

# Act 1131 of 2015 Regional Workforce Implementation Grant

# **APPLICATION COVER SHEET**

DUE JUNE 1, 2016

То	Arkansas Department of High	er Education			
Requesting Institution	UA COSSATOT-Lead Institution				
Title of Project	Regional Advanced Manufactu	Regional Advanced Manufacturing Partnership: Building the Pipeline			
	1. SouthArk CC, El Dorado	6.	Navi Barris Devariantis		
	2. SAU Tech. Camden	7.			
Project Partners	3. UA Hope, Texarkana	8.			
	4.	9.			
17 Vice	5.	10.			
Requested Budget	\$907,267.00				
Date Submitted	May 31, 2016				
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Lead Institution:		100			
UA Cossatot Aut	orized Official Signature:				
			Dr. Steve Cole, Chancellor		
SWACCC Partners:		Ω.			
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		1. 00	Dr. Barbara Jones, President		
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		R	obert Gunnels, Executive Vice Chancellor		
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UA Hope/Texarkana At	thorized Official Signature:	VCV	<b></b>		
			Chris Thomason, Chancellor		

## 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 <u>ADHE.Workforce.Grant@adhe.edu</u>. 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.

	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)

Keep the following rubric in mind when completing this section:

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

## **Program Need:**

## Regional Advanced Manufacturing Partnership: Building the Pipeline

SW Arkansas is a socio-economically depressed region mostly comprised of rural areas and small towns with a wealth of natural resources and a diverse economy. The SW Arkansas Planning and Development District (SWAPDD) serves 12 contiguous counties and 64 municipalities located in the SW corner of the state. The District serves a population of over 241,000 residents and includes five municipalities with a population of 10,000 or more.

Arkansas' overall poverty rate is 19.2%. The region's poverty rate hovers around the mid-20% range, from a low of 14.9% to a high of 33.0% in the Delta counties (2009-2013) http://quickfacts.cencus.gov/qfdstates/05/50133.html. During the past decade, the region lost thousands of higher wage jobs, with the closing of operations by Georgia Pacific, Cooper Industries, and other timber-related industries and poultry companies. Unemployment rates during the recent economic downturn resulted in over 10,000 unemployed in SW Arkansas. Five of these counties had unemployment rates which exceeded 10%. However, the region is recovering and findings as recently as February 2016 show even more recovery. The SW Arkansas region's unemployment rate is currently 5.3% with the state hovering at 3.9% unemployment. That is a drop of one point for each category since June of 2015. (Unemployment rate- (http://www.discoverarkansas.gov). These improved rates are good news for Arkansas, but it exacerbates the need to develop a strong pipeline of well-trained, educated, highly-skilled workers to replace the retiring workers and fill new positions in the industries that are now growing and expanding.

The educational profile of SW Arkansas, along with dialogue provided by employers of industry indicates the need for more efforts to recruit, train and retain a skilled workforce in the manufacturing sector. In 2013, almost 50% of all adults over 25 years of age did not have any postsecondary education (U.S. Census Bureau, American Community Survey). To fill current and projected openings in the targeted high demand industries, many of these individuals will require further education to obtain employment with the regions advanced manufacturing and engineering employers. The most recent 2015 Arkansas Labor Market and Economic Report lists projections for jobs to be added to the region. Between 2014 and 2016, SW Arkansas LWDA employers are estimated to have 2,547 job openings annually. Of these, 80% of the job openings, or 2,036, would be for replacement (http://www.discoverarkansas.net ). This number would indicate the need for more highly skilled workers to replace valuable employees who are perhaps relocating, or retiring.

The publication, *Discover Arkansas-Projected Employment Opportunities for 2015-2016*, lists a need for Hazardous Materials Technology/Technicians, Woodworking Machine Setters, Operators and Tenders, and Chemical Equipment operators, Chemical Process Technicians, and Chemical Technology/Technicians, in the SWAPPD area. The region's employers, SWAPPD, chambers of commerce, economic development councils, and community colleges

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in the region all agree there is a significant shortage of workers due to the need for a qualified, skilled workforce in the advanced manufacturing sector.

In October, 2015, Weyerhaeuser, the largest timber industry representative in the state, announced a \$190 million project for its Dierks facility. This project will initially create 61 jobs and it is projected that within the next 10 years, over 200 jobs will be created. Existing industries are in the process of expanding, and others note that they anticipate a worker replacement rate of approximately 10% per year. But along with progress comes decline. It is predicted that the need for certain employees will be eliminated with new, incoming, technologically advanced operations systems. The newly sought after employee will have to possess even more skilled and advanced knowledge in the area of computer technology, robotics/ Programmable Logistics Computers (PLC's) in order to be viable and productive in the new work atmosphere that centers around technology.

Employability skills are a universal challenge facing education, workforce and industry. At the first convening of Building the Talent Pipeline RAMP in November of 2015, high school superintendents, community college career counselors and HR representatives from local industry, each articulated a high degree of concern about the challenges associated with a lack of basic employability skills by students regionally. Drilling down to identify the missing components in employability skills was the foci of three convening's with all stakeholders, an industry focus group and committee meetings. A priority for the RAMP was understanding the nature of these skills in order to develop learning objectives that drive K-12 curriculum and support programs that result in higher completion rates, greater employability among participants, and lasting job placements.

Targeted sectors within Advanced Manufacturing were the focus of strategic engagement for SW Arkansas Community Colleges, SW Arkansas high school districts, workforce developers and key employers in Advanced Manufacturing. Research and analysis of employment data, job descriptions, program and curriculum review were undertaken to produce a high level skills gap analysis. Curriculum inventories of targeted technical programs were submitted by each of the community colleges. The Corporation for a Skilled Workforce (CSW) Team completed an evaluation of these programs and a sampling of job descriptions provided by employers. Qualitative feedback gained from an industry focus group as well as an interview with the SW Arkansas Workforce Investment Board's Director brought further insight into the demand side perspective. The Draft State of Arkansas Workforce Innovation and Opportunity Act (WIOA) Combined State Plan, 2016-2019 was reviewed and incorporated into the analysis and recommendation process.

Several skills gaps were mentioned consistently throughout conversations between SWACCC partners, secondary schools and industry representatives. From these conversations, three main components are found to be lacking across the board among secondary education:

- 8<sup>th</sup> through 10<sup>th</sup> grade skills development strategy
- Strategy to deliver information technology (digital literacy) and advanced manufacturing skills to 11<sup>th</sup> and 12<sup>th</sup> graders
- 8<sup>th</sup> through 12<sup>th</sup> grade utilization of available curriculum to develop and maintain soft skills for future employability

Based on the convening of high school principals, superintendents, career counselors, key regional employers, community college leaders, and workforce development representatives, the following discoveries were identified as a means to close those skills gaps:

- Rebranding the new working conditions, and the requirements and opportunities within technology driven Advanced Manufacturing is essential. The RAMP set the stage to inform communities of practice about the need to rebrand occupations and meet the demands of the regional industry employers. Teachers, parents and students all need to be introduced to the Advanced Manufacturing and Technology Industries with an intentional and proactive new model that has emerged from the planning grant
- Implementing an integrated approach by introducing and developing three sets of skills – employability (soft) skills, information technology skills (digital literacy) and technical skills from 8th grade forward is essential to prepare youth for today's jobs and jobs of the future.
- Improving the preparedness of all students from as early as middle school up through completion of two years of postsecondary school with all three skills sets in demand provides fundamental skills as building blocks for success. Curriculum will embed all three sets of skills required as personal success skills for all occupations, although to begin this investment, the focus is on career and technical education preparedness leading to good jobs.

Current education statistics indicate a need to align regional investments between the State Workforce Development Plan with the efforts undertaken by the South Arkansas RAMP. The work accomplished in the planning grant of Building the Talent Pipeline Ramp has catalyzed the dialogue necessary between stakeholders about undertaking the alignment process across the public and private sectors. With a focus on occupations and skills in demand, educators and industry alike shared their concerns about the current capacity and performance of students as workers. The importance of taking the planning grant findings to the next level of implementation are reinforced by the goals in the state's Close the Gap 2020 Master Plan For higher Education in Arkansas.(DRAFT Arkansas WIOA Combined State Plan p. 38)

The State Workforce Plan showcases the reality of wage capability in relation to education level achieved in Arkansas. The chart shows wage capability in relation to education level nationally and in Arkansas

Wage Capability	High School	No High School	Bachelor's	2016 Poverty	
Comparison	Diploma	Diploma	Degree	Guidelines	
National Average Annual Salary	\$30,400	\$23,400	\$52,000	Household: Of 2 = \$16,020 Of 4 = \$24,300	
Arkansas Annual					
Salary Earned	\$27,431	\$22,352	\$44,335		

## Chart of Wage Capacity in Relation to Level of Education

These figures represent the percent of Arkansas High School graduates age 25 years + at 84.3% between 2010 -2014. Therefore 15.7% of that population does not have a high school

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diploma. Arkansas' percent of persons age 25 years + with Bachelor's degree or higher is 20.6%. That is 9% lower than the US average of 29.3%. The RAMP talent pipeline strategy can improve on and shrink this gap with the integrated approach proposed for building personal success skills in conjunction with sector strategies and career pathways alignment. US Census Bureau <u>http://www.census.gov/quickfacts/table/EDU635214/05,00</u>

Statistics showing education levels below the national average along with some of the highest pregnancy rates in the country may be contributing to the high concentrations of poverty and disconnected youth in SW Arkansas. This data underscores the economic imperative to improve completion rates for high school and post-secondary education.

"There is a direct correlation between the amount of money a person may earn and the level of education. In order to move Arkansans forward and help individuals earn a living wage, education has to be a key component in this process." (p. 109)

The planning phase of Building the Talent Pipeline has laid the groundwork for the collaboration and commitment necessary to move from planning to implementation. With UA Cossatot in the lead, three other community colleges from SWACCC, which are in the SWAPPD region, propose to address these challenges. UA Cossatot, UA Hope-Texarkana, South Ark, and SAU-TECH are partnering with Southern Arkansas University-Magnolia (SAU-M), their various high school districts, and their regional industries in aerospace, defense, processing, energy, petroleum, chemical, poultry, timber and industrial production to expand the goals of the Regional Advanced Manufacturing Partnership created under the TAACCCCT grant to "Build the Pipeline" for future highly skilled engineering and industrial technicians in SW Arkansas. The grant proposal will focus primarily on the K-12 pipeline and building a career pathway from K-16 in the engineering and advanced manufacturing sector.

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

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

## **Program Plan:**

Working with industry partners will widen the exposure to industrial and engineering technology for younger students, introducing them to basic engineering concepts, robotics, computer controls, and other elements of advanced manufacturing. Goals of the grant include expanding the existing career pathways to include career exploration and applicable coursework at the K-8 level (i.e., Project Lead the Way) and to identify, modify, or develop the 9-12 career pathway in the advanced manufacturing and engineering sectors for a better-skilled, better-trained workforce needed in the region. The 9-12 career pathway will provide coursework to qualify students for entry-level industry positions, continuation into associate degree programs, or four-year university programs.

Based on existing capacity, each of the four community colleges created proposals that would strengthen and improve their talent pipeline from 8th grade forward as products of the planning phase of the RAMP. Components from each plan will combine to create a very effective set of programs overall to benefit students, industry partners, and post-secondary students who attend each of the participating community colleges.

## *Outcomes/Measurable Objectives:*

Each college has curriculum in the advanced manufacturing sector: industrial technology/mechatronics, logistics and supply chain management technology, process technology, and welding. The objectives/outcomes for Implementation phase will include:

	RAMP: Building the Pipeline- Measurable Objectives and Outcomes				
	Objective	Outcome			
1.	To increase the number of secondary students who choose to study any of the RAMP targeted programs during the 11 <sup>th</sup> and 12 <sup>th</sup> grades	• Increase this number by 50%			
2.	Increase the number of portable, nationally recognized credentials among secondary/post- secondary students	• Increase this numbers by 50%			
3.	Increase the number of post-secondary graduates who complete the targeted programs to earn CP's, TC's and AAS degrees	• Increase this number by 50%			

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4.	Develop or expand articulation agreements for the	Articulation agreements for SAUM:
	advanced manufacturing/engineering technology	Industrial Technology
	fields with SAUM to allow upward mobility in	Engineering BS programs
	employment and income.	• (individual courses and 2+2 programs)
5.	Implement professional development and training	Professional development will include:
	needed to assure that K-12 and college faculty are	• 1 new adjunct faculty addition that will transition into full
	prepared to deliver curriculum.	time faculty position for sustainability of program
		• 3 career coaches will be extensively trained in the
		industrial technology education arena for the purpose of
		advising/ informing.
		• 2 Faculty workshops will be held (summer 2016, 2017)
		STEAM (Southern Teachers Engaged in Advanced
		Manufacturing)
6.	Promote and increase awareness of the Advanced	Partnering with the AR State Chamber to schedule the
	Manufacturing and Engineering Career Pathways	Be Pro Be Proud truck to as many secondary schools
	to a diverse population.	as possible in SW Arkansas. At least 10 events on the
		community college campuses will expose secondary
		students to educational/employability options
		<ul> <li>Industry and campus visits</li> </ul>
		<ul> <li>Widespread advertising in SW Arkansas about</li> </ul>
		Industrial Technology opportunities via:
		<ul> <li>Social media, TV, radio, print, video</li> </ul>
		• Website
		• Career exploration activities
7.	Utilize support services available to assist students	• 10- \$500.00 scholarships will be awarded to students
	through the advanced manufacturing/engineering	who are interested in transitioning from a secondary to
	pathways.	post-secondary educational pathway in Industrial Technology
		• Student advisors and career coaches will be in place in
		area high schools
		• Established, easily accessible, website links to career
0		and support services offered by SWACCC partners
8.	Equipment Implementation	• 2 Amatrol Virtual Learning software packages will be
		purchased. New, up-to-date virtual software will
		the art graphics, even is will provide a better
		advasted/trained student for the workforce
		• 2 mobile equipment units will provide options for
		students to take advantage of Industrial Technology
		courses and also allow sustainability for the program
		once the grant is finished. These mobile units are
		planned for UACC Hope and UA Cossatot
9.	Continuation of relationship building between	• 2 events will be planned to include all partners of the
	partners	RAMP Planning phase. The purpose of these events
		will be to update industry, secondary administration,
		community college representatives and committee
		members about the progress of RAMP over the next 2
		years

## Implementation Timeline: July 1, 2016 – September 1, 2020:

The timeline will show a very in-depth, concentrated effort of all involved over the proposed life of the RAMP grant. This solid plan establishes a steady progression for the planned implementation of curriculum, recruiting/awareness activities, professional development, and purchase of equipment. A broader focus of potential activities, needed re-assessment, and evaluation comprises the final two calendar years of the Continuation Grant portion:

	<ul> <li>July 1, 2016- Award notification of Implementation Grants</li> </ul>
	<ul> <li>August 1, 2016 : Ist Implementation Grant Funding Disbursement (25%)</li> </ul>
	•Steering Committee meeting (first quarterly meeting for 2 yr implementation time frame) - August
July,	•Targeted programs to be launched in some of the participating high schools when 2016-2017 school year begins-August
August,	•Young Manufacturers Academy (YMA) Held at SouthArk CC-August (resourced from AR State Chamber of Commerce)
September	•STEAM: (Southern AR Teachers Engaged in Manufacturing). Hosted by SouthArk CC
Summer, 2016	•Be Pro Be Proud Truck Visits the tri-county area middle/high schools -Sevier, Howard, Little River-hosted by UA Cossatot-September (resourced from AR State Chamber of Commerce)
	<ul> <li>Young Manufacturers Institute (YMI) to be launched on SouthArk Campus-September</li> </ul>
	<ul> <li>Professional development: Hire new faculty and workshops for faculty coursework/content development</li> </ul>
	•Equipment: purchases will begin
October, November,	•RAMP- Partnership Strengthening Event: Building the Pipeline and Filling in The Gaps symposium. SWACCC will be hosting participating industries, schools and the SW AR Workforce Investment Board at UA Hope-Texarkana, (Hope) Campus- October
December	<ul> <li>Recruiting events to include: Annual Manufacturing Day- ParticipatingMiddle/ high HS campuses-October</li> </ul>
Fail, 2016	•Bridge Day- UA Hope Campus- November
	RAMP: Project Steering Committee Meeting-December
January,	<ul> <li>January 1, 2017-2nd Implementation Funding Disbursement (25%)</li> </ul>
February,	•Come Fall in Love with UAC-11th Graders. UA Cossatot- February
March	<ul> <li>Manufacturing Day, 9th-12th graders: UA Cossatot, February</li> </ul>
Mintor	•The Experience- Career Cluster Camp targets 10th graders: UA Cossatot, March
2017	RAMP Steering Committee Quarterly Meeting-March
	• Project Director to collect information from SWACCC Partners and evaluate, assess and report to Steering Committee and Advisory Board the results of RAMP program related year end
May,	•SWACCC Partners to begin preparing for summer RAMP related acivities for secondary students
June	<ul> <li>RAMP Steering Committee Quarterly Meeting, June</li> </ul>
Spring	•Young Manufactures Academies -(YMA)-IIA Cossatot and SouthArk CC campuses (resourced
2017	from AR State Chamber of Commerce) (tentative date set-subject to change)
	•Young Advanced Manufacturing Camp- June. Hosted by SAU Tech
	•SWACCC partners and SW AR Workforce Investment Board representatives to meet -June
August	•August 1, 2017-3rd Implementation Funding Disbursement (25%)
August,	• Protessional Development Activities for HS Faculty-STEAM and other summer events that focus
September	campuses)
Summer,	•RAMP Steering Committee Quarterly Meeting- September
2017	
October	•RAMP Grant Interim Report due-September 1, 2017
November	•Recruiting events to include: Annual Manufacturing Day: ParticipatingMiddle/ high HS
November,	campuses-October
December	Bridge Day- UA Hope Campus- November
Fall, 2017	•RAIVIP: Steering Committee Quarterly Meeting-December



## Governance and Accountability Plan:

UA-Cossatot will serve as the lead institution for the implementation of the workforce planning grant project – Regional Advanced Manufacturing Partnership: Building the Pipeline. The Project Director, on behalf of the lead institution, will communicate regularly with SWACCC members, establish timelines for program outcomes; plan, convene, and document steering committee planning meetings; develop and convene subgroups (i.e., curriculum, recruitment, equipment, etc.) to meet program outcomes; compile grant outcomes; manage fiscal resources, and secure or share information and technical assistance provided by the State of Arkansas.

Standing members of the SWACCC workforce governing board will include the Chancellor or President of each member institution, a Workforce Development board member from each region, and chair of the regional industry advisory board. The board will have oversight of the budget and monitor the stated goals for the grant.

UA-Cossatot has hired Tommi D, Cobb as the project director. She will continue in this capacity for the implementation phase of the grant. The project director will report to the governing board as well as members of a project steering committee. Those who will serve on this steering committee include, Dr. Maria Markham-UA Cossatot, Mickey Best-SouthArk CC, Laura Clark-UA Hope/Texarkana, and Robert Gunnels-SAU- Tech, Camden. The project director will have the responsibility of implementing the grant's initiatives, planning the advisory board/steering committee meetings, ensuring that the financial aspects of the grant are met, and documenting and submitting all grant paperwork. The project director will track programmatic and fiscal progress against grant goals and identify issues related to the achievement of goals. The steering committee will meet quarterly to review progress toward goals and monitor the budget. UA Cossatot's policies and procedures will be followed for grant implementation.

The fiscal management of the project will be handled by UA Cossatot's finance personnel under the direction of Katy Pickens, Grants Accountant. Ms. Pickens handles the financial reporting for several grants on campus, including Adult Education, TAACCCT, and Carl Perkins. UA Cossatot has a proven capacity to administer federal and state grants. Financial reporting functions are accomplished through the campus' POISE platform, which is an integrated and comprehensive system that supports data integrity through a multi-level approval protocol. UA Cossatot will comply with Arkansas' financial processes and federal guidelines to enable timely and accurate financial management and reporting.

## Pathways Articulation and Support:

Existing career pathways, which were revised or developed under the TAACCCT grant, form the pipeline from post-secondary to employment. However, the SWACCC seeks to recruit students into that pipeline even sooner, by expanding education and awareness activities from high school to kindergarten. Consortium colleges offer several educational pathways, with skills and competencies tailored to regional manufacturer's needs, as a major focus of the TAACCCT grant.

## Support:

The SWACCC colleges provide support services to all students. Student support services will be a consideration during the development of the Workforce Initiative Implementation grant proposal. The Consortium colleges currently offer support to students to include:

- Financial Aid Office-coordinating grants, scholarships, and loans
- Student Advisors or Coaches- provide "intrusive advising" to students to aid in degree selection and execution, and "early alert" programs to focus on students wo may need special attention to stay on track to course and degree completion
- Personal and professional counseling-address students' academic and life needs, as well as soft-skills and career development training
- Disability Services- provide reasonable accommodations to students with special challenges
- Testing and Learning Centers-offer standardized testing and academic tutoring

- Soft-skills and career development training
- Student organizations and student activities- engage students in campus life
- Concurrent enrollment and secondary career center programs for area secondary students so that they may earn college credit while still in high school

## Articulation:

The four Consortium colleges offer nine Certificates of Proficiency, which fold into one of four Technical Certificates and, eventually, into one of three AAS degrees—all suitable for occupations in advanced manufacturing. Offering educational and awareness opportunities to younger students, and educating school counselors, faculty, and parents about the opportunities in today's advanced manufacturing environments can increase the pool of skilled workers with training designed to meet regional industry specifications.

The certificates and degrees offered at the Consortium colleges align with local industry skill requirements for positions that begin at entry-level and move up through mid-level occupations that incorporate STEM-related tasks involving fluid controls, robotics, programming, computer controls, and more. The curriculum of many of these advanced manufacturing credit courses can lead to nationally-recognized, industry based credentials such as the National Center for Construction Education and Research (NCCER) and the Manufacturing Skills Standard Council (MSSC). The programs and courses prepare graduates for positions as machinists, electromechanical technicians (including programmable computer logic and robotics), industrial machinery specialists and chemical process operators and they expose students interested in industrial technology and engineering fields to foundational knowledge in electronics, mechanics, and robotics.

Three of the colleges, SAU-Tech, UA-Cossatot, and SouthArk, have secondary career centers, offering career technical training to high school juniors and seniors in their county or service area. SouthArk was recently approved by the Arkansas Career Education Division to offer the Industrial Maintenance/Technology track at their Center. Other colleges are investigating this offering. The Arkansas Department of Career Education (ACE) currently offers manufacturing pathways for students through programs such as Project Lead the Way (PLTW). With PLTW, 7th and 8th grade students can begin taking related advanced manufacturing coursework in subjects such as Engineering Technology Education and Automation & Robotics. Those students can continue along the advanced manufacturing pathway as they enter high school by taking additional coursework approved by ACE. The high school coursework provided by ACE involves programs of study in Advanced Manufacturing, Industrial Equipment Maintenance, and mechatronics. Many will be utilizing the SkillsUSA Professional Development Program material in secondary career center classes. Instruction will include teaching the following skills:

- Communication/listening
- Teamwork
- work preparedness
- Personal integrity
- Time management
- Appropriate work attire/dress practices

Industry has also voiced concern about a lack of basic, general knowledge. SWACCC partners will be incorporating more coursework that includes:

- Basic math skills to enhance the ability to read a tape measure, work with fractions skills and become familiar with both standard and metric measurement as well as solid/liquid measures
- Develop critical thinking skills
- Expanding upon basic computer skills to include the instruction of completing/filing electronic forms, job applications, and evaluations, will familiarize students with the hiring process found within industry/manufacturing HR offices and develop digital literacy and familiarity of environmental terminology
- Working with 3-D printer technology
- Enhanced reading comprehension will supply students with the skills necessary to write a resume, fill out incident reports and understand/complete performance evaluations
- Tool equipment recognition and general terminology recognition within the realm of Industrial/advanced manufacturing

Coupled with coursework in the areas of safety practices per OSHA standards and hands on training in the classroom with actual equipment used in the workplace, students will begin to build a repertoire of knowledge and skillsets in different career fields found throughout SW Arkansas industry/manufacturing.

This high school curriculum builds on previous knowledge and skills as it prepares students to continue along the advanced manufacturing pathway, by enrolling in the two-year college. The next level of instruction is college coursework in programs such as Process Technology and Industrial Technology-Mechatronics. These programs prepare the students with entry-level knowledge and skills employers are seeking. These programs include internship opportunities with local employers, thus offering students the opportunity to gain additional training.

Students have many opportunities to earn certificates of proficiency that will lead into technical certificates or associate degrees at the post-secondary level. Along with the secondary programs, nationally recognized credentials can be awarded when students complete core curriculum or other full levels of the coursework. Individuals who successfully complete a performance verification will receive a transcript and wallet card. For successful completion of both the written assessment and the corresponding performance verification, individuals will receive a certified plus certificate and Certified Plus wallet card. These stacked credentials from a Secondary Career center or Community College along with the national credentials, will enable students to seek jobs as they work thru their chosen program.

Articulation agreements assist students in their chosen career pathway by assuring the transferability of coursework. In turn, the articulation agreements decrease the time to completion of degrees. In addition, associate to bachelor's degree articulation agreements will allow and encourage upward mobility in employment and income.

The colleges each have an Industrial Technology Certificate program with a common core curriculum. These common core courses are transferrable between the Consortium colleges and can lead to an academic Technical Certificate credential and Associate of Applied Science degrees. The SWACCC colleges have established various 2+2 articulation agreements with SAU-Magnolia. Articulation agreements are in place or under development with SAU Magnolia

to enable students to continue working toward a B.S. in Engineering-Physics, in Supply Chain Management, or Industrial Technology.

SWACCC college academic representatives will continue to work with SAU-M academic deans or directors to develop or expand existing articulation agreements for the advanced manufacturing and engineering technician fields.

The existing career pathway incorporating the various certificates and degrees that may be earned via the Consortium colleges is illustrated below:



## Current SWACCC Colleges Industrial Technology Career Pathway

## Roles of Equipment:

Throughout the planning stages of this grant, many discussions were held with industry and secondary schools in regard to specific tools/software/equipment that was needed in order to help teach, reinforce, and positively impact students in regards to preparation for the workforce. Based upon the findings, the SWACCC partners plan to utilize a varied and effective conglomeration of equipment that will be integrated into the selected secondary programs of each SWACCC partner.

UA Cossatot has a unique situation in that it has three campuses in three counties and it services eleven different secondary school districts. It is very expensive to offer the same program in three different locations and give each student the opportunity to have a choice of the full menu of SCC programs. Currently, Industrial Technology is located on the Ashdown campus. There are only two schools located close enough to this campus which means that only a fraction of students who attend the eleven feeder schools have access to Industrial Technology courses. Efforts to expand and mobilize this program will require the purchase a truck, trailer, and equipment. With these purchases, a mobile training unit will be created. The purpose of this unit is to deem cumbersome training equipment more effective and readily available by making it transportable to all three UA Cossatot campuses. By having this mobile equipment, the barrier of a lack of transportation on behalf of students will be eliminated. All secondary students will have the opportunity to participate in the Industrial Technology program. By providing this mobility of equipment, the number of schools who will have access to the training will increase from two to eleven.

UA Hope Texarkana will purchase equipment to build mechanical device trainers. By building these trainers on a smaller scale, it will allow ease of transport, increase opportunities to showcase their industrial technology programs at school/ community events, and in workshops. Mobility will allow the equipment to go into the field where the students are and give opportunities for learning and participating in the RAMP: Building the Pipeline programs.

Learning software will be purchased for the classroom. Virtual learning software is a very effective tool that is utilized early on and throughout the course of specific training to build skill levels, teach new techniques, and allow instructor/student interaction. Planned purchases include Regular E-Learning Module for student use, Amatrol Pneumatic Trainer simulator, Hydraulic Trainer and other Amatrol E-Learning software. Amatrol's E-Learning program invites students and teachers alike into a highly skilled world where understanding and application integrate seamlessly. Amatrol's interactive multimedia curriculum uses a competency-based instructional design that teaches industry standard skills. The material meets students where they are in their understanding and leads them forward. Amatrol's E-Learning program meets the challenge for flexible technical training by offering superb technical content depth as well as breadth, strong interactivity for skill development, and excellent assessment and student tracking through an intuitive, easy-to-use web portal. With 24 x 7 access, Amatrol's E-Learning program creates easy access to educational opportunities for technical skill development previously restricted to the classroom. The material is self-paced, making it ideal for individual use, traditional class settings, or a blended approach. Amatrol's proven curriculum is problem-solving oriented and teaches technical skills in a wide range of industrially-relevant technologies.

The purchase of time clocks might seem a bit unlikely, but, according to industry, tardiness is a very big problem among the younger generation of new- hires. Some of the colleges plan to

purchase time clocks or simulated time clock computers that will be used daily in the classroom environment. This tool will be effective in teaching time management in many aspects of the classroom and the workplace. By having time clocks in the classroom, students will develop an awareness of the importance of being responsible for one's own habits of promptness, timeliness and respect for employers.

## Performance Assessment:

The proposed outcome of RAMP: Building the Pipeline is to build a workforce that will be better trained, more qualified, and productive in careers that are found within Industry/Manufacturing in SW Arkansas.

The progress of the targeted programs will include monitoring and reporting an increased number of nationally recognized credentials that are earned within the education pathways as well as an increase in the number of awarded CP's, TC's, and associate degrees within the Industrial Technology fields that are gleaned by students within the SWACCC partners institutions. Another trackable area with which to measure success will be reflected in the number of students who, after attending classes that include Work Keys/CRC prep coursework, will receive a Career Readiness Certificate.

The combination of portable, nationally recognizable credentials, post-secondary educations and Career Readiness Certificates in hand, will brand students as highly sought-after, hirable and sustainable for SW Arkansas industry partners.

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

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

## Strength of Partnership:

As stated in the Workforce Initiative Act Regional Workforce Grant Guidelines, "The primary goal of this program is to create long-term relationships between employers and regional workforce alliances to identify and address the challenge of job candidate skills gaps in the regional workforce pool. By ensuring that post-secondary educational institutions are producing the credentials employers need through consortia and data driven decision-making, Arkansas can meet the needs of current employers and also be more effective in recruiting new industry to the state."

The SW Arkansas Community College Consortium (SWACCC) has been actively meeting, planning, and implementing initiatives to address the regional workforce needs since forming in 2010. As noted earlier, the DOL TAAACCT grant has done much to further the SWACCC Strategic Plan related to the advanced manufacturing sector. The SWACCC presidents and chancellors have worked to cultivate new relationships and strengthen existing partnerships with advanced manufacturing and production industries in their regions, as evidenced by the list of 20 employer partners listed in this grant proposal.

The SWACCC has engaged employers, secondary career centers, and K-12 partners throughout the process. The colleges have actively participated in local, state and national initiatives targeted at educating youth about manufacturing careers in an effort to create a pipeline of skilled workforce to fill new jobs and replace retirees. During the past year, colleges have hosted high school students for Manufacturing Day, coordinated career orientation visits between manufacturing representatives and area 8th grade students, and participated in the Arkansas State Chamber Program-Young Manufacturers Academy for area 7<sup>th</sup> and 8<sup>th</sup> grade students.

In addition, colleges are active participants on the SWAWIB, with employees serving on the board. The colleges have and will continue to work with the SWAPPD/SWAWIB in these endeavors. SAU-Magnolia has been a familiar and good partner for the colleges to assure the readily transferrable courses and credits for many of the colleges' credit programs. In addition, the SWACCC partners work closely with area chambers of commerce and economic development councils, as well as the Arkansas Economic Development Commission and Arkansas Department of Workforce Services.

*Partners:* The proposed project includes the partners listed below.

Community Colleges:

- SAU-Tech
- South Arkansas Community College
- UA-Hope/Texarkana
- UA-Cossatot

All colleges are fully accredited comprehensive community colleges offering traditional academic and occupational education with service areas which extend from western to eastern borders of southern Arkansas. Each serves as a resource for accessible higher education, workforce training, partnerships and economic development for the region.

## Secondary Career Centers:

- SAU-Tech
- South Arkansas Community College
- UA-Cossatot

These colleges have Secondary Career Centers on their campuses.

• UACC-Hope/Texarkana

Does not have a Secondary Career Center but pledges to work with their partnering high schools to deliver courses/training in the advanced manufacturing/engineering areas.

## Role of Partners in Alliance:

The SW Arkansas Community College Consortium has amassed a large, diverse group of educational institutions, industry employers and other key partners to build a potentially powerful force to drive the future workforce forward. This support system must utilize every opportunity, every person, and every dollar to its fullest potential to realize success with this monumental task of building a pipeline downward into secondary levels of education. One thought that has been realized is that everyone is on the same page. Communication across the board has been established, solidified, and reinforced with this planning process.

	UA Cossatot	SAU-Tech	SouthArk	UACC Hope/
				Texarkana
K-12	De Queen	Camden-Fairview	El Dorado	Норе
Schools	Nashville	Harmony Grove	Junction City	Texarkana AR
Districts	Ashdown	Bearden	Parkers Chapel	
(23)	Horatio	Hampton	Smackover/Norphlet	
	Foreman	Sparkman	Strong-Huttig	
	Mineral Springs	Magnolia		
	Umpire	Rison		
	Murfreesboro			
	Kirby			
Employers	Domtar Industries	Aerojet	Chemtura/Great	Georgia Pacific
(19)	Ash Grove Cement	Rocketdyne	Lakes Solutions	Hope Water and
	Weyerhaeuser	Esterline Defense	Clean Harbors	Light
	Tyson Foods	Technologies	El Dorado Chemical	
	Husqvarna	General Dynamics	Lion Oil/Delek	
	Outdoor Products	Lockheed Martin	Martin Operating	
		Spectra	Partners (Cross Oil)	
		Raytheon Technologies	Tetra Technologies	
University	Southern Arka	insas University-Magnolia	1	1
Other Key	SW Arkansas	Planning and Development	ţ	
Partners	SW Arkansas	Workforce Investment Boa	urd	

SWACCC Partners for RAMP: Building the Pipeline: The chart compiles all partners into a cohesive group while the text that follows describes individual roles:

## 1. Community Colleges:

- a) *Lead College*: UA-Cossatot has hired a project director for *RAMP*: *Building the Pipeline*. Tommi Cobb will continue her responsibilities as director for the SWACCC Partners. The lead institution will communicate regularly with SWACCC members, establish timelines for program outcomes; plan, convene, and document steering committee planning meetings, develop strategies to meet program objectives/outcomes; compile grant outcomes; manage fiscal resources, and secure or share information and technical assistance provided by State of Arkansas as needed by the steering committee.
- b) *Consortium Colleges:* The four Consortium colleges will provide faculty and staff to serve on the various committees to meet the grant goals. Academic deans and CTE faculty will participate as curriculum experts and be involved in equipment selection. Academic deans and vice-presidents will assure that course additions or changes are made and approved at appropriate levels. College student services personnel will be involved in identifying support services required to support the program initiatives especially as they relate to recruiting, advising, career counseling, and support services.

## 2. School Districts:

During the planning year, the school district representatives will provide one or more representatives for career pathway and curriculum development and alignment and to serve on other committees. Once established, the school districts will assist in providing program information to students and assist colleges with recruitment of interested students for the programs.

## 3. Employers/Industries:

The industry partners' role will include serving on industry/program advisory committees; developing credit and non-credit curriculum; assisting with equipment selection; teaching as adjunct faculty in the program; providing internship/apprenticeship/observation sites; supporting internship courses through selection and evaluation; donating funds, equipment, tools, or supplies; and hiring qualified graduates.

## 4. SWAPPD/SWAWIB:

The SW Arkansas Workforce Investment Board (SWAWIB) and Workforce Development Centers will assist in outreach, intake, screening, individual case management, linkage with the colleges for Individual Education Plans (IEPs), and career coaching activities. The local Centers will engage with college student personnel to identify potential recruits. These activities, coupled with strong training and placement strategies, will ensure that participants find jobs for which they are both suited and adequately prepared.

## 5. SAU-Magnolia:

The University will assist in curriculum development, recruitment, and articulation of coursework from secondary career center and community colleges to the university industrial technology or engineering programs. Sharing of equipment resources between and among the colleges and universities will be encouraged to assure appropriate training at all levels of post-secondary education.

A significant outcome of the RAMP planning grant was convening these stakeholders, collectively acknowledging the challenges and developing relationships across systems. Recognizing the mutual benefits of forming intentional partnerships in this pipeline, establishing the foundation for collaboration and alignment required to move forward with a regional approach towards not only solving job candidate

deficits but also building personal success skills through an integrated approach to career readiness. This next implementation phase strives to close the gaps that exist in the pipeline between education, economic and workforce goals with "a "grow your own strategy" to attract and retain business and talent.

Collectively identifying the strengths and challenges being faced as institutions supporting the private sector was very effective. Commitment is high to work together to create positive outcomes. Stakeholders are paying attention to the seriousness of these challenges and a more collaborative approach is now in place for us to move forward in partnership as a region. All are in agreement that developing an effective strategy driven by data and information, one that is scalable and replicable, efficiently leverages resources and contributes to the overall economic health of the region.

## 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.

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

Keep the following rubric in mind when completing this section:

Section 4.1 – Budget Plan Detail

Please provide your detailed financial plan in the box below.

The proposed budget below, reflects the costs to develop and maintain the many components that will occur during the 2-year implementation phase of RAMP: Building the Pipeline. (*Contained in the Appendix, you will find individual budget plans for each SWACCC partner.*)

The RAMP Director, Tommi Cobb, under the employ of UA Cossatot, will receive a salary and fringe benefits during the effective dates of the grant funding. The estimated cost of travel will allow the director to effectively perform her duties in any capacity needed. Whether it be to attend called committee meetings, host/facilitate scheduled symposiums, speaking engagements/presentations or workshops, or attend professional development events directly related to industrial/manufacturing and education in secondary or post-secondary sectors.

Directly related costs will be vital to allow for the implementation of SWACCC plans to bolster curriculum, recruitment/awareness activities, professional development for both secondary and post-secondary faculty, and equipment purchases. Educational software will be purchased, student support in the form of scholarships, and certification testing fees paid by the community college on behalf of students will be offered, and the development of new, hands on workshops for secondary math and science instructors will inject excitement and interest in industrial technology/teaching.

Large efforts will be made toward creating awareness, educating, stimulating, and encouraging youth to consider pursuing a career in the fields of, engineering, chemical /petroleum processing, aviation, industrial technology, and manufacturing in SW Arkansas. Events such as the AR State Chamber of Commerce sponsored Be Pro Be Proud Truck visits, and special visits to classrooms by industry representatives for Career days, will be held on secondary school campuses. Students will visit community college campuses to attend summer multi-day events like the Young Manufacturers Camp, Career Cluster workshops, and the Young Manufacturers Institute is slated to begin in September 2016. The total number of events planned over the next two year time frame exceeds thirty. This takes into consideration multiple events held on each secondary campus as well as events hosted on the community college campuses.

Grant funds, coupled with matching in kind funds from industry partners will solidify the consolidated efforts of all involved to work toward a successful change in the landscape of future employees for SW Arkansas industrial manufacturing trades. The SW Arkansas Community College Consortium has amassed \$70,500.00 in local matching funds to support the proposed budget even further.

\$380,903.00

\$836,767.00

\$70,500.00

\$907,267.00

#### Section 4.2 – Budget Plan Template

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

<b>Requesting Institution:</b>	UA Cossatot- Lead Institution for SW	ACCC				
Title of Project:	Regional Advanced Manufacturing Partnership. RAMP: Building the Pipeline					
A. PROGRAM LEADERSHIP SU	PPORT COSTS					
1. Personnel/Stipend		\$324,718.00				
2. Travel		\$38,750.00				
3. Other (Explain Below)		\$92,396.00				
Briefly Explain Other Costs	-					
TOTAL PARTNER PARTICIPANT COSTS		\$455,864.00				
<b>B. OTHER DIRECT COSTS</b>						
1. Materials and Supplies		\$76,740.00				
2. Publication Costs/Docum	nentation/Dissemination	\$5,500.00				
3. Consultant Services	-	\$4,000.00				
4. Other (Explain Below)		\$294663.00				

TOTAL OTHER DIRECT COSTS

C. TOTAL DIRECT COSTS (A & B)

Briefly Explain Other Costs

D. COST SHARING	(Minimum 10% of C: up to	\$50.000)	

**Total Requested Implementation Grant Budget** 

Other Notes

Part A: other direct costs- fringe benefits for program director and faculty to be hired for targeted programs

Part B: other direct costs:

Equipment:

Truck: 3/4 ton club cab 4X4, (w/ towing package), Trailer: 8.5' X 20 '-car hauling ability- tandem axle, Amatrol hydraulic/ pneumatic trainers: example http://www.amatrol.com/product/fluidpower/hydraulics, time clocks, materials to build mechanical device trainers: items such as hardware, electrical wire, motor, shaft, pulley, riveted chains, bearings, framework (housing), control board for computer numerically controlled (CNC) machine, software for CNC operation Mach Three or similar application, laptop and associated components.

Robot: NAO Evolution humanoid robot with 2-year warranty and 1 software license Choregraphe for 1 user and SDK, Manufactured by Aldebran Robotics. Carrying case, additional Academics multi users' sitebased full license (9 seats@ \$260.00 per 1-14 seats)

Curriculum: ELearning modules to accompany hydraulic/pneumatic training equipment, multi-user licensing, instructor certifications, career development facilitator training, Robotics curriculum for NAO digital version, includes teachers book, student book, and solutions(.crg code) (N3), classroom upgrades,

Recruiting events: food, flyers, t-shirts, to be used for planned student involved camps, workshops, academies. Participant stipends (Young Manufacturers Institute) and instructor stipends for STEAM, scholarships to encourage post-secondary education in order to continue along educational path way. Meals, travel, general supplies for preparation of events.

## **SECTION 5 - SUSTAINABILITY**

## 20 Points

Proposals will include a commitment and detailed plan for sustaining grant activities beyond the twentyfour (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
	Identifies existing	Identifies significant	Identifies limited	New funding
	resources to	resources to	resources to continue	sources must be
	continue the	continue the	the program or	identified for
Sustainability	program with no	program with limited	proposes significant	continuation of
(20 Pts)	reduction in services	reduction in services	reduction in services at	program at the
	at the end of grant	at the end of grant	the end of grant	end of grant
	funding period.	funding period.	funding period.	funding.
	(18–20 Pts)	(15-17 Pts)	(11-14 Pts)	(0-10 Pts)

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



The RAMP Talent Pipeline Framework template shows a complete plan, that when implemented, will succeed on many levels. Integrated into this framework are the three main objectives that industry representatives urged SWACCC to focus on to ensure that future employees will meet the standard that today's technology in the workplace requires.

- By reinforcing soft skills, informational technology skills (digital literacy), and industrial technology skills consistently throughout the 8<sup>th</sup> through 12<sup>th</sup> grades and continuing on into the post-secondary educational pathway, future candidates will be stronger and better prepared for job placement.
- The rebranding of industry and manufacturing careers and environments will include community awareness events, recruitment activities, school visits, summer camps, professional development workshops and marketing. Energizing, educating, and stimulating the population of SW Arkansas will change the mindset of a dark and dingy workplace where one performs mundane, rote tasks into a mindset of a modern, challenging, technologically advanced and forward thinking industrial corporation.
- The importance of relationship building, communication, and teamwork will complete the Regional Workforce Implementation Grant Application

formation of the template. Being consistent in and committed to the work of RAMP: Building the Pipeline will be key. Educators, Industry employers, and state represented Workforce systems combined, will continue to create opportunity for growth, education, and outreach.

Other Objectives and Outcomes for Sustainability in building the RAMP Implementation Plan include:

- Design curriculum that develops interest in Skilled and Technical fields beginning with students who are in the process of deciding what pathways to pursue
  - The adopted curriculum, from programs such as Project Lead the Way (PLTW), SkillsUSA PDP, and ACT Work Keys/Career Readiness Certification preparatory tools will remain in place after the fact
- Provide guidance in making this determination by providing documented data on such things as: earning potential, education required, levels of education available, different pathways to pursue, employment opportunities, and etc.
  - Career Coaches will continue to provide updated data going forward as they assist students with educational pathways that will impact career choices
- Supporting Career Coaches that are already in place in the high schools
  - SWCCC partners will be committed to the continuing utilization of Career Coaches through in-service and professional development activities to ensure updated and relevant information concerning targeted programs
- Provide educators that can promote these programs by instructing both the secondary as well as post-secondary students. Using the same instructor to teach both levels is a critical element in the success of this program by establishing a relationship between secondary and postsecondary education and the attainability of skillsets at both levels while building their level of employability throughout the educational process
  - Once established, instructors will become full time faculty of their institution
- Recruitment of students at both the secondary and post-secondary levels are another critical part of the success of this program and there are several methods that will be employed to accomplish this
  - The recruitment of students will become the responsibility of each department with the assistance of Student Services personnel. Many of these students will have already been identified as potential skilled and technical science prospects
  - Recruiting events will continue to be expanded upon year after year, to continue providing professional development, career awareness, and education for secondary students. By utilizing no-cost resources that are available, such as Arkansas State Chamber of Commerce sponsored tools in the form of the Be Pro, Be Proud Truck, their interactive website, and the accessible planning resources to host Young Manufacturer Academies each summer, will allow successful and effective engagement in area communities.
- Targeted programs will become revenue generating in the form of tuition at the post-secondary level as they become stronger and more independent of state funding
  - This revenue base will be used to expand tool rooms, purchase new equipment, and pay for the maintenance and upkeep of equipment that will be purchased from RAMP funds.

- Provide responsible leadership to direct the SWACCC partners toward their set goals of the RAMP initiative
  - Tommi D, Cobb, current director of the RAMP: BP project, will continue in the role of liaison between industry, The SWACCC Governing Board as well as Workforce Development Board, secondary schools and community colleges to ascertain and provide communication, opportunities for growth, and future development of established programs that have stemmed from RAMP grant funds.

## Sustenance Through Communication:

Knowing that communication, in all of its forms, is a major component to the success of any endeavor, the following forms of communication will be utilized as a part of the Implementation Phase:

- Quarterly meetings will be held throughout the two year timeline and forward with the appointed Steering Committee and the project director
- Various meetings are planned that will include other partners from industry, secondary and postsecondary education, representatives from the SWACCC, Arkansas Workforce Development and Investment Boards throughout the two-year implementation phase and forward. These meetings will serve to keep everyone up to date on the progress of the program and discuss any issues, successes, and revisions that might need to be addressed
- A Dropbox (an electronic file system that has controlled accessibility) will be set up with folders and accessibility will be distributed to those in the consortium who have need to insert any documentation into the established files.
  - This Dropbox system comes complete with controlled access, immediate notification system, and gives the ability to allow efficient upkeep and maintenance of the filing system
  - This Dropbox will provide a method to produce continuous, timely, updated material for review and response as needed
- Teleconference calling will be utilized frequently to lessen the need for travel between the consortium partner locations as the needs of the implementation phase are met. This method was used often during the planning stage with great success while at the same time cut down on travel and stress of juggling many heavy schedules during peak times of work on the individual level
- Emailing, texting, and one-on-one site visits will round out the communication scenario that will support and strengthen the sustainability of RAMP established programs.

# SUBMIT BY JUNE 1, 2016

Email 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 includesPlan includes limitedesPlan includesPlan includes limitednatsignificantefficiencies fromtageefficiencies fromexisting resources ornanexisting resourcesincludes somealand all requestedquestionable resourceallresources clearlyrequests. (7-9 Pts)support the goals ofandarlythe plan.oals(10-12 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
	Reg	gional Workforce Implei	mentation Grant Applicatio	n	





May 14, 2016

Arkansas Department of Higher Education Arkansas Workforce Initiative Attn: Brett Powell, Ed. D. 423 Main Street, Suite 400 Little Rock, AR 72201

Dear Dr. Powell,

The Southwest Arkansas Community College Consortium (SWACCC) members, comprised of Southern Arkansas University (SAU-Tech), UA Cossatot Community College (UAC), South Arkansas Community College (SouthArk), and University of Arkansas Hope-Texarkana (UAHT) came together in 2015 in an effort to address challenges that are faced by Southwest Arkansas industries today.

The consortium built upon the momentum of the TAAACT grant and its partnerships with area industry, educators and a four year university, SAU-Magnolia, to expand on the goals of the Regional Advanced Manufacturing Partnership (RAMP). A Workforce Initiative Planning Grant has enabled this team to put a plan together that will serve to build a pipeline down into the secondary level of education, focusing primarily on providing both an educational and career pathway into industrial technology and engineering.

*RAMP: Building the Pipeline* will ensure that targeted program(s) curriculum will specifically address industry-driven objectives in order to groom a future workforce and deem it highly qualified and credentialed in industrial manufacturing/processing and engineering related fields. Along with this curriculum, professional development for secondary faculty will focus on math and science as well as exposure to today's industrial workplace.

Recruiting events like Young Manufacturers Academies, AR State Chamber sponsored Be Pro Be Proud truck visits, and Career Cluster events, will create awareness, educate, and inspire younger generations to pursue educational/career pathways in industrial manufacturing/processing and engineering sectors.

For the purpose of breaking down student barriers, mobile units, equipped with actual tools and related technology will be purchased. Mobile units will also provide opportunities to take instruction and demonstration to area middle/high schools and community events. Scholarships will be made available to those students who plan to transition from industrial technology secondary to relevant post-secondary programs.

Total cost for this implementation proposal over the next two years of projected funding from the Regional Workforce Grant will be \$908,007.00 Within the proposal, you will see a breakdown of specific costs for needed materials, curriculum, and marketing strategies that will all prove vital to a successful and sustainable implementation plan.

On behalf of SWACCC, I appreciate your time and consideration for the awarding of funding for this ambitious but very valuable and necessary action. With *RAMP: Building the Pipeline*, todays students will become tomorrow's success stories.

mmi D.Cobb

Tommi D. Cobb, RAMP: BP Director University of Arkansas Cossatot 183 College Drive De Queen, AR 71832

# Appendix

## Letters of resource required for Implementation Grant Submission

## Regional Advanced Manufacturing Partnership: Building the Pipeline

- 1. Letters of Support :
  - a) Southwest Arkansas Consortium Chancellors/Presidents
  - b) Arkansas State Senator, Jimmy Hickey, Jr.
  - c) District Representative DeAnn Vaught
  - d) Southwest Workforce Development Board
  - e) Director, SAU Tech Career Academy
- 2. Southwest Arkansas Industry Support:
  - a) Ash Grove Cement, Foreman, AR
  - b) Domtar, Ashdown AR
  - c) El Dorado Chemical, El Dorado, AR
  - d) General Dynamics, Camden, AR
  - c) Georgia Pacific, Gurdon, AR
  - f) Hope Water & Light, Hope AR
  - g) Lion Oil Company, El Dorado, AR
  - h) Spectra Technologies, LLC El Dorado, AR
  - i) Tyson Foods, Nashville, AR
  - j) Tetra Technologies Inc., El Dorado, AR
  - k) Weyerhaeuser, Dierks, AR
- 3. Southwest Arkansas School District Support:
  - a) Ashdown Public Schools
  - b) Horatio Public Schools
  - c) Cossatot River Schools
  - d) De Queen Schools
  - e) Dierks Schools
  - f) Hampton Schools
  - g) Harmony Grove Schools
  - h) Nashville Public Schools
  - i) Mineral Springs Schools
  - j) Murfreesboro Schools
  - k) Kirby Public schools
  - l) Camden-Fairview Public Schools
  - m) Junction City Public Schools
  - n) Parkers Chapel Schools
  - o) Strong-Huttig Schools
  - p) Smackover-Norphlet Schools
- 4. Letters to support Matching Funds:
  - a) University of Arkansas, Cossatot, De Queen, AR
  - b) University of Arkansas, Hope-Texarkana, Hope AR
  - c) Southern Arkansas University-Tech, Camden, AR
  - d) SouthArk Community College, El Dorado, AR
- 5. Price Quotes:
  - a) RobotLAB Discounted price quote

Regional Advanced Manufacturing Partnership: Building the Pipeline Tommi Cobb RAMP Grant Director, UA Cossatot 183 College Drive, De Queen, AR 71832 | 870-584-1158 | tcobb@cccua.edu |

Wednesday, May 4, 2016

**Dear Grantors:** 

As leaders of the Southwest Arkansas Community College Consortium (SWACCC) partners, we are excited to show our intent of support to the Workforce Initiative Act of 2015, Regional Workforce Grant Program. SWACCC partners have worked diligently to develop a cohesive and in-depth implementation plan to strengthen and build upon curriculum, professional development, and recruiting opportunities in SW Arkansas secondary schools. The State Workforce Plan articulates goals that parallel the goals of RAMP, goals that will enable the needs of industry partners to be addressed while also aligning to the standard of the State Workforce Plan.

The Regional Advanced Manufacturing Partnership (RAMP): Building the Pipeline grant will enable the consortium to continue the work of supplying a reinforced, stronger, and better equipped future workforce by developing well defined and articulated educational /career pathways for students from high school, to community college and finally to a university or as a productive member of the workforce.

For many years, the Southwest Arkansas Community College Consortium has been committed to our region by continuing to develop and strengthen the workforce, providing the knowledge, skills training and support for future employees, and providing leadership for economic development in our service areas. We will assist with this grant in any way possible.

Sincerely,

Lead Institution: UA Cossatot

Partners: South Ark CC

SAU - Tech

UA Hope-Texarkana





Dr. Steve Cole, Chancellor Dr. Barbara Jones, President Robert Gunnels 1. And 2016.05.06 11:05:01 -05'00' Robert Gunnels, Executive Vice Chancellor

Chris Thomason, Chancellor





JIMMY HICKEY JR. Majority White Senator 11th District Phone 903-824-8861

1600 ARKANSAS BLVD., SUITE 106 TEXARKANA, ARKANSAS 71854



THE SENATE STATE OF ARKANSAS CHAIR JOINT AUDIT

MEMBER: KUINT BUDGET LEGISLATIVE COUNCIL REVENUE & TAXATION RULES, RESOLUTIONS & MEMORIALS TRANSPORTATION, TECHNOLOGY & LEGISLATIVE AFFAIRS KUINT ENERCY LEGISLATIVE FACILITIES

May 25, 2016

## TO WHOM IT MAY CONCERN:

It is my sincere pleasure to submit this letter in support of the Southwest Arkansas Community College Consortium, under the leadership of the University of Arkansas-Cossatot, as it applies for an Implementation Grant through the Regional Workforce Grant Program at the Arkansas Department of Higher Education. 1 am writing to express my support for this application, and I would ask those with the power to do so to give it every possible consideration.

If granted, the funds would benefit the Regional Advanced Manufacturing Partnership: Building the Pipeline program, which is designed to offer educational initiatives at partner schools that will prepare skilled workers to meet the needs of local manufacturers. This program will greatly benefit both area students and our local businesses, and I believe it to be a worthwhile use of funding.

Thank you for your time and attention in this matter. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Jimmy Hickey, Jr. Senate Majority Whip District 11

JH:lag



STATE OF ARKANSAS

House of Representatives

May 27, 2016

Dr. Brett Powell, Director Arkansas Department of Higher Education 423 Main Street, Suite 400 Little Rock, AR 72201

Dear Dr. Powell:

I am writing this letter to express my strong support for the University of Cossatot and the Southwest Arkansas Community College Consortium's application for a RAMP Grant that is being submitted to the Arkansas Department of Higher Education. I am convinced that the proposed program is very important because as a State Representative in the State of Arkansas, I have seen the rewards of providing a plan that will bolster, support, develop and educate future generations of students that will have the opportunity to have careers in their local industrial manufacturing corporations.

This type of program allows the youth to have opportunity that they thought was impossible. If awarded, these funds will permit the purchase of technology training equipment, virtual learning software and virtual trainers and most importantly scholarships that will be able to be funded to students who have participated in the secondary program. Southwest Arkansas Community College Consortium and UA Cossatot are committed to embracing the challenges that young people are facing today and working with them, so that they have the tools needed to turn the negative challenges into positive outcomes.

I offer unconditional support for the proposal requesting this grant and I wish it continued success. If I can assist in any way, please do not hesitate to contact me.

Sincerely,

ale an Vaget

DeAnn Vaught State Representative District 4

DV/mlj

#### REPRESENTATIVE

DeAnn Vaught 266 Dairy Road Horatio, Arkanses 71842-8904

870-832-2638 Business deann.vaught@arkansashonse.org

## **DISTRICT 4**

Counties: Little River Part Howard Part Sevier

#### COMMITTEES:

Revenue and Taxation Income Taxes-Personal and Corporate Subcommittee

Aging, Children and Youth, Logislative and Military Affairs Chairperson, Children and Youth Subcommittee

Rules

Legislative Joint Auditing Committee

# SOUTHWEST ARKANSAS WORKFORCE DEVELOPMENT BOARD

## P.O. Box 767, 101 Harvey Couch Blvd. Magnolia, AR 71754 (870) 235-7510 Fax: (870) 234-0135

May 25, 2016

Arkansas Department of Higher Education 423 Main Street, Suite 400 Little Rock, AR 72201

Re: University of Arkansas Workforce Alliance Planning Proposal

Dear Arkansas Department of Higher Education:

It is my pleasure to write a letter on behalf of the Southwest Arkansas Workforce Development Board in support of the Regional Advanced Manufacturing Partnership: Building the Pipeline as they implement an industry-driven training program in advanced manufacturing. Communities and industries will greatly benefit from a strengthened elementary to high school to post-secondary to industry connection in educating current and future workforce pools.

The Southwest Arkansas Workforce Development Board and the Workforce Development Centers of Southwest Arkansas will continue to assist in outreach, intake, screening, individual case management. linkages with the colleges for Individual Education Plans (IEPs), career coaching activities, etc. These activities, coupled with strong training and placement strategies, will ensure that students find jobs for which they are both suited and adequately prepared.

We look forward to continuing our partnership with the Regional Advanced Manufacturing Partnership.

Beckf Jues

Becky Ives, Chairman Southwest Arkansas Workforce Development Board



May 25, 2016

Dear Grantor:

I am pleased, as a representative of Southern Arkansas University Tech, to add my name to this letter in a show of commitment and support to the *Southwest Arkansas Community College Consortium* (SWACCC) partners as they undertake the task of implementing an educational path for our young people as future workforce employees.

The Regional Advanced Manufacturing Partnership-RAMP: Building the Pipeline, will allow opportunities to be created at the secondary level for those students who wish to pursue a career in the employment arena of Industrial Manufacturing/Processing. Students from the SW Arkansas region actively participate in Secondary Career Programs offered by their local community colleges, and they will greatly benefit from a strengthened high school to post-secondary to industry connection via the pipeline.

hant mitchell

Juanita Mitchell Director, SAU Tech Career Academy

## Wednesday, May 4, 2016

## Dear Grantor:

This letter of commitment assures that we, as industry/manufacturing partners, will be actively engaged in the work of the Southwest Arkansas Community College Consortium (SWACCC) members who are undertaking the task of educating and training a young, up and coming, workforce.

The approval of Phase Two of the Regional Advanced Manufacturing Partnership: Building the Pipeline grant will allow SWACCC Partners to develop well defined and articulated educational/career pathways from middle/high school to community college to university.

Our roles as industry/manufacturing partners will be to:

- Remain engaged with our local SWACCC partners
- Provide resources such as instructors, supplies, and provide work experiences for training purposes
- Interview grant program completers who qualify for job openings and where appropriate, hire qualified participants who complete the grant-specified training.

We will continue to offer support to the SWACCC partners as they execute the implementation of curriculum, professional development, and equipment with the deliberate outcome resulting in students who will have competence in specific industrial skill areas that will enhance employment opportunities.

As RAMP: Building the Pipeline continues to grow, and graduating high school/post-secondary students begin to enter the workforce, we will certainly give consideration to program completers as we fill vacancies within our organization.

Our involvement in these activities will ensure that graduates will possess workforce skills needed in these high demand occupations.





Regional Advanced Manufacturing Partnership: Building the Pipeline |Tommi Cobb, Director | 183 College Drive, De Queen, AR 71832 | |telephone: 1.870.584.1158 | tcobb@cccua.edu |



## Southwest Arkansas Industry Partners for RAMP: Building the Pipeline

Indus	try Name/ Site Location:	Signature/Title:	Date:
1.	Ash Grove Cement, Foreman, AR	Clint nehn Reduction Manager	5-11-16
2.	Domtar, Ashdown, AR	Dang Waters, Hangen, Com & Al.	5/14/14
3.	El Dorado Chemical, El Dorado, AR	Prestor April - Technical Mangger	5/12/14
4.	General Dynamics, Camden, AR	Dallas	5-17-14
5.	Georgia-Pacific, Gurdon, AR	Stern Mc die	
6.	Hope Water & Light, Hope, AR	Steve Laur	3/17/16
7.	Lion Oil, El Dorado, AR	Horee Albrunnen Manager	5/12/16
8.	Spectra Technologies, LLC.	horiz Samie	5/10/16
9,	Tyson Foods Inc. Nashville, AR	In Moung Complex HR Manager	5-11-14
10.	Tetra Technologies, Inc., El Dorado, Ak	OG Aupe- FACILITY GENELAM	05/16/16
11.	Weyerhaeuser, Dierks, AR	Lilly Bell-Johnson	5/19/14

## GENERAL DYNAMICS

Ordnance and Tactical Systems

May 17, 2016

Brett Powell, Ed.D. Arkansas Department of Higher Education Arkansas Workforce Initiative 423 Main Street, Suite 400 Little Rock, AR 72201

Dear Dr. Powell:

As an aerospace defense contractor in the Highland Industrial Park, General Dynamics has a vested interest in the development of a career pathway for workers in the Production arena. We are very excited about the Certified Production Technician pathway that has a goal of providing more trained entry level workers for this area. We support Southern Arkansas University Tech's effort to implement this program by applying for an Arkansas Workforce Initiative Aerospace Defense Sector Implementation Grant.

General Dynamics will support SAU Tech in this effort and in all activities of the college that result in enhancing the training programs that are available locally. These efforts will help us secure a more qualified workforce for the future.

For more information regarding our participation with SAU Tech and the Certified Production Technician project please call Connie Wilbur, Manager of Human Resources at 870 798-4171 ext. 266.

Sincerel

**David Chilcote** 

**Director, Camden Operations General Dynamics Ordnance & Tactical Systems** 6345 AR 203 HWY Hampton, AR 71744 Office: 870 798-4171 ex 233 david.chilcote@gd-ots.com

May 17, 2016



DLS 16016

Brett Powell, Ed.D Arkansas Department of Higher Education Arkansas Workforce Initiative 423 Main Street, Suite 400 Little Rock, AR 72201

Dear Mr. Powell:

As an aerospace defense contractor in the Highland Industrial Park, Spectra Technologies LLC has a vested interest in the development of a career pathway to train more entry level workers for specific contract fulfillment. Spectra Technologies will and has in the past supported Southern Arkansas University Tech's efforts when submitting an interest in the South West Arkansas Community College Consortium Regional Advanced Manufacturing Partnership Grant. Spectra Technologies understands that this grant will focus on Advanced Manufacturing and members who are undertaking the task of educating and training a young, up and coming, workforce.

Spectra Technologies is very excited to support SAU Tech in this effort and acknowledges that approval of Phase Two of the RAMP Grant will allow SWACCC Partners to develop well defined and articulated educational/career pathways from middle/high school to community college to university.

Spectra Technologies recognizes the need for successful training programs that will impact our opportunity to grow and thrive within our businesses segment. Students that complete the RAMP Program will earn not only college credentials, but nationally recognized industry credentials as well. These valuable credentials will benefit college graduates by giving them the chance to enter into the world of manufacturing with the latest knowledge needed to secure a job in the future.

For more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative, please call Lynn Sprong, Human Resources Manager, at (870) 574-2555.

Sincerely,

David L. Siggers President

Building 20 Highland Industrial Park, P.O. Box 3355 East Camden, Arkansas 71711 Phone 870.574.2555, FAX 870.574.2560





## May 25, 2016

Dear Grantor:

I am pleased, as a representative of my school district, to add my name to this letter in a show of commitment and support to the *Southwest Arkansas Community College Consortium* (SWACCC) partners as they undertake the task of implementing an educational path for our young people as future workforce employees.

The Regional Advanced Manufacturing Partnership- RAMP: Building the Pipeline, will allow opportunities to be created at the secondary level for those students who wish to pursue a career in the employment arena of Industrial Manufacturing/Processing. Students from the SW Arkansas region actively participate in Secondary Career Programs offered by their local community colleges and they will greatly benefit from a strengthened high school to post-secondary to industry connection via the pipeline.

School District/Location:	Superintendent's Signature:	Date:
Ashdown Public Schools	Charlan	5-24-16
Horatio Public Schools	Ser signature provided	5-24-2016
Cossatot River School District	Asmie Dani	5-26-16
De Queen Public Schools	Burne Hill	5-25-16
Dierks Schools	Holly Cothrens	5-25-2011
Hampton Schools	See letter provid	5-16-2016
Harmony Grove Schools	See letter Provided	5-16-2016
Nashville Public Schools	Defar Bahan	5124116
Mineral Springs Public Schools	Curtis Lurino	5/24/16
Murfreesboro Public Schools	Kin Journa	05-24-2016
Kirby Public Schools	Jeff alexand	5-23-16
Camden-Fairview Public Schools	See letter provided	5-16-2016
Junction City Public Schools	Willefane	5/12/16
Parkers Chapel Schools	Mubarl White	5/12/16
Strong-Huttig Schools	Jeff Alphin At alcher	05/12/16
Smackover-Norphlet Schools	TDaus	5/24/16

## Southwest Arkansas School District Partners: RAMP Building the Pipeline

# **CAMDEN FAIRVIEW PUBLIC SCHOOLS**

OFFICE OF THE SUPERINTENDENT 625 Clifton Camden, Arkansas 71701

May 16, 2016

Brett Powell, Ed. D. Arkansas Department of Higher Education Arkansas Workforce Initiative 423 Main Street, Suite 400 Little Rock, AR 722001

Dear Dr. Powell:

I am pleased, as a representative of Camden Fairview School District, to add my name to this letter in a show of commitment and support to the Southwest Arkansas Community College Consortium (SWACCC) partners as they undertake the task of implementing an educational path for our young people as future workforce employees.

The Regional Advanced Manufacturing Partnership- RAMP: Building the Pipeline, will allow opportunities to be created at the secondary level for those students who wish to pursue a career in the employment arena of Industrial Manufacturing/Processing. Students from the SW Arkansas region actively participate in Secondary Career Programs offered by their local community colleges and they will greatly benefit from a strengthened high school to postsecondary to industry connection via the pipeline.

Mark Keich Sincerely

Mark Keith Superintendent

An Equal Opportunity Employer

# **CAMDEN FAIRVIEW PUBLIC SCHOOLS**

OFFICE OF THE SUPERINTENDENT 625 Clifton Camden, Arkansas 71701

May 16, 2016

Brett Powell, Ed. D. Arkansas Department of Higher Education Arkansas Workforce Initiative 423 Main Street, Suite 400 Little Rock, AR 72201

Dear Dr. Powell:

Camden Fairview School District, a public school district in south Arkansas, has enjoyed a long working relationship with Southern Arkansas University Tech on numerous grant projects and other endeavors. We are excited about the opportunity to partner with the college as they undertake the task of implementing an educational path for our young people as future workforce employees.

As we currently have students attending the SAU Tech secondary career academy, we will increase our efforts to recruit interested students who wish to pursue a career in the employment arena of Industrial Manufacturing/Processing.

For more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative, please call me at 870-836-4193.

Sincerely, Wark Keith

Mark Keith Superintendent

An Equal Opportunity Employer

G

# Harmony Grove Public Schools

Harmony Grove Campus 401 Ouachita Road 88 Camden, Arkansas 71701 Telephone (870) 574-0971 Fax (870) 574-2765 Mr. Walton Pigott, Superintendent
 Mr. Joe Rogers, Jr., President
 Mr. Jeremy Givens, Vice-President
 Mr. Robert Franks, Sccretary
 Mrs. Jana Garcia, Memher
 Mrs. Emily Harrison, Member
 Mr. Ken Key, Member
 Mr. Stephen McCann, Member

Sparkman Campus P. O. Box 37 Sparkman, Arkansas 71763 Telephone (870) 678-2243 Fax (870) 678-2917

16 May 2016

Arkansas Department of Higher Education Arkansas Workforce Initiative 423 Main Street, Suite 400 Little Rock, AR 72201

Dear ADHE,

The Harmony Grove School District has enjoyed a long working relationship with Southern Arkansas University Tech on numerous grant projects and other endeavors. We are excited about the opportunity to partner with the college in creating career training pathways for our students to begin in high school and complete soon after graduation.

As we currently have students attending SAU Tech secondary career academy, we will increase our efforts to recruit interested students to fill the pathway for the aerospace defense sector that SAU Tech will address in the Arkansas Workforce Initiative program.

If I may provide more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative please contact me at 870-574-0971.

Sincerely,

Walton a Project

Walton A. Pigott, Superintendent

# HAMPTON PUBLIC SCHOOLS

P.O. BOX 1176 - HAMPTON, AR 71744

JIMMY CUNNINGRAM, Superintendent JANA YOUNG, Assistant Superintendent BRYAN SANDERS, 1995 School Principal TOM SAWYER, Elementary Principal



Board Members JOHN H. THOMPSON JAMES RAWLS

www.edline.net/pages/Hampton\_Public\_Schools

May 17, 2016

President, ALAN FERGUSON

Secretary, CODY ABLES Phone: 870-798-2229 Fax: 870-798-2239

Vice President, BRANDON EVANS

Arkansas Department of Higher Education Arkansas Workforce Initiative Attn: Brett Powell, Ed. D. 423 Main Street, Suite 400 Little Rock, AR 72201

Dear Dr. Poweli:

As a public secondary school district in south Arkansas, Hampton School District has enjoyed a long working relationship with Southern Arkansas University Tech on numerous grant projects and other endeavors. We are excited about the opportunity to partner with the college in creating career training pathways for our students to begin in high school and complete soon after graduation.

As we currently have students attending the SAU Tech secondary career academy, we will increase our efforts to recruit interested students to fill the pathway for the advanced manufacturing sector, particularly the Certified Production Technician pathway, which SAU Tech will address in the Arkansas Workforce Initiative Aerospace Defense Sector Implementation Grant program.

For more information regarding our participation or our MOU with SAU Tech in the Arkansas Workforce Initiative, please call 870-798-2229.

Jimmy Cunningham Superintendent

May 4, 2016

#### Dear Grantor

I am pleased, as a representative of my school district, to add my name to this letter in a show of commitment and support to the *Southwest Arkansas Community College Consortium* (SWACCC) partners as they undertake the task of implementing an educational path for our young people as future workforce employees.

The Regional Advanced Manufacturing Partnership- RAMP: Building the Pipeline, will allow opportunities to be created at the secondary level for those students who wish to pursue a career in the employment arena of Industrial Manufacturing/Processing. Students from the SW Arkansas region actively participate in Secondary Career Programs offered by their local community colleges and they will greatly benefit from a strengthened high school to post-secondary to industry connection via the pipeline.

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School District/Loc Jon	A Superi Adant's Signatur	
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Horatio Public Schools		
De Queen Public Schools	Regional Advanced	
Nashville Public Sch Ma	nufacturing Partner	rshin 7
Mineral Springs Public School	Is	
Kirby Providence		
Car nrview Pu	ols	
El public Se	NUTCO	1
St. r/Norphle		
Parkers Chapel Public Scho		
Hope Public Schools		5+
Texarkana Schools		
South Pike County Schools		
Junction City Public Schools		
Parkers Chapel Schools		
Strong-Huttig Schools		
		·



P.O. Box 960/183 College Drive • De Queen, AR 71832 • 870.584.4471 • 800.844.4471 • www.cccua.edu

Monday, May 23, 2016

Dear Grantors,

The University of Arkansas Cossatot has received approximately \$5000.00 in the form of supplies from DOMTAR, a local industry partner with UA Cossatot. These supplies will be used to help support the Industrial Technology program on our Ashdown campus.

UA Cossatot will be hiring a new faculty member to facilitate instruction for the industrial technology program. The projected salary will be \$40,000.00. RAMP is slated to cover \$30,000.00 (Year 1), and 30, 600.00 (Year 2) with UA Cossatot paying the remaining \$10,000.00 (Year 1) and \$10,200.00 (Year 2) fringe as in-kind matching funds.

The office of the RAMP Grant Director is located on the campus of UA Cossatot and incurs a fee of \$250.00 monthly. The total of in-kind matched funding for this space over a two year span equals approximately \$6,000.00.

Matching Support Source:	Amount:	
Donated supplies from industries	\$5000.00	
Faculty salary portion: fringe	\$20,200.00	
Office of RAMP Director : rental cost	\$6,000.00	
\$250.00/24 months		
In-kind matched funding:	Total:	\$31,200.00

Sincerely,

Dr. Steve Cole, Chancellor University of Arkansas, Cossatot

UA Cossatot embraces diversity and is committed to improving the lives of those in our region by providing quality education, outstanding service, and relevant industry training.



April 18, 2016

Dear Industry Partner,

In December 2015, we introduced the Regional Advanced Manufacturing Partnership – Extending the Pipeline Grant (RAMP: Pipeline). This grant is nearing the end of its planning phase and we are beginning to submit for the next part, which is the implementation stage. As a reminder, this grant is funded by the Arkansas Department of Higher Education (ADHE) to help bridge the development of high school students to area employers. Each college in our five college consortium has a focus area based on our unique situations. The University of Arkansas at Hope & Texarkana is further developing our Industrial Maintenance program with regard to the following areas:

Curriculum, Recruitment, Equipment, and Professional Development for Instructors

In addition to these items, we have to show that area employers will help with our efforts and provide either monetary or in-kind matches included but not limited to:

- Donation of equipment
- Non-employee volunteer labor
- Donation of advertising space
- Performance of services at a reduced cost (the in-kind match would be the cost savings)
- Internship wages paid during the initial twenty-four (24) months of this program, beginning in July 2016, 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.

If any of the above items are applicable to how you would like to partner on the implementation of this grant, please show your support by signing this document. U of A Hope & Texarkana's share of the implementation budget is nearing \$40,000, therefore we are seeking support employer in-kind match by up to \$4,000 over the course of 24 months. If you have any additional questions, please don't hesitate to contact me. We sincerely appreciate your time in advance.

Sincerely,

Shaun Clark Director of Industry Outreach & Continuing Education

HR Menager Georgia-Pacific

Signature of Industry Partner and Title of Signee



## 12/14/2015

Mr. Barry Beck 13111 Colonel Glenn Rd Little Rock, AR 72210

Mr. Beck:

This letter is written in sincere thanks for the kind donation of aircraft parts and equipment, received on December 11, 2015. As you are aware, many schools are stretched very far for funding these days. Your donation contributes greatly to the big picture of training students with quality equipment and getting them into the workforce. Without your backing, I feel we would have much greater difficulty in getting to this goal.

The items have arrived successfully at our Camden Aviation hangar, located here at the Camden Municipal Airport. Thank you for the statement of values for our inventory purposes.

I have the items listed as:

 All Metal Sensich 90 inch Propeller. Model FM-90-45 Value: \$4200
 Portable Magnaflux Particle Inspection Apparatus

Value: \$2200 1 Stationary Magnaflux Particle Inspection Apparatus Value: \$8100

It is a real honor to have such a friendly and willing supporter of our program as you are. If I can ever be of any assistance to you please don't hesitate to contact me at your convenience.

Again, on behalf of SAU Tech Aviation and myself personally, thank you very much! If you're ever this way please stop in and let me show you around.

Sincerely,

William H. "Bill" Archer

Cc: Dr. Corbet Lamkin, Chancellor Mr. Robert Gunnels, Executive Vice Chancellor Ms. Katherine Beckham, Aviation Instructor

Created Date 5/31/2016 Quote Number 00004439



#### http://www.RobotLAB.com

PRICE QUOTE T	0:		
Contact Name	Steve McJunkins	Ship To Name	Cossatot Community College
Account Name	Cossatot Community College	Ship To	183 College Drive
Bill To Name	Cossalot Community College		DeQueen, AR 71832

#### Dear Customer,

We are happy to send you the following price quote. If you have any question, feel free to email us: sales@RobotsLAB.com We will be happy to work with you and serve your needs.

Product		Product Description		Sales Price	Quantity	Total Price	
NAO V5 Evolution (BLUE) - Education Package		1 NAO V5 Evolution humanoi Robotics (BLUE) 2 Years of Warranty 1 Curriculum 1 Software license of Chorego	d robot manufactu raphe for 10 users	rred by Aldebaran	\$9,000.00	1.00	\$9,000.00
NAO with Shipping		Shipping and handling			\$120.00	1.00	\$120.00
Expiration Date Payment Terms	5/31/2016 Net 30		Subtotal Discount	\$9,120.00 (\$360)			
INCOLERMS	GPT		I otal Price	\$8,760.00			

#### Prices do not include any state or government issued taxes.

Our General Terms and Conditions are available at the following link: http://www.RobotsLAB.com/TermsAndConditions Our General Terms and Conditions will govern and prevail on any clients documents and general and/or specific terms and conditions.

Thank you for this opportunity to serve you.

RobotsLAB Team	
Prepared By	Priscilla
Email	sales@robollab.com