

Act 1131 of 2015

Regional Workforce Implementation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2016

To:	Arkansas Department of Higher Education	
Requesting Institution:	Arkansas State University Mid-South	
Title of Project:	Arkansas Delta Accelerating Pathways Together (ADAPT)	
Project Partners:	1. Arkansas Northeastern College 6. Employers 2. Arkansas State University-Newport 7. K-12 CTE 3. East Arkansas Community College 8. 4. Phillips Community College of the UA 9. 5. Workforce Development Boards 10.	
Requested Budget:	\$1,000,000	
Date Submitted:	5/31/2016	
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Authorized Signatures for Institution

Arkansas State University Mid-South

Debra West
Lead Institution

5/31/16

Chancellor
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. 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:

	Exemplary	Superior	Adequate	Needs Improvement
Program Need (20 Pts)	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.

The Arkansas Delta Accelerating Pathways Together (ADAPT) concept remains the same as that presented in the funded planning grant application and is explained in more detail throughout this application. The Arkansas Delta and Education Training Consortium (ADTEC) colleges met extensively during the planning period, with 11 face-to-face meetings, 13 phone conferences, 3 DACUM workshops with employer partners (dispersed throughout the region in Helena, West Memphis, and Jonesboro), and travel to 2 best practices sites, including workforce alliance partners in specific discussions.

ADTEC is comprised of the five community colleges in eastern Arkansas, serving a 12-county region in the Arkansas Delta: Arkansas Northeastern College, Arkansas State University Mid-South, Arkansas State University-Newport, East Arkansas Community College, and Phillips Community College of the University of Arkansas, as shown in Figure 1. The ADAPT regional workforce alliance also includes workforce development boards, employers, and K-12 CTE/school districts in eastern Arkansas. Partners are identified in a separate document in this application.



Figure 1. ADTEC Colleges/Region

The ADAPT model includes core elements of a regional workforce readiness strategy which will be implemented at all ADTEC colleges during the implementation grant period. ADAPT not only meets but exceeds Workforce Initiative Act grant requirements. This model provides flexibility in design and implementation to accommodate unique college characteristics and needs, but the vision is a workforce readiness platform with end results in common, as described in this application.

ADAPT also focuses on the delivery of training that provides rapid entry into the regional workforce in targeted sectors (discussed later in this section) that are identified as high demand by labor market data, workforce development boards, and anecdotal employer feedback. Work-based learning opportunities will be integrated where employer support is available, and the number of students who participate in work-based learning will be tracked and reported in the participant outcomes.

Additionally, ADTEC will implement a regional, consortium-based, employer-recognized certification which will be awarded to students who complete all requirements of the ADAPT workforce readiness model. The ADTEC colleges plan to award three college credit hours to students who successfully complete all workforce readiness requirements.

Regional Labor Market Data

ADTEC is targeting two pathways in the ADAPT model: advanced manufacturing (and related to advanced manufacturing) and transportation/distribution/logistics, with a TDL program focus in Commercial Driver Training (CDL). These sectors are targeted because of the high level of regional demand, importance in the region, and the interdependence of the two sectors. The decision is validated by a review of regional labor market information, input from workforce development boards, and employer feedback. ADTEC will also implement a regional consortium-driven approach to Commercial Driver Training. The ADTEC colleges have been in discussion with various trucking industry partners regarding collaboration in CDL program delivery. Operational details are still in development but will be finalized and implemented during the implementation grant period.

The long-term projected regional labor market data have not changed since the planning grant application and are presented again in Table 1 (www.discoverarkansas.net).

Table 1. Long-Term Projected Regional Employment Data				
Manufacturing/Related Occupations	2012	2022	Increase	% Change
Computer-Controlled Machine Tool Operators	1,076	1,365	289	26.86
Machinists	623	671	48	7.7
Assemblers and Fabricators	4,909	5,331	422	8.6
Team Assemblers	3,856	4,290	434	11.26
Industrial Machinery Mechanics	1,750	2,055	305	17.43
Maintenance Workers, Machinery	282	342	60	21.28
Production Occupations	35,548	37,649	2,101	5.9
Total Manufacturing/Related	48,044	51,703	3,659	7.62
Transportation/CDL Occupations	2012	2022	Increase	% Change
Heavy and Tractor-Trailer Truck Drivers	7,126	7,714	588	8.25
Laborers and Freight, Stock, and Material Movers	6,517	7,372	855	13.12
Transportation and Material Moving Operations	20,826	28,812	7,986	38.35
Total Transportation/CDL	34,469	43,898	9,429	27.36

Clear Linkages Between Grant Activities and Local Needs

During the initial planning processes, the ADTEC colleges engaged with employer partners to identify occupational skills gaps. In keeping with national trends, employer partners were and remain vocal that employees' lack of basic/soft skills costs companies time, money, and productivity and is the primary skills gap to be addressed. In response to an employer questionnaire that the ADTEC colleges

initially used to facilitate skills gap discussion, employers overwhelmingly identified basic/soft skills as the skills needed for new employees to meet workforce hiring needs. Employers were then asked to identify skills or knowledge generally needed for promotion to a more advanced position and basic/soft skills continued to emerge as a frequent response, indicating that these skills gaps also prevent employees from transitioning into emerging higher-demand occupations in advanced manufacturing and TDL. Most employers acknowledged that specific industry skills are desirable and that, in some instances, certifications are required. Employers also expressed that there is often flexibility in acquiring some of those on the job, but that on-the-job training is not as effective if workers do not have work ready basic and soft skills.

In order to access high-demand, high-skill, and high-wage careers, individuals will need to develop a full menu of work readiness and industry-specific skills. The ADAPT model, coupled with the technical skills development and stacked credential attainment available through the targeted pathways, will help individuals conquer work readiness and technical skills deficiencies. Attaining these skills is not only necessary for entry into the advanced manufacturing and transportation industry sectors but also necessary for advancement to high-skill, high-wage jobs within these high-demand sectors.

The ADAPT Model

Arkansas Delta Accelerating Pathways Together (ADAPT) is a regional workforce readiness concept which will be implemented by all of the ADTEC colleges. During ADTEC planning discussions, similar models were reviewed and common/varying elements were identified. The review included Arkansas Northeastern College's Workforce Orientation and Retraining Keys (WORK) Program and the Greater Memphis Alliance for a Competitive Workforce Career Readiness Training Model (CRT). The ADAPT model resulted, incorporating common elements from both review models and "cross pollinating" to include additional elements which would further enhance the ADAPT model.

- *Career Pathway and Academic Credentials.* ADTEC's nationally recognized career pathway model has been applied to ADAPT. The pathway includes a continuum of stackable credentials (college certificates of proficiency, technical certificates, associate of applied science degrees, and articulated baccalaureate degrees), marking multiple entry/exit points which allow students to leave and re-enter the pathway as needed, but continue to accrue marketable credentials, skills, and knowledge. Figure 2 presents a visual graphic of this concept. The ADTEC colleges will map industry credentials (discussed next) for Advanced Manufacturing and CDL/TDL to academic credentials and/or exit points in each pathway.

ADTEC is focusing on curriculum and program development for rapid entry and industry certifications in meeting Workforce Initiative Act grant requirements so that individuals can enter the workforce more quickly. Participant (student) enrollment and the number of academic credentials attained will be tracked and reported as participant outcomes.



Figure 2. ADTEC Career Pathway Model

- Employer/Industry Certifications.** An integral part of the ADAPT workforce readiness strategy is the availability of applicable industry certifications to individuals enrolled in the targeted pathway programs. During the grant planning period, the ADTEC colleges conducted an assessment across colleges to identify the certifications which were already available through the targeted pathway programs and which of those certifications were already mapped to designated career pathway points. ADTEC also conducted a scan of certifications available for the manufacturing and TDL industries via a certification directory available on The Manufacturing Institute website. ADTEC validated the local/regional need and value of these and other certifications through DACUM (Developing A Curriculum) workshops and anecdotal employer feedback. As a result, the ADTEC colleges have identified a baseline industry certification threshold which all of the colleges will align with academic credentials and exit points in the targeted pathways, in addition to other industry certifications which are unique on an individual college basis.

Figure 3 below represents current industry certifications offered at each ADTEC college. The certifications highlighted in green represent the baseline threshold which all of the ADTEC colleges will begin to offer and map to the appropriate credential points in the targeted pathways. The exception is that ANC will not offer the NATEF/ASE certification because the college does not have a diesel technology program. Also, some of the certifications shown are limited in the table. For example, the American Welding Society (AWS) offers hundreds of certifications when combining various welding skills areas, so it isn't possible to include the full scope of certifications that are available.

Advanced Manufacturing, TDL, and Other Certifications ADTEC Colleges					
Certification	ANC	ASUMS	ASUN	EACC	PCCUA
Commercial Drivers License (CDL)			X		
American Society for Quality (ASQ)					
Quality Inspector		X			
American Welding Society	X	X	X	X	
Structural Steel			X		
Bridge			X		
International Fluid Power Society (IFPS)					
LEAN					
National Institute for Metalworking Skills (NIMS)					
Machining Level I (11 certifications)		X			
National Center for Construction Education and Research (NCCER)					
Master Trainer	X		X		
Craft Instructor	X	X	X		
Welding (student)	X	X		X	X
Association for Packing and Processing Technologies (PMMI)					
Fluid Power		X			
Industrial Electricity I		X			
Industrial Electricity II		X			
Mechanical Components 1		X			
Motors and Motor Controls		X			
Programmable Logic Controllers (PLCs) 1		X			
Programmable Logic Controllers (PLCs) 2		X			
Mechanical Components 2 (in development)		X			
OSHA-10	X			X	X
Forklift	X	X			X
CPR/First Aid	X	X		X	X
NATEF/ASE Student Certification (Diesel)		X			

Figure 3. Certifications

Participants (students) will have the opportunity to attain designated industry certifications as a pathway requirement. The number and type of industry credentials attained will be tracked and reported as participant outcomes.

- Career Readiness Certificate (CRC).** A Career Readiness Certificate is a portable credential based upon the WorkKeys assessments, demonstrating to employers that an individual possesses required basic workplace skills. The CRC verifies that an individual can handle tasks such as reading instructions and directions, working with figures, and finding information—common tasks in today’s workplace. The ADTEC colleges and workforce development board partners, through Arkansas Workforce Centers (One-Stops), already offer access to the CRC process. All individuals enrolled in targeted pathways will participate in CRC assessment and testing processes and will earn one of the following certification levels: Bronze, Silver, Gold, or Platinum. Individuals who attain the Silver CRC certification level will meet the CRC requirement of regional ADTEC certification. CRC attainment will be tracked and reported as part of the industry credential category in the participant outcomes.

- *Other Value-Added Certifications.* In addition to academic credentials, employer/industry certifications, and the CRC, the ADAPT strategy includes other value-added certifications, OSHA-10 and First Aid/CPR, as part of the workforce readiness model and regional ADTEC certification. This full slate of certifications and credentials, including those which add value beyond employer requirements, will elevate the work readiness status of potential employees and position individuals more advantageously for entry into the workforce while simultaneously helping to address regional workforce skills gaps. Attainment of these certifications will be tracked and reported as part of the industry credential category in the participant outcomes.
- *ADTEC Certification – Train-the-Trainer.* As mentioned, ADTEC is implementing a regional, consortium-based, employer-recognized certification which will be awarded to students who successfully complete all requirements of the ADAPT workforce readiness model. The ADTEC colleges have begun designing a Train-the-Trainer process to support professional development related to the delivery of the ADAPT workforce readiness model and ADTEC certification process. This will be finalized for implementation and delivery during the Fall 2016 semester.

ADAPT Model – Additional Core Elements

ADAPT includes additional core elements which are more systemically focused on student success and are included in the regional workforce readiness model which will be implemented by all of the ADTEC colleges. These additional core elements also align with grant requirements.

- *Basic Skills Instruction.* During the planning grant period, the ADTEC colleges conducted an assessment across colleges to identify basic skills instruction methods already being used, focusing on soft skills per clarification from the Arkansas Department of Higher Education. The methods include contextualization within the curriculum, stand-alone courses, employability certificates, Adult Education WAGE programs, and various online resources. To address this grant requirement and in addition to existing methods, the ADTEC colleges will begin using the ACT Career Ready 101 product, which integrates ACT KeyTrain and the ACT Soft Skills Suite, all of which also support preparation for the National Career Readiness Certificate. The modules include Customer Service, Interpersonal and Business Communication, Problem Solving and Critical Thinking, Working in Teams, and Workplace Discipline. The Workplace Discipline module further includes Time Management, Self Management, Employer Expectations, and Job Performance Factors. Career Ready 101 is a self-paced, comprehensive online program that combines foundational skills training with interpersonal development, financial awareness, and job searching skills. Module certification will be tracked and reported as part of the industry credential category in the documented participant outcomes.
- *Support Services.* During the planning grant period, the ADTEC colleges conducted an assessment across colleges to identify support services already available to students. This was done to identify services that all of the colleges offer in common and so that the colleges could determine additional linkages which can be provided to students. Space prohibits providing all of the results here (see Table 6, Page 20), but the ADTEC colleges provide in common 24 of 52 identified student support services. Four of the colleges provide an additional six student support services in common, and all 52 services are provided by at least 1-3 of the colleges. Collaboration with One-Stops will be done on an individual college basis, a strategy agreed upon in discussion with the workforce partners and based on the services identified in their original grant letters of

commitment. To address this grant requirement, each ADTEC college will further expand student access to support services by creating and maintaining a resource directory, to include not only information about college support services but also about support services and assistive resources external to the college. This can include local, regional, and state resources, both public and private, along with contact information, location, and the type of support service available. Each college, at its discretion and based on institutional protocols and capacity, will create either a hard copy manual for student access, an online directory with active links where possible, or both.

- *Mentoring.* During the planning process, the ADTEC colleges identified mentoring as an additional support services strategy to further support student success and further enhance the ADAPT model. Professional development regarding the mentoring component will be included in the ADAPT Train-the-Trainer process, based on the mentoring program already established at Arkansas Northeastern College. Supporting materials will be developed and mentors will be identified during the implementation period. (Note: Some of the colleges may not include mentoring in secondary programs due to possible liability issues regarding minors.)
- *Diversity of Student Enrollment.* This item can encompass age, race, ethnicity, gender, and other diversity classifications. The ADTEC colleges will seek to identify marketing and recruitment strategies for targeted pathway programs that promote diversity of student enrollment. The targeted pathways, advanced manufacturing and TDL with a Commercial Driver Training program focus, are traditionally male dominant, so one of the diversity of student enrollment tactics will be to attract more females into the programs. Student enrollments will be tracked and reported, and diversity demographics will be included with participant enrollment data.

Alignment with Arkansas and Economic and Workforce Goals

In order to be approved for inclusion into the Arkansas Consumer Report System (ACRS) and eligible for WIOA occupational training support through an Arkansas Workforce Center, training providers must have programs verified as providing training for high-demand occupations and approved by the Arkansas Department of Workforce Services. This demand occupation and training provider information is available by Local Workforce Development Areas on the ACRS website (<https://www.workforce.arkansas.gov/acrs>). Several occupations supported by the Advanced Manufacturing pathway and CDL are approved as demand occupations in each of the four Local Workforce Development Areas which are included in the ADTEC region: Eastern, Northeast, North Central, and Southeast.

The high-demand targeted industries for the State of Arkansas (discoverarkansas.net) include four advanced manufacturing specializations—advanced food manufacturing and packaging, steel production, transportation equipment manufacturing, and manufacturing operations of Walmart suppliers. The high-demand targeted industries list also includes Distribution and Logistics Services, identifying 80 distribution centers and 22 major trucking companies in the state, with 20 percent of the top 25 largest employers in Arkansas in the transportation sector, including Walmart (largest private trucking fleet in the U.S.), JB Hunt, and FedEx.

There are numerous manufacturing and transportation/distribution facilities in the ADTEC region which support the high-demand targeted industries (not inclusive): Frito-Lay, Nestle, Post Foods, Riceland Foods, Windmill Rice, and Butterball - Jonesboro; Hino Motors Manufacturing - Marion; Schneider, Bosch, and FedEx - West Memphis; Riceland Foods, Producers Rice Mill, Sage V Foods, and Lennox Industries - Stuttgart; Arkansas Steel Associates, Noranda, and Delta Manufacturing -

Newport; and Boar's Head and Mestek - Forrest City. Communities and counties in eastern Arkansas also identify targeted industries as manufacturing and transportation/distribution (not inclusive): warehouse distribution/logistics and time sensitive manufacturing - West Memphis; distribution/logistics services and advanced manufacturing - Forrest City; and manufacturing, automotive manufacturing, steel, food processing, logistics, and distribution - Cross County. Additional validation is provided in that the Workforce Development Board of Eastern Arkansas has identified advanced manufacturing and TDL as the region's demand employment sectors.

The ADAPT model will address regional labor needs in the following ways:

- Target industries with significant projected employment needs
- Challenge primary workforce skills gaps through a comprehensive workforce readiness solution
- Deliver relevant technical training through enhanced or new career pathway models
- Emphasize and assure that students who are potential employees have access to attain a full roster of stacked credentials, employer/industry certifications, and value-added certifications
- Create new regional workforce alliances driven by collaboration and commitment

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:

	Exemplary	Superior	Adequate	Needs Improvement
Program Plan (25 Pts)	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.

Detailed Project Timeline and Overview

The ADAPT timeline is provided in Tables 2 and 3 below, depicted separately for each year in the implementation grant period. It should be noted that some items are ongoing once begun. The items are ordered by number only for reference purposes.

Table 2. ADAPT Timeline 2016-2017													
No.	Item	July	August	September	October	November	December	January	February	March	April	May	June
1	Hire Project Director and identify Accountability Specialist; hire/identify other college personnel, as applicable												
2	Grant launch meeting												
3	College MOUs finalized												
4	Verify program certification in ACRS												
5	Progress/financial report/time and effort templates finalized												
6	Data forms/data definitions developed and implemented, ongoing												
7	Monthly phone conferences												
8	Face-to-face consortium meetings (quarterly)												
9	Annual meeting with Executive Oversight Committee												
10	Progress reports (quarterly, due the following month)												
11	Financial reports/expenditure reimbursement requests (quarterly, due the following month, except for end of fiscal year)												
12	Development of institutional/community student support resources guide												
13	Student support resources guide/college web page link/listings finalized (available to students ongoing)												
14	Mentoring program design												
15	Train-the-Trainer workshops begin and ongoing (includes mentoring program PD)												
16	Delivery of ADTEC regional certification begins and ongoing												
17	Basic skills instruction begins and ongoing (Career Ready 101/other)												
18	ACC Annual Conference presentation												
19	Local presentations (2 per ADTEC college per year)												
20	Letters of Notification Due – AHECB meeting, January 2017												
21	New Program Proposals Due – AHECB meeting, January 2017												
22	Letters of Intent Due – AHECB meeting, January 2017												
23	Pathway graphics design development/publication w/mapped certifications (including CRC and Career Ready 101 modules)												
24	Curriculum development/pathway development in progress												
25	Outreach/recruitment activities begin and ongoing												

Table 3. ADAPT Timeline 2017-2018													
No.	Item	July	August	September	October	November	December	January	February	March	April	May	June
1	Monthly phone conferences												
2	Face-to-face consortium meetings (quarterly)												
3	Annual meeting with Executive Oversight Committee												
4	Verify program certification in ACRS												
5	Progress reports (quarterly, due following month; final report due in June)												
6	Financial reports/expenditure reimbursement requests (quarterly, due the following month, except for end of fiscal year)												
7	New/enhanced programs implemented/training delivery begins and ongoing												
8	Student tracking process (continued)												
9	Review for updates needed for student support resources guide/college web page/link listing												
10	Train-the-Trainer Workshops (continued)												
11	Delivery of ADTEC regional certification ongoing												
12	Basic skills instruction ongoing (Career Ready 101/other)												
13	Mentoring ongoing												
14	ACTE State Conference presentation												
15	ACC Annual Conference presentation												
16	ACTE Best Practices Symposium												
17	Local presentations (2 per ADTEC college per year)												
18	Pathway graphics publication (continued)												
19	ADTEC regional certification launch event (college locations/dates may vary)												
20	All curriculum development/pathway development completed												
21	Outreach/recruitment activities ongoing												
22	Revision or creation of bachelor degree articulation agreements												

Measurable Objectives – Participant (Student) Outcomes

The numbers in Table 4 below represent ADTEC’s composite targeted participant outcomes in designated categories for the Advanced Manufacturing pathway and the TDL pathway. The projected outcomes data are also available for each year of the implementation grant period. Individual college shares of the projected outcomes data will be included in a Memorandum of Agreement between ASU Mid-South and each ADTEC college. ADTEC will implement a tracking system which applies consistent data definitions, and the colleges will report participant data at designated intervals.

Table 4. ADAPT Participant Outcomes for Implementation Grant Period			
Outcome	Advanced Manufacturing	Transportation, Distribution, and Logistics	Total
Number of Participants	625	355	980
Academic Credentials Attained	213	173	385
Industry Credentials Attained	641	292	932
ADTEC Regional Certification Attained	209	10	218
Work-Based Learning	94	106	200
Employment	183	152	335

The tracking and reporting process will identify specific academic and industry credentials. The rapid entry component of the grant is supported by attainment of certificate of proficiencies, and some of those are in short-term training programs, so those will be the largest concentration of academic credentials. The number of technical certificates and associate degrees will also be tracked and reported, but those are anticipated to be at a lesser frequency.

Industry certifications were discussed earlier in this application and will be tracked and reported. This will include those which comprise the certifications baseline which all ADTEC colleges will map to appropriate credential points in the targeted pathways. The baseline includes Commercial Drivers License (CDL), PMMI Industrial Electricity I, PMMI Mechanical Components I, NATEF/ASE Student Certification (Diesel Technology – all colleges except ANC), Career Readiness Certificate (CRC), OSHA-10, and CPR/First Aid. In addition to these, the ADTEC colleges offer 13 classifications of certifications, some of which include hundreds of certification options, which will also be tracked and reported.

Project Governance and Accountability

Arkansas State University Mid-South will manage the grant and be responsible for fiscal and administrative processes. ADAPT fiscal, programmatic, and reporting processes will be implemented through memoranda of understanding between Arkansas State University Mid-South and the ADTEC colleges and will be in compliance with state procurement regulations and Workforce Initiative Act grant requirements.

As shown in Figure 4 on Page 16, the organizational structure which has been developed for the ADAPT initiative, the ADTEC presidents and chancellors will have executive oversight and will serve as the steering committee to ensure project fidelity. ASU Mid-South will create a new, grant-funded position (1 FTE) for the ADAPT Project Director, who will report to the ADTEC Director (an existing position). The ADAPT Project Director will be responsible for grant/fiscal management and coordination and execution of grant activities. A current ASU Mid-South employee will assume a part-

time role (≤ 0.5 FTE) as Accountability Specialist to manage documentation, tracking, and other designated grant-related tasks and processes. The Accountability Specialist will report to the ADTEC Director but will work collaboratively with the ADAPT Project Director.

ADTEC will continue the work teams structure created in the planning grant. Through collaboration with employer, K-12, and workforce development board partners, the ADTEC colleges will accomplish grant activities through work teams which will focus on four key components which are integrated into the ADAPT strategy: career pathways, credentials/certifications, basic skills instruction, and support services. All of the ADTEC colleges will maintain representation on each work team and, as in the planning grant, each of the other four ADTEC colleges will assume a leadership role related to a specific work team: Career Pathways, EACC; Credentials/Certifications, ASUN; Basic Skills Instruction, ANC; and Student Support Services, PCCUA.

After the implementation grant launch meeting, face-to-face ADAPT meetings with the ADTEC colleges and workforce alliance partners will be held quarterly throughout the two-year grant period. At a minimum, monthly meetings will be held via teleconference, but will occur more frequently if needed. The Executive Oversight Committee will meet annually, but will be provided with ongoing reviews and updates via email and phone conferences, in addition to briefings provided by ADTEC college personnel. Meeting types and frequency are included in the ADAPT timeline.

All of the ADTEC colleges participate equally in decision-making processes regarding grant objectives, outcomes, and activities. Most of the ADTEC college representatives who participate regularly in ADAPT meetings are senior management (deans, associate vice presidents/chancellors, and vice presidents/chancellors) so decisions related to programmatic and fiscal items are usually made during meetings. Other personnel, such as instructors and counselors, participate in meetings which are specifically related to their departmental areas, so also have the opportunity for input and engagement.

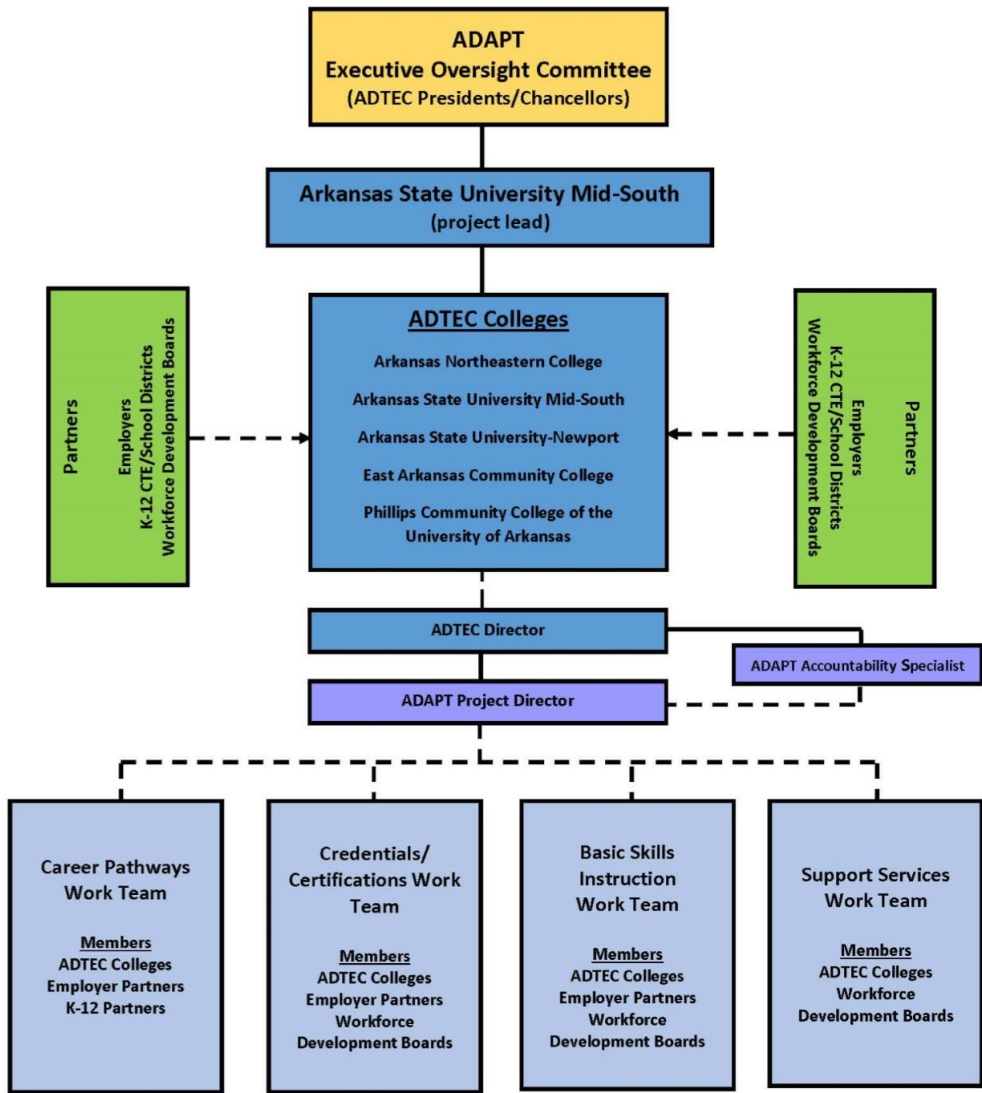


Figure 4. ADAPT Organizational Structure

Pathways Articulation and Support

In a consortium-based approach, each ADTEC college committed to (1) enhance existing advanced manufacturing (and/or manufacturing related) pathway programs and (2) create new or enhance existing Commercial Driver Training (CDL) programs within a transportation/distribution/logistics pathway, as shown in Table 5.

Table 5. Targeted Pathways/Programs*		
ADTEC College	Transportation, Distribution, and Logistics	Advanced Manufacturing
ANC	Certificate of Proficiency <ul style="list-style-type: none"> Commercial Driver Training (CDL) Materials Handling AAS Degree <ul style="list-style-type: none"> General Technology 	Certificate of Proficiency <ul style="list-style-type: none"> Advanced Manufacturing Technical Certificate <ul style="list-style-type: none"> Advanced Manufacturing AAS Degree <ul style="list-style-type: none"> Advanced Manufacturing
ASUMS	Certificate of Proficiency <ul style="list-style-type: none"> Commercial Driver Training (CDL) Heavy Truck Diesel Maintenance Technical Certificate <ul style="list-style-type: none"> Heavy Truck Diesel Maintenance AAS Degree <ul style="list-style-type: none"> General Technology 	Certificate of Proficiency <ul style="list-style-type: none"> Mechatronics Level I Mechatronics Level II Mechatronics Level III Mechatronics Level IV CNC Operations and Programming Machining Technology – Machinist Machining Technology – Engineering Technician Flux-Core Arc Welding Technology Gas Metal Arc Welding Technology Gas Tungsten Arc Welding Technology Shielded Metal Arc Welding Technology Metal Fabrication (to be developed) AAS Degree <ul style="list-style-type: none"> General Technology
ASUN	Certificate of Proficiency <ul style="list-style-type: none"> Commercial Driver Training (CDL) Technical Certificate <ul style="list-style-type: none"> Diesel Technology AAS Degree <ul style="list-style-type: none"> General Technology 	Certificate of Proficiency <ul style="list-style-type: none"> Industrial Maintenance CNC Machining Technical Certificate <ul style="list-style-type: none"> Industrial Maintenance CNC Machining AAS Degree <ul style="list-style-type: none"> General Technology Advanced Manufacturing - CNC
EACC	Certificate of Proficiency <ul style="list-style-type: none"> Commercial Driver's License (CDL) Diesel Technology Technical Certificate <ul style="list-style-type: none"> Diesel Technology AAS Degree <ul style="list-style-type: none"> General Technology 	Certificate of Proficiency <ul style="list-style-type: none"> Advanced Manufacturing Technology Mechatronics Technical Certificate <ul style="list-style-type: none"> Advanced Manufacturing Technology AAS Degree <ul style="list-style-type: none"> General Technology
PCCUA	Certificate of Proficiency <ul style="list-style-type: none"> Commercial Driver Training (CDL) AAS Degree <ul style="list-style-type: none"> General Technology 	Certificate of Proficiency <ul style="list-style-type: none"> Advanced Manufacturing Ag Mechanics/Equip Mach Technology Renewable Energy Technology Technical Certificate <ul style="list-style-type: none"> Advanced Manufacturing Renewable Energy Technology AAS Degree <ul style="list-style-type: none"> General Technology (combines Advanced Manufacturing and RET into one pathway)

* Includes new or enhanced elements, including curricular revisions, credentials, integration of ADAPT core elements, and/or other grant requirements; colors represent program tracks

During the implementation grant period, industry-recognized credentials will be mapped to appropriate points in the targeted pathways. Career pathway graphics will be developed which visually depict alignment of academic and industry credentials with various stop-out points and will be made available to students/prospective students, faculty, advisers, counselors, recruiters, and other staff as well as employers and other workforce alliance partners.

“Create new” is self explanatory. “Enhance” may refer to curricular revisions, credential revisions or additions, inclusion of ADAPT core elements, and/or other grant requirements. An example of one enhancement is the commitment of the ADTEC colleges to integrate the ACT Career Ready 101 soft skills modules into pathway programming during the implementation period, a strategy being implemented to help address employer-identified workforce skills gaps.

All of the colleges have existing advanced manufacturing pathways and/or manufacturing-related pathways which will be enhanced. Three DACUM workshops were conducted during the planning grant period to identify skills competencies, soft skills, equipment, and tools/supplies for current employer needs related to industrial/manufacturing maintenance technician positions. DACUM is an acronym for **D**eveloping **A** **C**urricul**U**M and is a facilitated approach to gaining industry input regarding workforce needs, which then becomes the foundation for new curriculum development and validation of existing curriculum. The DACUM workshops were conducted in Jonesboro (ANC and ASUN industry representatives), West Memphis (ASUMS and EACC industry representatives), and Helena (PCCUA industry representatives). ADTEC leveraged state Perkins funding to pay for the DACUM workshops, and these additional funds provided enough resources that the 12-county region could be striated into three workshop sessions, garnering more localized input from manufacturing employers.

The creation of the CDL programs is an ADTEC-driven response to a regional workforce shortage that will be achieved through collaboration and resource sharing. The ADTEC colleges are in discussion with various trucking industry partners regarding CDL program delivery. Operational details are still in development but will be finalized and implemented during the implementation grant period.

Arkansas State University-Newport is the only ADTEC college with an existing CDL program, so will enhance that program within a TDL pathway. The other ADTEC colleges will create a new CDL program within TDL pathways, with flexibility in pathway structures to align with existing institutional needs, infrastructure, and programs. CDL programs have minimum age requirements so will be pathway entry points for age-eligible adult students. All program/pathway development in the Workforce Initiative Act grant process will apply the new elements (including grant requirements) within the ADAPT strategy.

Existing baccalaureate degree articulation agreements which already exist in the region, such as the Bachelor’s Degree in Diesel Technology (Montana State University-Northern) or the Bachelor of Applied Science Degree (University of Arkansas at Fort Smith and Arkansas State University), will support the capstone component of the career pathway or new baccalaureate degree articulation agreements will be developed.

Support Services

As described earlier, during the planning grant the ADTEC colleges conducted an assessment across colleges to identify support services already available to students. The results identified 24 of 52 student support services available to students at all ADTEC colleges and a host of services provided by most ADTEC colleges, shown in Table 6.

Table 6. Student Support Services Available at ADTEC Colleges	
All ADTEC Colleges	Most ADTEC Colleges (3-4)
Academic appeals processes	Career exploration
Admission and registration assistance	Accelerated fast-track options, dev ed
Advising	Financial literacy
Bookstore services	Income support screening
Career orientation	Transportation assistance
Career Pathways Initiative	Job search
Student grievance processes	SNAP referral assistance
Developmental course placement, as needed	TEA/TANF
Early assessment and intervention/early alerts	Academic supplies assistance
Financial aid	First-year experience course
Learning center labs	Other
Student orientation	Financial coaching
Student learning centers	STEM student support labs
Student support services	Job Club
Disabilities services	Housing
Supplemental instruction/developmental courses	Food bank
Testing and placement services	Rehabilitation counseling
Tutoring	Medicaid ARKids access assistance
Tuition and book scholarships	Mental health/substance abuse counseling
Career readiness certificate	Domestic abuse counseling
Employability certificate	Credit counseling
Scholarships	Laptop checkout program
Veterans services	Health Department satellite office on campus

Collaboration with Arkansas Workforce Centers (One-Stops) will be done on an individual college basis, a strategy agreed upon in discussion with the workforce partners and based on the services identified in their original grant letters of commitment.

The ADTEC colleges will address the student support services grant requirement in two ways, in addition to connecting students to the myriad of support services already available. Each college will include a mentoring function to support students in the targeted pathways. The ADTEC Train-the-Trainer process will include mentor program professional development, but the design of the mentoring program will incorporate flexibility to meet the unique needs of each college.

Also, each ADTEC college will further expand student access to support services by creating and maintaining a resource directory, not only to include information about college support services but also to include information about support services and assistive resources external to the college. This can include local, regional, and state resources, both public and private, along with contact information, location, and the type of support service available. Each college, at its discretion and based on institutional protocols and capacity, will create either a hard copy manual for faculty/staff referral and student access, an online directory with active links where possible, or both.

Performance Assessment

Performance assessment in workforce training grants is most often documented through participant outcomes data, as presented on Page 15 of this application. Additionally, ADTEC has committed to the attainment of several objectives and deliverables related to development and implementation of the ADAPT model, in addition to the participant outcomes related to enrollment, credential attainment, and employment, among others.

To fully develop and implement the ADAPT model, the ADTEC colleges will:

- Design a Consortium-based data tracking and reporting process.
- Design and implement an ADTEC Train-the-Trainer workshop model.
- Integrate Career Ready 101 soft skills modules into the targeted pathways as an additional basic skills instruction strategy.
- Create a course that awards 3 college credit hours to students who successfully complete all workforce readiness requirements.
- Map identified industry credentials to designated academic credentials and/or exit points in the targeted pathways.
- Create career pathway graphics for visual representation of pathway components, including academic credentials, industry credentials, and entry/exit points.
- Integrate a mentoring component into targeted pathways as an additional support service for students.
- Update or create resource directories of support services for students, to include both college and external resource information.
- Create and use marketing and outreach strategies which target diversity of student enrollment in the targeted pathways.
- Disseminate information about the ADAPT model and the ADTEC regional workforce readiness certification through at least 2 conference presentations per year.
- Disseminate information about the ADAPT model and the ADTEC regional workforce readiness certification to workforce alliance partners (employer, workforce system, K-12) and/or community and civic organizations through at least 2 presentations per college per year.
- Create and administer short assessment surveys to help determine program effectiveness and to support continuous improvement.

(Examples: students who participate in work-based learning, students who complete the ADTEC regional workforce readiness certification, students who exit the targeted career pathways, students who participated in mentoring services, employers who sponsor work-based learning, employers who hire students who have attained academic and/or industry credentials, mentors, Train-the-Trainer workshop participants)

Response to implementation grant guideline requirements:

- The ADTEC regional workforce readiness certification creates capacity to move candidates from unemployment to employment.
- Ongoing collaboration with workforce system partners and their referrals to ADTEC rapid entry programs creates capacity to move candidates from unemployment to employment.
- Mentioned earlier, employers have identified that basic/soft skills gaps often prevent employees from transitioning into high-demand, high-wage occupations in advanced manufacturing and TDL. In order to access high-demand, high-skill, and high-wage careers, individuals must develop a full menu of work readiness and industry-specific skills, which is what the ADAPT model offers.

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:

	Exemplary	Superior	Adequate	Needs Improvement
Strength of Partnership (20 Pts)	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.

The 5 ADTEC colleges, 4 secondary technical centers housed on ADTEC college campuses, 19 K-12 CTE/school district partners, 29 manufacturing employers, 20 transportation employers, and 4 workforce development boards comprise the ADAPT workforce alliance in the ADTEC region. Five employers have been newly added to the ADAPT workforce alliance, shown in blue in the complete list of partners which is included as a separate document in this application. New employer partners since the planning grant application include Blackhawk, Harcros Chemicals, Helena Industries, Inc., Hershey's, and Landstar.

The ADTEC workforce development model supports ADAPT. As shown in Figure 5, the ADTEC workforce development model is driven by continuous industry input and feedback, through mechanisms such as skills standards and competency surveys and DACUM (Developing a Curriculum) workshops. Through these processes, industry identifies job titles, job competencies, technical and professional skills standards, equipment/tool standards and other information that is necessary for the development of workforce talent in a specific industry. That information then becomes the basis for the design of curriculum, course guides, and equipment standards for the pathway for that particular program.

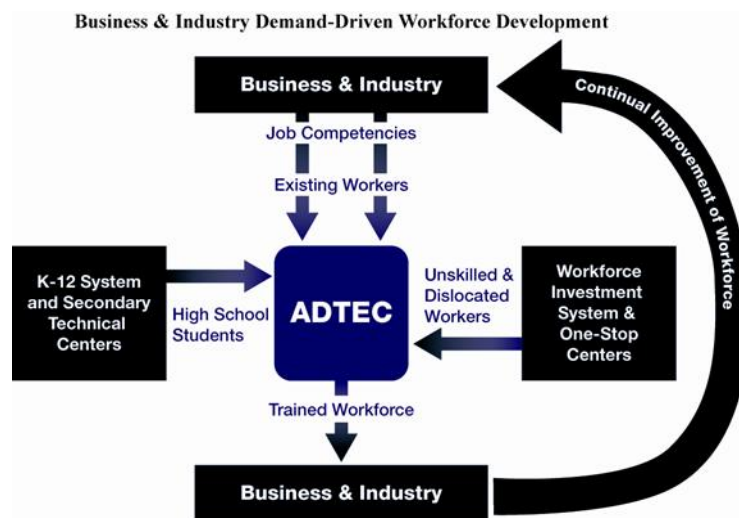


Figure 5. ADTEC Workforce Development Model

Figure 4 also illustrates a continuous trained worker pipeline as part of the workforce development model, including three major resource pools for workforce talent development: existing workers, unskilled and dislocated workers, and high school students. The Arkansas Workforce Centers (One-Stops) provide a pool of unskilled and dislocated workers, and ADTEC is seeking to renew existing memoranda of understanding with the Workforce Development Board partners to continue to formalize and sustain that relationship.

The **ADTEC colleges** are the training providers and the interface of the workforce alliance. The colleges are responsible for developing and implementing the ADAPT strategy, which includes a regional workforce readiness structure consisting of several core elements (identified earlier in this

proposal), a basic skills instruction platform, student supports, and resulting in ADTEC workforce readiness certification for individuals who successfully complete the requirements. Regionally, ADTEC has identified two career pathways which will be targeted based on input from the local workforce development boards and employer partners—advanced manufacturing or manufacturing-related and ADTEC-driven Commercial Driver Training (CDL) within transportation/distribution/logistics pathways. The colleges will revise designated programs within the existing manufacturing pathways to encompass the ADAPT workforce readiness platform and will create a new consortium-based response to critical CDL workforce gaps identified throughout eastern Arkansas.

Four of the ADTEC colleges operate **secondary technical centers** on their campuses, and all of the ADTEC colleges are engaged in concurrent enrollment partnerships with the school districts in their respective areas. These collaborations have been integral to the ADTEC career pathway model since the consortium received its first grant in 2005. The secondary technical centers and concurrent enrollment programs are the mechanism by which high school CTE students participate in college technical programs as the entry point to earning certificates of proficiency and aligned industry credentials. Participating high school students can potentially earn 24 college credit hours or more and multiple credentials in this initial step and upon high school graduation are positioned to traverse the entire pathway of stacked credentials with multiple entry and exit points.

The ADTEC career pathway model includes a pipeline mechanism for high school students to enter into college technical programs through the secondary technical centers and **K-12 CTE/school district** concurrent credit programs. As K-12 CTE partners, school districts will engage with the ADTEC colleges and the ADAPT initiative in a variety of ways:

- Student participation in concurrent college credit opportunities, including career pathway programs available through the ADTEC colleges
- Collaboration with college faculty and staff in student recruitment activities and promotion of targeted pathways such as classroom presentations, parent nights, college campus/program tours, and registration events
- Student participation in college-sponsored events such as college and career fairs
- Collaboration with the Career Coach program and activities
- Providing access to students regarding admission/enrollment, financial aid, assessment, and other college-related processes
- Collaboration with business and industry to assure CTE program and employment relevancy
- Participation in planning discussions

The ADAPT workforce alliance also includes **manufacturing and transportation employers**. Employer partners provided workforce needs input as part of the grant proposal development process through one-on-one discussions and responses to needs-based questionnaires. During the implementation grant period, employer/industry representatives participated in facilitated DACUM workshops, held in three locations in the ADTEC region. The purpose of the DACUM workshops was previously discussed in this application so that explanation won't be duplicated here.

Employer partner level of engagement will vary based on capacity and time involved, as indicated in their letters of commitment, but generally across the region, employer partners will assume significant roles.

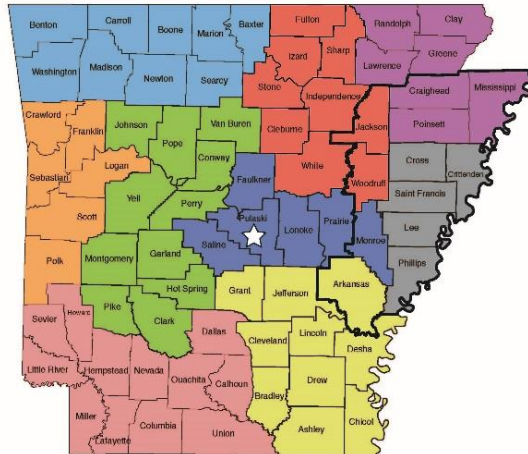
- Hiring of qualified credentialed graduates
- Preferential hiring consideration of qualified credentialed graduates

- Interviews with graduates and near completers
- Work-based learning experiences (job shadowing, internships, apprenticeships)
- Subject matter expertise (guest speakers; event judges; skills requirements; and/or feedback regarding program content, assessments, and credentials)
- Facility tours
- Participation in job and career fairs
- Mentoring
- Provision of program resources, such as career-based materials, shop/lab supplies, instructors, equipment, and/or other donations
- Participation in planning discussions

The 12-county ADTEC region in eastern Arkansas includes counties served by five local **workforce development boards**. The ADTEC region is outlined in bold black in Figure 6, which depicts local workforce regions in Arkansas. Two of the local workforce regions encompass only one ADTEC county, yet four of the five local workforce development boards are partners in the ADAPT workforce alliance: Eastern, Northeast, North Central, and Southeast. Workforce development board partners participated in planning discussions with the ADTEC colleges in a half-day face-to-face meeting and in phone conferences during initial planning processes, confirming the need for the targeted pathways supported by published labor market data. Additionally, workforce partners continued to engage in planning grant meetings, and there were face-to-face meetings and discussions by telephone with the Executive Director of the Workforce Development Board of Eastern Arkansas and the Director of Programs for the Arkansas Workforce Center located on the ASU Mid-South campus in West Memphis.

LOCAL WORKFORCE DEVELOPMENT REGIONS

- EASTERN ARKANSAS**
East Arkansas Community College • Mid-South Community College • Phillips Community College of the University of Arkansas
- WESTERN ARKANSAS**
Rich Mountain Community College • Arkansas Tech - Ozark • University of Arkansas - Fort Smith
- NORTH CENTRAL ARKANSAS**
ASU - Beebe • ASU - Newport • Ozarka College • University of Arkansas Community College at Batesville • Lyon College • Harding University
- WEST CENTRAL ARKANSAS**
National Park College • College of the Ouachitas • University of Arkansas Community College at Morrilton • Arkansas Tech University • Henderson State University • Ouachita Baptist University
- SOUTHWEST ARKANSAS**
Cossatot Community College of the University of Arkansas • South Arkansas Community College • University of Arkansas Community College at Hope • Southern Arkansas University Tech • Southern Arkansas University
- NORTHWEST ARKANSAS**
Northwest Technical Institute • Northwest Arkansas Community College • North Arkansas College • ASU - Mountain Home • University of Arkansas - Fayetteville • John Brown University • University of the Ozarks



- NORTHEAST ARKANSAS**
Arkansas Northeastern College • Black River Technical College • Arkansas State University • Crowley's Ridge College • Williams Baptist College
- LITTLE ROCK (★) & CENTRAL ARKANSAS**
Pulaski Tech • University of Arkansas at Little Rock • University of Central Arkansas • Philander Smith • Shorter College • Arkansas Baptist College • Hendrix College
- SOUTHEAST ARKANSAS**
Southeast Arkansas College • Phillips Community College of the University of Arkansas • University of Arkansas at Pine Bluff • University of Arkansas at Monticello

Figure 6. ADTEC Counties and Workforce Development Regions

The letters of commitment from the workforce development boards vary regarding specific types of engagement but, generally across the ADTEC region, the workforce development boards will assume significant roles.

- Promotion of targeted pathways to job seekers through Arkansas Workforce Centers
- Employment services available through AWCs, including access to computer labs, resume preparation, and referrals to eligible programs
- Job search assistance through Arkansas JobLink
- Basic skills (soft skills) workshops
- Referrals to other WIOA (Workforce Innovation and Opportunity Act) partner resources
- Availability of Career Readiness Certificate testing processes to all job seekers ages 18 and over
- Coordination of job fairs with employers who recognize Career Readiness Certificates
- Student tours of Arkansas Workforce Centers

The items listed below are categorized by services which may be available for individuals who meet WIA/WIOA eligibility requirements.

- Career advising (combination of mentoring and job coaching)
- Tuition, books, and/or uniforms (if not available from other resource)
- Childcare, transportation, and/or medical (if not available from other resource)
- Paid work experience

Dissemination

ADTEC recognizes the critical need to keep workforce alliance partners informed and engaged and to begin to disseminate information regarding the ADAPT workforce readiness model and ADTEC regional workforce readiness certification to larger populations. The following items identify presentations in which these models, although not yet implemented, were revisited and discussed during the planning grant period with employer, workforce, and K-12 partners. Dissemination is also included as a performance measure in the implementation grant to facilitate greater understanding of the initiative and to solicit recognition from employer partners regarding the ADTEC regional workforce readiness certification.

- Quarterly meeting of the Workforce Development Board of Eastern Arkansas, March 2016
- ASU Mid-South Secondary Center Advisory Council, April 2016 (K-12 superintendents, principals, other administrators, counselors)
- ASU Mid-South Manufacturing Advisory Council, May 2016

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.
- 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:

	Exemplary	Superior	Adequate	Needs Improvement
Budget Plan (15 Pts)	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.

The budget narrative represents the sum of the ADTEC colleges' working budgets, and the detail and supporting calculations are available if required or requested.

PROGRAM LEADERSHIP SUPPORT COSTS**A1. Personnel/Stipend**

\$695,429 (\$337,606, FY17; 357,823, FY18)

Salary/fringe benefits/stipends: Project Director (1 FTE), Accountability Specialist ($\leq .5$ FTE); 3 manufacturing instructors (.5-1 FTE); 2 CDL instructors (.5 FTE); program instructor stipends/adjunct instructors; Train-the-Trainer and ADAPT instructor stipends; local grant coordination

A2. Travel

\$33,460 (\$15,144, FY17; \$18,316, FY18)

Grant-related travel, such as meetings, workshops, conferences, ADTEC Train-the-Trainer workshops, dissemination of the ADAPT model and ADTEC regional certification model; all ADTEC colleges budgeted a minimum amount of \$2,500/year to support grant-related travel; ASU Mid-South budgeted an additional \$2,500/year for grant-related travel for Consortium-level project administration (Project Director and Accountability Specialist)

A3. Other

\$14,616 (\$10,521, FY17; \$4,095, FY18)

All ADTEC colleges budgeted a minimum of \$1,000 in Year 1 for an ADTEC regional certification launch event and \$500/year for the cost of meetings and workshops (such as food/beverages, materials, handouts and other related expenses); also includes Consortium-level grant administration expenses and operational costs (Project Director laptop, wireless access, telephone and long distance, copies, supplies, etc.)

OTHER DIRECT COSTS**B1. Equipment**

None

B2. Materials and Supplies

\$66,995 (\$45,400, FY17; \$21,595, FY18)

Cost of program materials and supplies for Advanced Manufacturing/related and CDL/TDL; includes but is not limited to manufacturing simulation components and control panels, laptop for ADAPT and Train-the-Trainer instruction, manuals, fuel, tires, truck maintenance, and other classroom/lab/shop/instructor supplies

B3. Publication Costs/Documentation/Dissemination

\$26,000 (\$13,000, FY17; \$13,000, FY18)

Cost of publication, documentation, and dissemination of program information and materials targeting advanced manufacturing and CDL/TDL; also includes diversity of student enrollment, support services, Train-the-Trainer and ADTEC regional certification information, and other grant-related elements; all ADTEC colleges budgeted a minimum of \$2,500/year

B4. Consultant Services

None

B5. Other

\$163,500 (\$73,500, FY17; \$90,000, FY18)

Costs of outreach/marketing activities for targeted pathways, promotion of targeted pathway programs/careers, recruitment/recognition events; also includes CDL program costs for students such as tuition, fees, testing, background checks, physicals, and others which may be determined

Cost Sharing/Required Local Match

\$266,000

- \$10,000, grant for machining student scholarships from Haas Foundation; ASU Mid-South
- \$100,000 (\$50,000/year x 2 years), facility support from DENSO North America for the new Center for Applied Technologies; ANC
- \$81,000, in-kind and facilities usage (\$1,000/year x 2 years = \$2,000, industry partners will serve as adjunct instructors during various hands-on and classroom training sessions; \$79,000, Advanced Manufacturing program facilities space); EACC
- \$75,000 (\$10,000 + \$65,000), CDL driving range, in-kind, Stuttgart Regional Airport, valued at \$500 x 10 months = \$5,000 x 2 years = \$10,000; \$65,000, truck and trailers; PCCUA

Section 4.2 – Budget Plan Template

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

Requesting Institution:	Arkansas State University Mid-South
Title of Project:	Arkansas Delta Accelerating Pathways Together (ADAPT)

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	\$695,429.00
2. Travel	\$33,460.00
3. Other (Explain Below)	\$14,616.00

Briefly Explain Other Costs0

TOTAL PARTNER PARTICIPANT COSTS	\$743,505.00
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B. OTHER DIRECT COSTS

1. Equipment	\$0.00
2. Materials and Supplies	\$66,995.00
3. Publication Costs/Documentation/Dissemination	\$26,000.00
4. Consultant Services	\$0.00
5. Other (Explain Below)	\$163,500.00

0

TOTAL OTHER DIRECT COSTS	\$256,495.00
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C. TOTAL DIRECT COSTS (A & B)	\$1,000,000.00
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D. COST SHARING (Minimum 10% of C; up to \$50,000)	\$266,000.00
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Total Implementation Grant Budget	\$1,266,000.00
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Other Notes

The total budget requested is the sum of the colleges' working budgets. Memoranda of Agreement will be executed between ASU Mid-South and each ADTEC college. Each college's detailed working budget will be included, and financial reporting/reimbursement requests will occur on a quarterly basis. If funded, ASU Mid-South will seek permission from ADHE to administer a reasonable measure of line item flexibility (similar to most federal grants and the percentage to be determined at ADHE's discretion), so that the colleges can be fully responsive to unanticipated project needs and the use of funds can be maximized to benefit the project.

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.

	Exemplary	Superior	Adequate	Needs Improvement
Sustainability (20 Pts)	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

Many of the project deliverables which are being developed and implemented during the implementation grant performance period will not require continual investment of resources beyond that time. These include curriculum development, the student support services resource directory, the mentoring program, the integration of the Career Ready 101 soft skills modules into the targeted pathways, and grant-related travel, among others. The Project Director position will not be sustained after grant funding ends, and the Accountability Specialist ($\leq .5$ FTE), who will be a current ASU Mid-South employee and not a new hire, will resume other College responsibilities.

After implementation grant funding (and continuation grant funding, if applicable), the ADTEC colleges anticipate that increased enrollments resulting from the creation of new pathways or enhancement of existing pathways will generate additional FTE and tuition/fee revenues to sustain instructional costs. Likewise, it is anticipated that increased number of credentials, increased employment outcomes, and increased attainment of other outcomes will generate additional revenues based on the new state funding model. In developing their institutional budgets for the implementation grant, some of the ADTEC colleges decreased the percentages of instructor salaries from FY17 to FY18 and plan to continue to do so in the continuation grant, if funded, a strategy often used in grants to support transition of costs to the institution during the funding period. For example, in the first year of a grant, an instructor may be paid with 100% grant funds, decreasing to 80% the second year, 60% the third year, and so on, until the institution has finally absorbed the full cost of the instructor. Additionally, it is not uncommon that among the ADTEC colleges, college instructors also teach secondary courses. Secondary centers generate FTE-based discrete revenue sources not in the colleges' base funding, and instructional costs are allocated based on the percentages of time/effort as distributed between postsecondary and secondary programs. The budget also includes stipends for ADAPT and ADTEC Train-the-Trainer workshop facilitators. It is anticipated that the frequency of these workshops will decrease in subsequent years, and the nominal costs will be absorbed by the host institutions.

Grant funds provided for student support of CDL participants will allow the ADTEC colleges to build or re-build local student/industry interest and visibility for a program which is either a new program to the area or one that existed previously in the area but that has been closed for several years. The trained, credentialed individuals who are then available to meet the workforce demand of local industries will help the ADTEC colleges to develop a reputation for producing certified drivers. This will result in partnerships for industry-sponsored support for students. In addition, due to a national focus on credential attainment, it is possible that student federal aid may become available for such short-term training (CDL programs are not currently eligible for PELL grants). The ADTEC colleges have been in discussion with various trucking companies and operational details are still being finalized, but there is great potential for industry sponsorships, to include in-kind and/or subsidized instructional costs and student support costs, which may consist of tuition/fees, tools, testing, background checks, physicals, etc. Some of the ADTEC colleges may also include some of these costs in course fee structures.

One additional and very significant sustainability resource is the occupational training support that the Arkansas Workforce Centers provide to WIOA-eligible students. This includes tuition/fees and other costs of program participation. Both CDL and advanced manufacturing programs qualify for WIOA occupational training support. This is a certification status in the Arkansas Consumer Reports System (ACRS) which is applicable only to demand occupations. Each training provider is responsible for recertifying eligible programs on an annual basis, and that is a timeline item for both years of the implementation grant. At the time of this application, the ADTEC colleges are projecting enrollment numbers and have no way of identifying how many students will or will not be eligible for WIOA occupational training support, but have requested budget to help students with program costs. Once programs are established, it is anticipated that a combination of industry support and WIOA occupational training support will defray costs which the students and the colleges would otherwise be required to absorb.

ADTEC has been a regional consortium since 2005 and continues to collaborate in a variety of initiatives. The ADTEC colleges communicate and share resources on an ongoing basis, as needed, so these activities are already established.

Grant funds are not being used to purchase equipment, so this is not addressed in the sustainability response.

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

Critical Elements	Exemplary	Superior	Adequate	Needs Improvement	Value
Program Need	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
Program Plan	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)	25 Pts
Strength of Partnership	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
Budget Plan	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
Sustainability	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
Total Points Possible					100 Pts

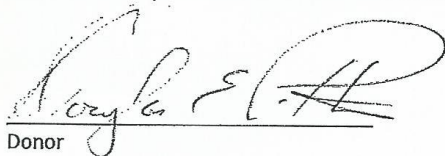
PARTNERS	
ADTEC Colleges	
Arkansas Northeastern College	East Arkansas Community College
Arkansas State University Mid-South	Phillips Community College of the
Arkansas State University-Newport	University of Arkansas
Workforce Development Boards	
Eastern	Northeast
North Central	Southeast
K-12 CTE/School Districts	
Armored School District	Marion School District
Barton-Lexa School District	Marvell Academy
Blytheville Public Schools	Marvell-Elaine Public Schools
DeSoto School, Inc.	Northeast Arkansas Career & Tech Center
DeWitt School District	Osceola Public Schools
Forrest City High School	Palestine-Wheatley School District
Gosnell School District No. 6	Rivercrest High School
Helena/West Helena School District	Stuttgart School District #22
KIPP Delta	West Memphis School District
Manila Public Schools	
Employers – Manufacturing	
Adams Fertilizer Equipment	Lennox
Amerimax	Newberry Tanks & Equipment
Big River Steel	Norac Additives
Blackhawk (new)	Pepsico (Frito-Lay Division)
Boar's Head	Phillips County Chamber of Commerce
Bosch	Producers Rice Mill
BPS, Inc.	Riceland Foods
Cormier Rice Milling Co., Inc.	Simplot
EnviroTech	Stuttgart Chamber of Commerce
Harcros Chemicals (new)	Stuttgart Industrial Development Corporation
Helena Industries, Inc. (new)	Tag Truck Center
Hershey's (new)	Tenaris
Hino Motors Manufacturing	Unilever
Hoffinger Industries, Inc.	United Initiators SPI
Hytrol	
Employers – CDL/Transportation, Distribution, and Logistics	
Adams Fertilizer Equipment	Maverick Transportation LLC
Amerimax	Norac Additives
Blackhawk (new)	Ozark Motor Lines, Inc.
BPS, INC.	Producers Rice Mill
EnviroTech	Riceland Foods
Harcros Chemicals	Stuttgart Chamber of Commerce
Helena Industries	Stuttgart Industrial Development Corporation
Hoffinger Industries	Tag Truck Center
Landstar (new)	TransOne
Lennox	United Initiators SPI

Arkansas Northeastern College
Center for Allied Technologies
Pledge Agreement

DENSO North America Foundation hereby pledges an amount of \$150,000 to be paid in three installments of \$50,000 each over a period of three years. In recognition of this generous pledge and donation, the Arkansas Northeastern College will name the following facility features after the donor:

- DENSO Computer Laboratory/Library
- DENSO Manufacturing Classroom/Laboratory

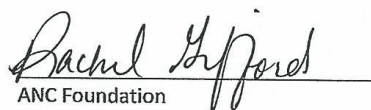
The naming recognition has no specific term and carries with it no special privileges related to facility usage, the provision of training and educational services, or any other service provided by the Arkansas Northeastern College or ANC Foundation, now or in the future. Additionally, the naming recognition affords the donor no measure of control over facility usage decisions, now or in the future.


Donor

10/2/15
Date


Arkansas Northeastern College

10/2/15
Date


ANC Foundation

10-2-15
Date



The Gene Haas Foundation

2800 STURGIS ROAD, OXNARD, CA 93030

May 23, 2016

Gary Giordano
Arkansas State University Mid South
200 West Broadway
West Memphis, AR 72301

Dear Gary,

The Gene Haas Foundation is pleased to enclose a check in the amount of \$10,000.00 as a grant to support scholarships, NIMS accreditations and teacher training.

This grant is subject to the terms set forth in the attached Grant Terms and Conditions and, by cashing the grant-check, you are indicating that you agree to these terms.

As the Gene Haas Foundation is a 501(c)(3) nonprofit organization, it is not necessary to issue a tax receipt for this donation. If you wish to send a letter expressing your organization's appreciation of this contribution, please mail your correspondence to the name and address specified above or email to klooman@ghaasfoundation.org.

The Gene Haas Foundation wishes you and your organization every success in your important work. For any questions concerning this grant, you may contact me at 805-988-6979.

Best Regards,

Kathy Looman
Foundation Administrator

BPS, INC.

301 Phillips Road 311, Helena, AR 72342
Phone (870) 572-7771 - Fax (870) 572-7775



May 12, 2016

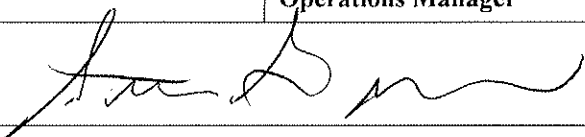
Workforce Initiative Act Grant Review Committee
Attn: Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

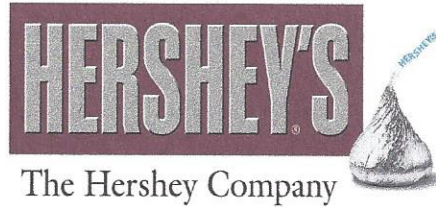
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- ☒ 11. Provide input into curriculum/program development

Employer Name	Industry Sector	Site Location
BPS, Inc.	Manufacturing	Helena-West Helena
Contact Name	Title	Date
Steve Groves	Operations Manager	May 12, 2016
Signature: 		



May 10, 2016

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Employer Name	Industry Sector	Site Location
The Hershey Company	Manufacturing	Memphis
Contact Name	Title	Date
Billy Thomen	Maintenance Manager	May 10, 2016
Signature: <i>Billy Thomen</i>		



May 12, 2016

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Employer Name	Industry Sector	Site Location
JR SIMPLOT CO.	Manufacturing	WEST MEMPHIS
Contact Name	Title	Date
Kim Smith	HR Administrator	May 12, 2016
Signature: 		



May 9, 2016

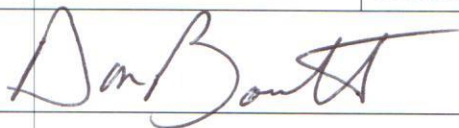
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Employer Name	Industry Sector	Site Location
Lennox	Manufacturing	Stuttgart
Contact Name	Title	Date
Don Bonnette	Director Human Resources	May 9, 2016
Signature: 		



Amerimax Coated Products, Inc.
215 Phillips, 324 Road
Helena, Arkansas 72342
870/572-5074
870/572-5594 FAX

May 9, 2016

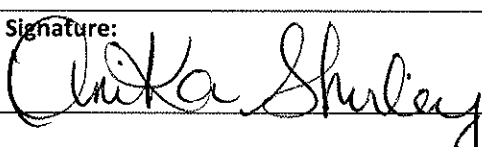
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Employer Name	Industry Sector	Site Location
Amerimax Coated Products	Manufacturing	Helena-West Helena
Contact Name	Title	Date
Onika Shirley	Production Manager	May 9, 2016
Signature: 		

BLACKHAWK

WAREHOUSING and
LEASING COMPANY

P.O. Box 809

Helena, AR 72342

Phone: 870-572-6764

Fax: 870-572-7749



May 12, 2016

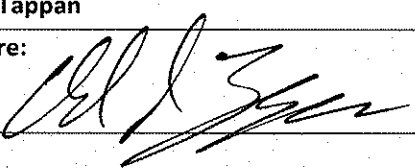
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Employer Name	Industry Sector	Site Location
Blackhawk Warehousing and Leasing	Manufacturing	Helena-West Helena
Contact Name	Title	Date
Charlie Tappan	President	May 12, 2016
Signature: 		

May 12, 2016

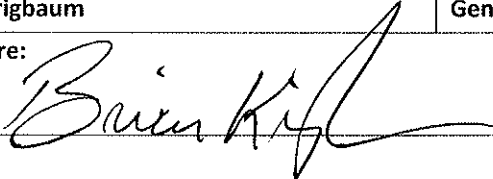
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Employer Name	Industry Sector	Site Location
Enviro Tech	Manufacturing	Helena-West Helena
Contact Name	Title	Date
Brian Krigbaum	General Manager	May 12, 2016
Signature: 		



Harcros Chemicals, Inc.

May 10, 2016


Workforce Initiative Act Grant Review Committee
Attn: Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

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Employer Name	Industry Sector	Site Location
Harcros Chemical	Manufacturing	Helena-West Helena
Contact Name	Title	Date
Stan Herrington	Plant Manager	May 10, 2016
Signature: 		

**HELENA INDUSTRIES, INC.**

P.O. Box 2338
West Helena, AR 72390
Phone: (870) 572-3434
Fax: (870) 572-3435

May 10, 2016

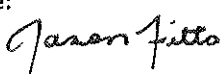
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Employer Name	Industry Sector	Site Location
Helena Industries	Manufacturing	Helena-West Helena
Contact Name	Title	Date
Jason Fitts	Plant Manager	May 10, 2016
Signature: 		



Norac, Inc.
360 Phillips 311 Road
Industrial Park Road
Helena, Arkansas 72342-9033

Customer Service: (888) 786-6722
Customer Service Fax: (870) 572-4650
Phone: (870) 572-9061
Fax: (870) 572-4689

May 10, 2016

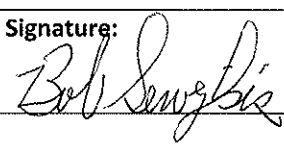
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- ☒ 10. Participation in planning discussions
- ☒ 11. Provide input into curriculum/program development

Employer Name	Industry Sector	Site Location
Norac, Inc.	Manufacturing	Helena-West Helena
Contact Name	Title	Date
Bob Sewejkis	Plant Manager	May 10, 2016
Signature: 		



INITIATOR

United Initiators SPI, Inc.

334 Phillips 311 Road
Industrial Park Road
Helena, Arkansas 72342-9033

Customer Service: (800) 786-6722
Customer Service Fax: (800) 987-0845
Phone: (870) 572-2935
Fax: (870) 572-1416

May 16, 2016


Workforce Initiative Act Grant Review Committee
Attn: Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

WORKFORCE INITIATIVE ACT OF 2015 – IMPLEMENTATION GRANT

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Employer Name	Industry Sector	Site Location
United Initiators	Manufacturing	Helena-West Helena
Contact Name	Title	Date
Anthony Arnold	Plant Manager	May 16, 2016
Signature: 		





May 16, 2016

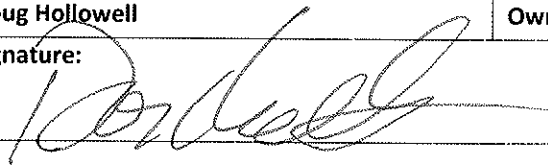
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Employer Name	Industry Sector	Site Location
Hoffinger Industries	Manufacturing	Helena-West Helena
Contact Name	Title	Date
Doug Hollowell	Owner/CEO	May 16, 2016
Signature: 		

315 North Sebastian • West Helena, Arkansas 72390-2417
P.O. Box 2457 • West Helena, Arkansas 72390-0457
870/572-3466 • Fax: 870/572-9711

Operating Divisions: Doughboy Recreational, Lomart Industries, and Arkansas Manufacturing

May 10, 2016

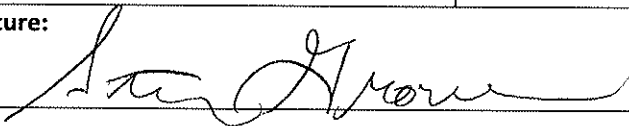
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Employer Name	Industry Sector	Site Location
BPS, Inc.	Transportation/Distribution/Logistics	Helena-West Helena
Contact Name	Title	Date
Steve Groves	Operations Manager	May 10, 2016
Signature: 		



Henry Newby
HLN / Agency
henry.newby@landstarmail.com

1920 S. Main St. Ste # 103
Stuttgart, Arkansas 72160
870-673-0265 office
870-673-2307 fax
870-672-1083 cell

May 27, 2016

Workforce Initiative Act Grant Review Committee
Attn: Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

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Employer Name	Industry Sector	Site Location
HLN, Inc / Landstar Agent	Transportation/Distribution/Logistics	Stuttgart, Ar
Contact Name	Title	Date
Henry Newby	President / Owner	May 27, 2016
Signature: <i>Henry L. Newby</i>		



3934 Homewood Road P.O. Box 181077
Memphis, TN 38118 Memphis, TN 38181

May 5, 2016

901-251-9711
800-264-4100


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423 Main Street, Suite 400
Little Rock, AR 72201

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Employer Name	Industry Sector	Site Location
Ozark Motor Lines, Inc.	Transportation/Distribution/Logistics	
Contact Name	Title	Date
Glen McDonald	Director of Maintenance	May 5, 2016
Signature: 		



Amerimax Coated Products, Inc.
215 Phillips, 324 Road
Helena, Arkansas 72342
870/572-5074
870/572-5594 FAX

May 9, 2016

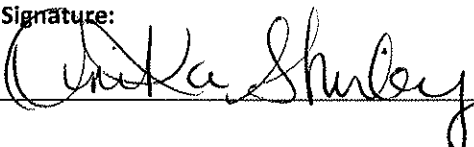
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Employer Name	Industry Sector	Site Location
Amerimax Coated Products	Transportation/Distribution/Logistics	Helena-West Helena
Contact Name	Title	Date
Onika Shirley	Production Manager	May 9, 2016
Signature: 		

BLACKHAWK

WAREHOUSING and
LEASING COMPANY

P.O. Box 809
Helena, AR 72342
Phone: 870-572-6764
Fax: 870-572-7749



May 12, 2016

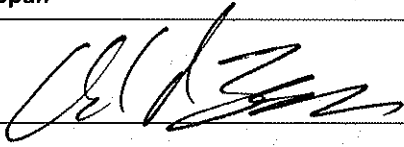
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Employer Name	Industry Sector	Site Location
Blackhawk Warehousing and Leasing	Transportation/Distribution/Logistics	Helena-West Helena
Contact Name	Title	Date
Charlie Tappan	President	May 12, 2016
Signature: 		

May 12, 2016

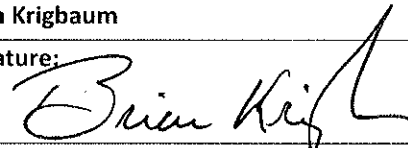
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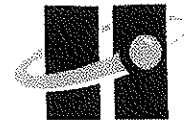
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Employer Name	Industry Sector	Site Location
Enviro Tech Chemical Services	Transportation/Distribution/Logistics	Helena-West Helena
Contact Name	Title	Date
Brian Krigbaum	General Manager	May 12, 2016
Signature: 		



Harcros Chemicals, Inc.

May 10, 2016

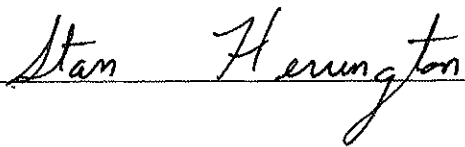
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Employer Name	Industry Sector	Site Location
Harcros Chemical	Transportation/Distribution/Logistics	Helena-West Helena
Contact Name	Title	Date
Stan Herrington	Plant Manager	May 10, 2016
Signature: 		

**HELENA INDUSTRIES, INC.**

P.O. Box 2338
West Helena, AR 72390
Phone: (870) 572-3434
Fax: (870) 572-3435

May 10, 2016

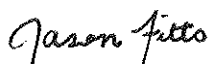
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Employer Name	Industry Sector	Site Location
Helena Industries	Transportation/Distribution/Logistics	Helena-West Helena
Contact Name	Title	Date
Jason Fitts	Plant Manager	May 10, 2016
Signature: 		



Norac, Inc.
360 Phillips 311 Road
Industrial Park Road
Helena, Arkansas 72342-9033

Customer Service: (888) 786-6722
Customer Service Fax: (870) 572-4650
Phone: (870) 572-9061
Fax: (870) 572-4689

May 10, 2016

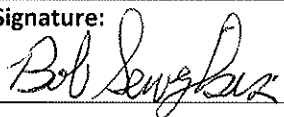
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Employer Name	Industry Sector	Site Location
Norac, Inc.	Transportation/Distribution/Logistics	Helena-West Helena
Contact Name	Title	Date
Bob Sewejkis	Plant Manager	May 10, 2016
Signature: 		



INITIATOR

United Initiators SPI, Inc.

334 Phillips 311 Road
Industrial Park Road
Helena, Arkansas 72342-9033

Customer Service: (800) 786-6722
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Phone: (870) 572-2935
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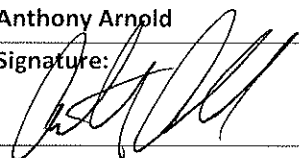
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Employer Name	Industry Sector	Site Location
United Initiators, Inc.	Transportation/Distribution/Logistics	Helena-West Helena
Contact Name	Title	Date
Anthony Arnold	Plant Manager	May 16, 2016
Signature: 		





May 16, 2016

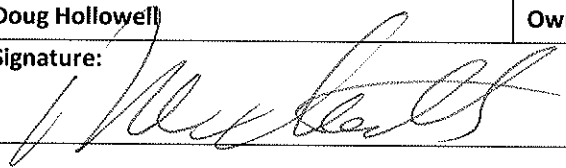
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Employer Name	Industry Sector	Site Location
Hoffinger Industries	Transportation/Distribution/Logistics	Helena-West Helena
Contact Name	Title	Date
Doug Hollowell	Owner/CEO	May 16, 2016
Signature: 		

315 North Sebastian • West Helena, Arkansas 72390-2417
P.O. Box 2457 • West Helena, Arkansas 72390-0457
870/572-3466 • Fax: 870/572-9711

Operating Divisions: Doughboy Recreational, Lomart Industries, and Arkansas Manufacturing