b>Equipment Total</b>	<b>\$1,050,000</b>
<b>Facilities/Installation</b>	<b>\$500,000</b>
<b>Grand Total</b>	<b>\$1,550,000</b>



**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**

May 18, 2016

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

RE: Workforce Regional Implementation Grant  
ASUMH – Manufacturing Programs

Dr. Myers:

The Northwest Arkansas Workforce Development Board would like to offer this letter of commitment to ASUMH in their Regional Implementation Grant application to support manufacturing entities as part of the new WIOA regulations. Regional manufacturing entities continue to struggle in finding qualified job applicants to fill their mid-skilled and high-skilled advanced manufacturing 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 focus on the needs of industry. ASUMH is also committed to working with the education partners in K-12 and ASUMH has begun training students at the newly developed technical center. ASUMH is committed to 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 increases, the NWAEDB supports the partnership of ASUMH and North Arkansas College as they pursue a collaborative approach for identifying and addressing regional industry needs.

NWAEDB is committed to supporting the work of ASUMH.

Sincerely,

Joe Willis

Executive Director



Letter of Support from Baxter Healthcare, Inc.

RE: ASUMH Workforce Development – Implementation Grant

Dear Approving Board:

Baxter Healthcare is the largest employer in Baxter County for advanced manufacturing. The current partnership with ASUMH includes the continuation of developing an employee pipeline for maintenance technicians. Baxter Healthcare is strongly committed to the creation of technically skilled pipeline of qualified employees. As such, Baxter has decided to donate \$1.9M of advanced manufacturing equipment that is to be housed at the ASUMH technical center. Baxter would like to see the pipeline of potential job candidates fast track into the ASUMH Mechatronics Apprenticeship program.

Baxter is also interested in continuing to serve in an advisory role for the Mechatronics program, including but not limited to reviewing curriculum, equipment needs and updating ASUMH on technological advancements.

Baxter is also committed to visiting ASUMH students, conducting job fairs, hiring ASUMH students during and/or upon degree completion. It is important for our current workforce to increase their skill knowledge and we are committed to sending incumbent workers to increase their technical knowledge and to earn an Associate of Applied Science Degree in Workforce Technology: Mechatronics Emphasis. Baxter and ASUMH have agreed to share employee/student information including wage information and career advancement achievements of Baxter Employees who are ASUMH students.

Should you have any questions or need further clarification, please do not hesitate to contact me at

Sincerely,

A handwritten signature in cursive script, appearing to read "Kelly Lucas".

Kelly Lucas, PHR  
HR Manager



*"Still building legends...one at a time."*

RE: ASUMH Workforce Development – Implementation Grant

Dear Approving Board:

Ranger Boats is interested in strengthening the relationship between ASUMH by continuing to serve in an advisory role, making recommendations to equipment updates, visiting ASUMH students, conducting job fairs, hiring ASUMH students during and/or upon degree completion, plus encourage incumbent workers to increase their technical knowledge.

Ranger Boats is also committed to identifying and encouraging incumbent workers to attend classes at ASUMH Technical Center, so that incumbent workers may increase their technical skills and apply for mid-skill level jobs. Once a Ranger Boats employee has registered for classes at ASUMH, Ranger is committed to sharing wage information and/or income increases for employees that attend ASUMH as well as any market adjustment changes including job description updates.

The ASUMH Technical Center offers programs that are compatible to the needs of Ranger Boats, including welding classes, employability training classes, such as Ready2Work and Advanced Manufacturing machine repair.

Should you have any questions or need further clarification, please do not hesitate to contact me at 870.704.2622.

Sincerely,

A handwritten signature in black ink that reads "Cheryl Davenport". The signature is fluid and cursive, with the first name being more prominent.

Cheryl Davenport  
Director of Human Resources  
Fishing Holdings, LLC

RE: ASUMH Workforce Development – Implementation Grant

Dear Approving Board:

Micro Plastics is a manufacturer located in Marion County and specializes in advanced manufacturing. Micro Plastics is interested in creating a partnership with ASUMH which includes working with the Youth Pipeline for both Baxter and Marion Counties. Micro Plastics is also interested in serving in an advisory role for the Mechatronics program, working with the high school programs reviewing curriculum, equipment needs and updating ASUMH on technological advancements.

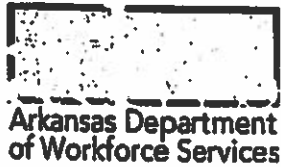
Micro Plastics is also committed to hiring qualified ASUMH students if there are job openings and maintains its interest in developing its current workforce by sending incumbent workers to increase their technical knowledge.

Should you have any questions or need further clarification, please do not hesitate to contact me at 870-453-8861 or email me at [shill@microplastics.com](mailto:shill@microplastics.com).

Sincerely,



Shelly R. Hill  
Director of Organizational Development & Training  
Micro Plastics, Inc.



Asa Hutchinson  
Governor

Daryl E. Bassett  
Director

May 19<sup>th</sup>, 2016

RE: ASUMH Business and Technology Programs

To Whom It May Concern:

Please allow this letter to serve as Arkansas Department of Workforce Services (ADWS) letter of support for ASUMH's Implementation Grant application. ADWS's mission is assisting individuals that need help in finding a job, finding a new career, or filing unemployment. ADWS is designed to provide resources to individuals seeking employment or applying for unemployment. Some of the services ADWS assists individuals in our community with are: Job Search Assistance, Job Placement, Resume Assistance & Job Readiness Skills, Computers for Job Searches, and WorkKeys assessments.

As a result of the services and programs offered by the local ADWS, many clients are interested in improving their employability skills in a formal college setting. ADWS is willing to commit to referring potential students to ASUMH's Business and Technology programs so that our clients may improve their wage earning capabilities.

Through the social service work that ADWS provides, the workers are in an excellent position to communicate the challenges that their client base struggle with in regards to employment. ADWS will be willing to serve as a member of an advisory board where a member from ADWS will be able to communicate to ASUMH the skill gaps that are common with their client base.

Sincerely,

A handwritten signature in cursive script that reads "Jenny Patoka".

Jenny Patoka  
Local Office Manager  
Mountain Home, AR  
Phone: 870-424-0459  
Email: jenny.patoka@arkansas.gov



**RE: ASUMH Business and Technology Programs**

**To Whom It May Concern:**

**Please allow this letter to serve as a letter of support for ASUMH's Implementation Grant.**

**Our mission of Building Bridges from Hunger to Hope goes beyond providing meals to those in need. We believe that when our entire community comes together around issues of poverty and hunger, we are better able to provide resources and education to meet the long term needs of those we serve.**

**At the Food Bank of North Central Arkansas, we endeavor to meet immediate needs by providing food and grocery items through a network of over 70 partner hunger relief organizations. Then, through an intentional effort of education and training, we endeavor to care for individual's long term needs. Classes we currently offer include Shopping Matters, Cooking Matters and Getting Ahead in a Just Getting By World (Life Skills). Through our Move Up to Independence initiative, future classes planned include budgeting and how to live healthy lifestyles.**

**We have established a summer feeding program for at risk youth through a partnership with the United States Department of Agriculture. Through this established and growing program, we can develop a youth pipeline.**

**The Food Bank of North Central Arkansas is committed to referring potential students to ASUMH for programs that will aide them in developing skills and knowledge that can enhance their wage earning abilities. We believe ASUMH's Business and Technology programs are an excellent opportunity for our clients to achieve the goals that they have established in our programs.**

**Our organization has been working with ASUMH and local industry management to identify skill gaps that are common in our service area for the past five years. We will continue to serve on the advisory board to support this unique initiative and to strengthen the program. The Food Bank of North Central Arkansas has direct contact with the low wage earner and will be their voice at this planning / evaluation table with ASUMH.**

**Sincerely,**

A handwritten signature in black ink, appearing to read "Logan Stone", with a large, sweeping flourish extending from the bottom right.

**Logan Stone**

**President**



**RE: ASUMH Business and Technology Programs**

**To Whom It May Concern:**

Please allow this letter to serve as Goodwill Industries of Arkansas letter of support for ASUMH's Implementation Grant application. Goodwill's mission is assisting individuals that need help on the job, finding a new career, or are facing difficulties through unemployment. Goodwill's Career Centers are designed to provide resources to individuals seeking employment or enhancement of job skills. Some of the services Goodwill assists individuals in our community with are: Resume Assistance & Job Readiness Skills, Job Search Assistance, Job Placement, Personal Development and Soft Skills Training, Computer Lab for Job Searches and Skills Training, Career Counseling, Adult Education and Training Classes and Support Services and Community Referrals

Having preformed intake assessments of our clients- Goodwill Career Specialists can determine educational barriers that keep these clients from getting and keeping employment. Goodwill Career Specialists are in a unique position to communicate client educational challenges to ASUMH. We are willing to commit to referring potential students to ASUMH's Business and Technology programs as to assist our clients with improving their wage earnings and career growth. We are also willing to serve as a member of an advisory board to communicate with ASUMH the skill gaps that are common with our client base.

Sincerely,

Kim Markowski

Career Specialist  
Goodwill Industries of Arkansas  
[kmarkowski@goodwillar.org](mailto:kmarkowski@goodwillar.org)  
870-508-0042

# Mountain Home Public Schools

**Jake Long, Ed.D.**  
Superintendent



**Leigh Ann Gigliotti, Ed.D.**  
Assistant Superintendent

2465 Rodeo Drive  
Mountain Home, AR 72653  
870-425-1201(phone) 870-425-1316 (fax)

RE: ASUMH Workforce Development – Implementation Grant

Dear Approving Board:

As a secondary school in rural Arkansas, advanced manufacturing has grown into a viable career option for our youth. The technological advances into the field of automated manufacturing have piqued the interest of our high school students, the school counselors as well as the math and science teachers. Our industry partners such as Baxter Healthcare, Inc. and EATON, Corporation are committed to the continued creation of the youth pipeline that was created by Arkansas State University-Mountain Home and we would like our secondary students to benefit from this partnership.

Alignment of career and technical education programs with the technical degree programs offered by Arkansas State University-Mountain Home is currently underway with some of the classes qualifying for articulated credit and others as concurrent credit. The Ready2Work curriculum, the Move Up to Independence curriculum, and other employability curriculum will continue to be embedded into the career courses.

We are committed to supporting Arkansas State University-Mountain Home's Business and Technology Center by sending our students to attend the secondary center so that may earn a certificate of proficiency and continue their education to earn an Associate Degree.

Should you have any questions or need further clarification, please do not hesitate to contact me at

Sincerely,

Jake Long  
Superintendent  
Mountain Home Public Schools

**Committed to Excellence in Education**  
*Every Student - Every Time*

# COTTER PUBLIC SCHOOLS

P.O. BOX 70 · COTTER, ARKANSAS 72626

**AIRL CHEEK**  
Elementary Principal  
(870) 435-6655

**DON SHARP**  
Superintendent  
(870) 435-6171  
Fax (870) 435-1300

**AMANDA BRITT**  
High School Principal  
(870) 435-6323

May 23, 2016

Dr. Robin Myers  
Arkansas State University Mountain Home  
1600 S. College  
Mountain Home, AR 72653

RE: ASUMH Workforce Development – Implementation Grant

Dr. Myers,

I am writing in support of ASUMH's intent to apply for a Workforce Development Implementation Grant. As a secondary school in rural Arkansas, advanced manufacturing has grown into a viable career option for our youth. The technological advances into the field of automated manufacturing have piqued the interest of our high school students, the school counselors as well as the math and science teachers. Our industry partners such as Baxter Healthcare, Inc. and EATON, Corporation are committed to the continued creation of the youth pipeline that was created by Arkansas State University-Mountain Home and we would like our secondary students to benefit from this partnership. Alignment of career and technical education programs with the technical degree programs offered by Arkansas State University-Mountain Home is currently underway with some of the classes qualifying for articulated credit and others as concurrent credit. The Ready2Work curriculum, the Move Up to Independence curriculum, and other employability curriculum will continue to be embedded into the career courses.

We are committed to supporting Arkansas State University-Mountain Home's Business and Technology Center by sending our students to attend the secondary center so that may earn a certificate of proficiency and continue their education to earn an Associate Degree.

Should you have any questions or need further clarification, please do not hesitate to contact me at 870-435-6323.

Sincerely,



Amanda Britt, Principal

“HOME OF THE WARRIORS”



## *Excellence in Education*

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**To: Martin**  
**Eggensperger, Ph.D.**  
**ASUMH**  
**1600 College St.**  
**Mt. Home, AR 72653**

**RE: ASUMH Workforce Development – Implementation Grant**

Dear Approving Board:

As a secondary school in rural Arkansas, advanced manufacturing has grown into a viable career option for our youth. The technological advances into the field of automated manufacturing have piqued the interest of our high school students, the school counselors as well as the math and science teachers. Our industry partners such as Baxter Healthcare, Inc. and EATON, Corporation are committed to the continued creation of the youth pipeline that was created by Arkansas State University-Mountain Home and we would like our secondary students to benefit from this partnership.

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We are committed to supporting Arkansas State University-Mountain Home's Business and Technology Center by sending our students to attend the secondary center so that may earn a certificate of proficiency and continue their education to earn an Associate Degree.

Should you have any questions or need further clarification, please do not hesitate to contact me at

Sincerely,

Kelvin Hudson  
Superintendent

---

## **Flippin School District**

Tel 870-453-2270  
Fax 870-453-5059

210 Alford Street  
Flippin AR 72634

[www.flippinschools.com](http://www.flippinschools.com)  
[kelvinhudson@flippinschools.net](mailto:kelvinhudson@flippinschools.net)



# VIOLA PUBLIC SCHOOLS

**\*HOME OF THE LONGHORNS\***

P.O. BOX 380  
VIOLA, ARKANSAS 72583  
870-458-2323  
FAX 870-458-2214

## Administration

John May  
Superintendent  
870-458-4001

Charolette Bridges  
District Treasurer  
870-458-4002

Vicki Hurst  
High School Principal  
870-458-4004

Andy Burden  
Elementary Principal  
870-458-4006

James Kerr  
Assistant Principal  
870-458-2213

## Board of Education

Andy McCandlis  
President  
Position No. 2  
Member 2017

Max Ray Shrable  
Vice President  
Position No. 3  
Member 2018

Ken Cotter  
Secretary  
Position No. 4  
Member 2019

Darick Brown  
Position No. 1  
Member 2016

Shawn Batterton  
Position No. 5  
Member 2020

May 24, 2016

RE: ASUMH Workforce Development – Implementation Grant

Dear Approving Board:

As a secondary school in rural Arkansas, advanced manufacturing has grown into a viable career option for our youth. The technological advances into the field of automated manufacturing have piqued the interest of our high school students, the school counselors as well as the math and science teachers. Our industry partners such as Baxter Healthcare, Inc. and EATON, Corporation are committed to the continued creation of the youth pipeline that was created by Arkansas State University-Mountain Home and we would like our secondary students to benefit from this partnership.

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We are committed to supporting Arkansas State University-Mountain Home's Business and Technology Center by sending our students to attend the secondary center so that may earn a certificate of proficiency and continue their education to earn an Associate Degree.

Sincerely,



John May  
Viola Superintendent

AN EQUAL OPPORTUNITY EMPLOYER



May 1, 2016

Dear Arkansas Workforce Development Board:

Please accept this letter as commitment of partnership between North Arkansas College (Northark) and Arkansas State University-Mountain Home (ASUMH) to form a regional workforce alliance. This partnership will support development and expansion of regionally aligned employer driven career pathways. A collaborative approach will allow Northark and ASUMH to collectively identify and address job candidate skills 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:

- ❖ Align curriculum to ensure that completers of technical certificate programs at each institution can enter seamlessly into Associate Degree completion programs either direction.
- ❖ Work jointly with secondary education providers to develop improved communication and marketing campaigns targeting parents to educate and build understanding regarding regional career opportunities with the Manufacturing job sector.
- ❖ 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 and educational pipeline to support economic growth in our region.

Sincerely,

A handwritten signature in cursive script that reads 'Jackie Elliott'.

Dr. Jackie Elliott, President  
North Arkansas College