



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

**APPLICATION COVER SHEET**

*DUE JUNE 1, 2018*

<b>To:</b>	Arkansas Department of Higher Education
<b>Requesting Institution:</b>	UA Community College at Morrilton
<b>Title of Project:</b>	University of Arkansas Workforce Alliance
<b>Project Partners:</b>	1. UA Community College at Batesville 6. 2. UA Hope/Texarkana 7. 3. UA Community College at Morrilton 8. 4. UA Cossatot 9. 5. Phillips Community College of the UA 10.
<b>Requested Budget:</b>	\$1,015,743.60
<b>Date Submitted:</b>	May 31, 2018
<b>Applicant Contact:</b>	Contact Name: Linda Jaramillo
<b>Applicant's Information:</b>	Address: 1537 University Blvd. City, State ZIP: Morrilton, AR 72110 Phone: 501-977-2132 Email: jaramillol@uaccm.edu

**Authorized Signatures for Institution**

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UA Community College at Morrilton  
Lead Institution

  
Authorized Official

## Act 1131 of 2015

### Regional Workforce Continuation Grant Application

*Please complete each section of this application and submit to the Arkansas Department of Higher Education by **June 1, 2018**. Applications should be emailed to [ADHE.Workforce.Grant@adhe.edu](mailto:ADHE.Workforce.Grant@adhe.edu). Please note that only projects that were awarded an implementation grant are eligible to apply for a continuation 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 continuation of the program and/or acquisition of equipment will address those labor needs.

##### *Essential Components:*

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

Keep the following rubric in mind when completing this section:

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

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

The University of Arkansas Workforce Alliance (UAWA), which includes five of the seven community colleges of the UA system, developed a strong consortium in the first round of the Regional Workforce Implementation Grant. The Consortium was developed to meet Arkansas industry needs for welders. The UAWA colleges chose to focus on welding during the implementation grant and desire to build upon those successes and to expand to include industrial technology /multi-craft programs. The Regional Workforce Continuation Grant provides the opportunity for UAWA colleges to expand programs that best meet the needs of their communities based on local and regional advisory committee input.

To account for the new occupational demand area, additional industry partners are being added to advisory committees within the five UAWA colleges. Advisory committee partners' expertise in their industry's skill needs will be used to up-date programs and equipment. Public school partnerships will continue to be a top priority. By providing concurrent opportunities for high school students to receive certificates or degrees while in high school, consortium members continue to work to make a seamless transitions for students to college. The Alliance will work to provide a central contact for industry to locate training or potential employees to meet their need. Tracking of participants will also be centralized to help match employers and potential employees. Assessment of graduates will be completed to determine if they were prepared for the workplace with the skills they were taught on the various campuses.

#### Regional Data

The Workforce Initiative Act of 2015 Regional Workforce Grant Program presents a unique opportunity for the UAWA colleges to develop pathways to high demand and high wage workforce occupations. The intent of the Alliance is to share resources, instructors, best practices, and redefine the delivery of certificates and degrees offered by the institutions to improve responsiveness to industry needs and assist workers and students with work readiness and employment services.

Although welding was the foundation for the Alliance, the collaboration among the colleges will expand to manufacturing occupations during the continuation grant period. Chart 1 shows the location of the UAWA colleges. These colleges have physical locations within four workforce regions while service areas overlap into three additional regions. The UAWA will serve seven Local Workforce Investment Areas including Central, North Central, Western, Eastern, West Central, Southwest, and Southeast. The colleges are UA Community College at Batesville, UA Hope/Texarkana, UA Community College at Morrilton, UA Cossatot, and Phillips Community College of the UA.

**Chart 1: Location of Alliance Institutions**

Local Workforce Investment Areas (as established under the Workforce Investment Act of 1998)

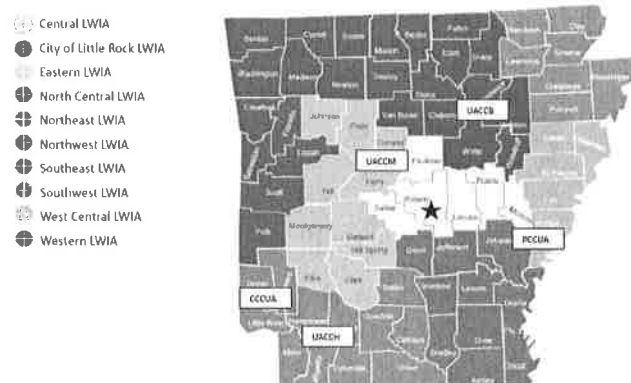


Table 1 illustrates the unemployment rates in the seven Workforce Development Regions served by the Alliance as compared to the State unemployment rate as of October 2017. Table 2 illustrates the unemployment rates 2012-2016. Unemployment rates have decreased over this time period in all regions, although most rates remain above the state rates.

**Table 1: Arkansas Workforce Regions' Unemployment Rate October 2017**

Period	State	Central	Eastern	North Central	Southeast	Southwest	West Central	Western
Jan	3.8	3.7	5.3	5.8	5.5	4.9	4.8	3.9
Feb	3.7	3.9	5.5	5.8	5.6	5.0	4.8	4.2
Mar	3.6	3.2	4.5	4.8	4.7	4.3	3.9	3.5
Apr	3.5	2.8	3.8	4.1	4.0	3.7	3.3	3.1
May	3.4	3.1	4.1	4.4	4.3	4.0	3.6	3.4
June	3.4	3.3	4.6	4.6	4.7	4.5	4.2	3.6
July	3.4	3.4	4.8	4.8	4.9	4.7	4.5	3.8
6-Mo Avg.	3.5	3.3	4.7	4.9	4.8	4.4	4.2	3.6

<http://www.discover.arkansas.gov/Portals/136/Publications/Economic%20Report%20-%20OCI/Economic%20Report.pdf>

**Table 2: Workforce Regions' Unemployment Rate by Year**

Region	2012	2013	2014	2015	2016
State	7.6	7.3	6.1	5.1	4.0
Central Arkansas	6.6	6.4	5.4	4.5	3.6
Eastern Arkansas	9.8	9.3	7.9	6.5	4.9
North Central Arkansas	8.7	8.7	7.7	6.5	5.4
Southeast Arkansas	9.8	9.5	8.0	6.5	5.2
Southwest Arkansas	8.2	8.1	6.8	5.7	4.7
West Central Arkansas	7.9	7.9	6.5	5.5	4.5
Western Arkansas	7.8	7.5	5.8	5.1	4.0

<http://www.discover.arkansas.gov/Portals/136/Publications/Economic%20Report%20-%20OCI/Economic%20Report.pdf>

Since January 1, 2013, there have been 55 separate Trade Adjustment Assistance Certification Determinations filed. Twenty-one were filed within the seven workforce regions served by the UA Workforce Alliance. Of the twenty-one, 12 were certified ([https://www.doleta.gov/tradeact/petitioners/taa\\_search.cfm](https://www.doleta.gov/tradeact/petitioners/taa_search.cfm)). Alliance institutions continue to

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enroll TAA-eligible students in post-secondary programs. These students have a short time to complete training and many need remediation courses. Some students start their training in adult education programs to receive their GED and then enter college classes.

<b>Table 3: Employment Projections for 2016-2018</b>				
<b>Workforce Development Area</b>	<b>Projected Percent Change 2016 to 2018</b>	<b>Annual Openings – Growth</b>	<b>Annual Openings – Replacements</b>	<b>Annual Openings – Total</b>
Central Arkansas	2.93%	2,804	4,266	7,070
Eastern Arkansas	1.30%	492	1,026	1,518
North Central Arkansas	2.08%	1,194	1,948	3,142
Southeast Arkansas	0.45%	504	1,912	2,416
Southwest Arkansas	1.11%	788	2,166	2,954
West Central Arkansas	2.65%	1,838	2,985	4,823
Western Arkansas	2.69%	1,842	2,783	4,625
State of Arkansas Workforce Development Areas Short-Term Industry and Occupational Projections 2016-2018 Report.				

Table 3 list the employment projections for 2016-2018. The seven Workforce Development Areas all anticipate growth, but Southeast Arkansas is forecast to be the slowest with approximately 500 new jobs anticipated. Eastern Arkansas is predicted to have the fewest short-term job openings.

Employers, chambers of commerce, economic development councils, and community colleges all agree there is a significant shortage of workers due to the need for a qualified, skilled workforce in the welding and manufacturing sector. The UA Workforce Alliance is preparing the infrastructure to provide training as companies relocate and expand production in Arkansas.

As noted, job growth is projected in industry sectors that require workers with knowledge and skills across a wide range of technology-related occupations. Industries indicate that new or replacement positions will require workers with at least one year or more of postsecondary training in the STEM-rich, advanced manufacturing skills areas of process operations, electronics and instrumentation, industrial maintenance technology, hydraulics, automation, and welding. According to the 2018 In-Demand Occupations by Arkansas Department of Workforce Services (ASWS), the top five manufacturing/industry occupations require postsecondary non-degree awards or Associate Degrees.

According to O-Net Online, an online tool for career exploration and job analysis, industrial maintenance had several occupations that are classified as Bright Outlook jobs. O-Net Online reports that Industrial Machinery Mechanics median wage is \$24.69 hourly. The Occupational Outlook Handbook projects employment of industrial machinery mechanics, machinery maintenance workers, and millwrights will grow seven percent from 2016 to 2026. The need to keep increasingly sophisticated machinery functioning will continue to create demand for these jobs.

Welding continues to have jobs classified as Bright Outlook occupations. As reported on O-Net Online, the median wage for welders is \$25.28 hourly. The Occupational Outlook Handbook projected a six percent growth rate as the nation's aging infrastructure will require the expertise of welders to help rebuild bridges, highways, and buildings.

### **Grant Activities and Local Need**

As the UA Workforce Alliance Consortium moves forward member colleges will be focused on recruitment, retention, graduation, and placement in welding and industrial technology/multi-craft programs depending on certificate or degrees currently offered by the five colleges.

The need for an advertising campaign of the technical programs to local high schools, parents, and non- traditional students citing industry needs in the workforce area will be addressed. By working with local advisory boards and industry partners, the consortium members will develop an advertising campaign and website that increases the number of students choosing technical fields. Advertising for non-credit training and updating workplace skills for the currently employed will be high priority.

While some campuses currently have specific advisors for technical areas, other campuses hope to use the funds from the grant to employ advisors to specifically work with technical students in high school and post-secondary areas. Having specific advisors will be assessed to determine a direct correlation between advisors and retention.

The need for additional industry standards equipment is needed by all members. This includes additional welders and updated ventilation equipment on at least two campuses. Three campuses are interested in adding robotics, including at least two robotic welders, PLCs, CNC plasma cutters, and CNC routers. Continued need to modernize labs to better mirror current workforce conditions is a given, but cost of the equipment is many times prohibitive. The previous grant has helped all UAWA members toward meeting this need.

Up-to-date equipment is important in the recruitment of students and industry partners. If colleges are unable because of cost to train on equipment currently being used by industry partners, their needs are not being met. Potential students will chose an up-to-date program for training when making educational decisions.

A UAWA Coordinator will be employed by the grant to work with all UAWA members on developing an advertising campaign and a website. This person would be responsible for developing a database of information that can be used for job placement and gathering assessment information from the programs including reporting the employment of past students. Coordination of professional development for the current technical faculty at all five colleges to collaborate and share best practices will be part of the coordinator's responsibilities.

Colleges with secondary centers will move forward with developing secondary programs in industrial technology/multi-craft programs that would flow into post-secondary programs upon graduation from high school. Additional faculty will be needed for these programs. For example, UA Cossatot is in the process of remodeling a facility for a secondary career center that will also house additional industry training and require additional faculty.

An Access database will be used to track students who enter both the credit and non-credit programs. Program completion and employment information will also be tracked. This tracking system will be housed with the UAWA Coordinator who will facilitate data input. Follow-up surveys will be conducted to determine the success of the participants. The Alliance will work with workforce centers to determine if there is a way of tracking student employment for three and six months after program completion. Technology will be utilized to allow multiple users access to the database. Job opportunities will be coordinated and shared with all campuses through the database.

### ***Alignment with Arkansas Economic and Workforce Goals***

The Workforce Innovation and Opportunity Act (WIOA) State Plan for the State of Arkansas's vision is "Arkansas will have a world-class workforce that is well educated, skilled, and working in order to keep Arkansas's economy competitive in the global marketplace." The mission is "To promote and support a talent development system in Arkansas that offers employers, individuals, and communities the opportunity to achieve and sustain economic prosperity."

According to the proposed state plan under WIOA, there are 15 targeted industries for economic development. Of the 15 industries, 11 employ welders and/or industrial mechanics. The industries are: Advanced Food Manufacturing and Packaging, Aerospace/Aviation, Biosciences, Data Centers, Distribution and Logistics Services, Firearms and Ammunition, Paper and Timber Products, Regional Headquarters, Smart Grid Technologies (Power Electronics), Software Development and Data Management Services, Steel Production, Sustainable Building Products and Fixtures, Technical Support Services, Transportation Equipment Manufacturing, and Walmart Suppliers.

According to the WIOA State Plan for the State of Arkansas, Arkansas finds itself lagging in educational attainment compared to other states in the nation, and increasingly, the U.S. finds itself lagging behind a large number of nations. It is clear the twin forces of automation and globalization continue to create more opportunities for those with postsecondary education while the number of occupations available for those with a high school diploma or less continues to decrease. The State Plan also notes that "while the majority of jobs in the Arkansas economy are low-skilled jobs (those that require a high school diploma or less), it is the middle skill jobs that are projected to be the fastest growing skill group with a growth rate of 13.35 percent." Middle-skill jobs are occupations that require more than a high school diploma but less than a bachelor's degree. Employers surveyed by regional advisory councils indicate four groups of needed skills for employees: 1) soft skills, 2) basic/core skills, 3) technical skills and 4) education programming and promotion.

The UA Workforce Alliance aligns with these needs by providing training that is employer-driven by working with local industry leaders to determine their needs through communication in advisory committee meetings, with workforce directors, and workforce centers. The welding and industrial technology/multi-craft programs are tailored to meet the needs of regional economies through working with local advisory boards and local WIOA boards to develop trainings that are flexible in delivery while meeting the current needs of each region. One size training will not meet everyone's needs. Needs differ from pipe welding, food production, manufacturing, building, and infrastructure. The UA Workforce Alliance will work to meet local needs as well as regional needs. Working with other programs such as the Career Pathways Initiative will provide the support services that help break the barriers to training and employment.

## 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.
- Performance assessment- clearly define measurable outcomes to be achieved through continuation of the plan and strategies to measure and report achievement of those outcomes. Priority will be given to programs which prepare candidates for high wage jobs or which create capacity to move candidates from unemployment to employment.
- Program plans must be designed to meet the goals and core requirements of the Regional Workforce Grants program. At a minimum, the plan must include a detailed project timeline and overview, measurable objectives for each phase of the project, a project governance and accountability plan, pathways articulation and support, the role of any equipment requested, and a performance assessment.

Keep the following rubric in mind when completing this section:



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

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

### **Overview and Timeline**

The UAWA partnership leverages existing resources to meet changing industry needs. The UAWA will collaborate by scheduling meetings with faculty of the different institutions to share best practices and skills. Institutions will share knowledge with local public schools to help build better pathways from high school to college. Some of the institutions already have created pathways that will allow high school students to graduate with college awards such as certificates, associate degrees, and industry recognized certifications.

Initially, the career pathway of focus was welding with the intent to expand to additional sectors in the future. Some of the institutions are continuing to improve and expanding their welding programs to other campuses, while other institutions are expanding into industrial technology/multi-craft programs. Courses will be available both for credit and noncredit to high school students, post-secondary students, industry partners, unemployed and incumbent workers. By leveraging the faculty at five community colleges and purchasing up-to-date equipment, the UAWA will be responsive to demands due to changing industry skill needs or new industries entering the state.

Below is a projected timeline of monthly activities and actions of the project.

July 2018	Governing Board Meeting Hiring of advisors/instructors Meet with local high schools Attend WIOA Board Meetings Monthly narrative and Reimbursement Report due on 15
August 2018	Begin Purchasing Equipment Monthly narrative and Reimbursement Report due on 15
September 2018	Hire UAWA Coordinator Meet with Local High Schools Monthly narrative and Reimbursement Report due on 15
October 2018	Hold Advisory Meetings Attend WIOA Board Meetings Governing Board Meeting Monthly narrative and Reimbursement Report due on 15
November 2018	Hold Advisory Meetings Hold UAWA Collaboration Meeting

	Monthly narrative and Reimbursement Report due on 15
December 2018	Launch website Attend WIOA Board Meetings Monthly narrative and Reimbursement Report due on 15
January 2019	Assessment of student and program success Monthly narrative and Reimbursement Report due on 15
February 2019	Hold Advisory Meetings Attend WIOA Board Meetings Governing Board Meeting Monthly narrative and Reimbursement Report due on 15
March 2019	Hold Advisory Meetings Monthly narrative and Reimbursement Report due on 15
April 2019	Hold Advisory Meetings Attend WIOA Board Meetings Meet with Local High Schools Monthly narrative and Reimbursement Report due on 15
May 2019	Monthly narrative and Reimbursement Report due on 15 Hold UAWA Collaboration Meeting
June 2019	Assessment of student and program success Attend WIOA Board Meetings Governing Board Meeting Monthly narrative and Reimbursement Report due on 15
July 2019	Monthly narrative and Reimbursement Report due on 15
August 2019	Attend WIOA Board Meetings Monthly narrative and Reimbursement Report due on 15
September 2019	Hold Advisory Meetings Meet with Local High Schools Monthly narrative and Reimbursement Report due on 15
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March 2020	Hold Advisory Meetings Governing Board Meeting Monthly narrative and Reimbursement Report due on 15
April 2020	Hold Advisory Meetings Attend WIOA Board Meetings Meet with Local High Schools Monthly narrative and Reimbursement Report due on 15

May 2020	Assessment of student and program success Monthly narrative and Reimbursement Report due on 15 Hold UAWA Collaboration Meeting
June 2020	Final Report due Attend WIOA Board Meetings

### **Measurable Objectives**

During the continuation period, the UAWA will be addressing the needs expressed by local industry through advisory committee meetings. Listed below are the goals set by the Alliance along with implementation processes.

**Goal 1:** Hire a UAWA Coordinator who will coordinate database and employment tracking and state-wide marketing materials. The Coordinator will establish a centralized industry resource/student placement office and will be responsible for implementing the database for tracking and working with the institutions to develop state wide marketing. This will be a full-time position with the intent for the position to be funded by the five colleges at the conclusion of the grant.

**Outcome:** Full-time UAWA Coordinator hired by September 2018

**Goal 2:** Continue welding improvements and use lessons learned to expand into Industrial Technology/Multi-craft programs. Some institutions need to continue to improve welding, while other institutions are ready to expand into the industrial technician/multi-craft fields. Up-to-date equipment is needed to provide students with training in environments that are as close to working environments as possible.

**Outcome:** Equipment purchases will be complete within six months of notification of grant award (assuming state and system purchasing requirement timelines are adhered to).

**Goal 3:** Continue collaboration with other colleges to provide professional development and resources for instructors.

On March 2018, instructors, college workforce directors, and other college personnel met to discuss successes and next steps. This was a productive meeting with emphasis on sharing of information. This type of sharing meeting will be continued as well as sharing professional development opportunities.

**Outcome:** UAWA Collaboration meetings to be held each semester rotating meeting locations between institutions.

**Goal 4:** Increase high school to college pathways in welding and industrial technology/multi-craft programs.

Working with high schools to provide a seamless pathway into college and with offering college training for current high school students has been successful. High school students are given the opportunity to graduate with college certificates and/or degree that will better prepare them to continue their college education or have the skills to obtain a high demand job.

**Outcome:** High school students satisfying requirements for college credentials in welding and/or industrial technology will increase by 15% across the consortium.

**Goal 5:** Expand UAWA into additional training pathways.

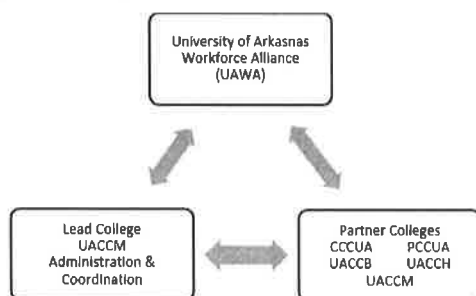
**Outcomes:** Through the UAWA Governing Board, the next steps for expansion of training programs will be determined.

### ***Project Governance and Accountability Plan***

The UA Workforce Alliance will use current personnel to serve as coordinators for the program until a UAWA Coordinator can be hired. UACC Morrilton will continue to be the lead institution and work with other campus to coordinate activities. The Chief Academic Officers from each of the five consortium schools will serve as the UAWA Governing Board. They will be charged with seeking input from workforce boards, local public schools, and industry partners through local advisory boards. The coordinator will have the responsibility for organizing information from partner institutions regarding program schedules, student referrals, and appropriate training programs that will be disseminated to industry and workforce partners. In addition, the coordinator will help provide industry partners with student contacts to fill employment vacancies and maintain a listing of current employment opportunities with industry partners for student training referrals and job placement opportunities.

The fiscal management of the project will be handled by UACC Morrilton's business department personnel under the direction of Jeff Mullen, Director of Accounting. Mr. Mullen and his staff handle the financial reporting for several grants on campus including Adult Education and the Regional Workforce Implementation Grant. UACC Morrilton 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. UACC Morrilton will comply with Arkansas' financial processes and federal guidelines to enable timely and accurate financial management and reporting. Chart 2 illustrates the model.

**Chart 2: Administrative Model**



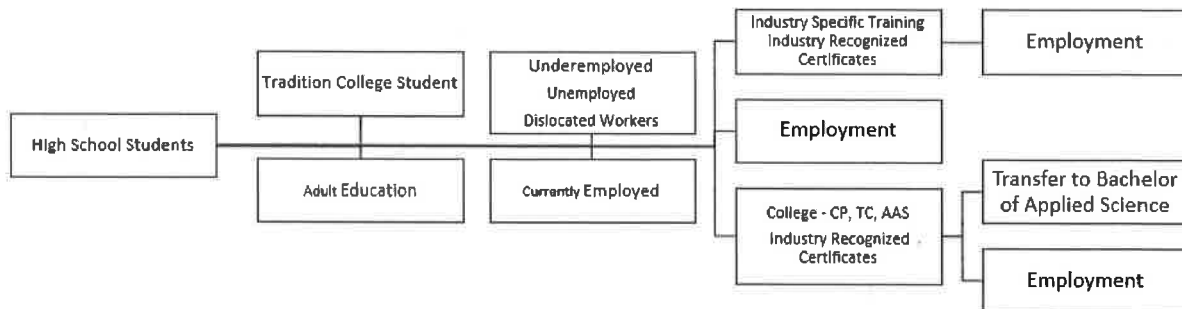
### ***Pathways Articulation and Support***

Each institution works closely with their local high schools and has established a plan of study with articulation and/or concurrent credit that fits into college's certificate or degree plans. Pathways continue to be developed and/or enhanced yearly as needed. Training high school students is approached differently by each college. Some of the high school students are integrated directly into college credit course with other traditional college students. Some of the colleges train high school students in classes that are entirely high school students and some do a combination. No one method has been found to be more successful at this point.

Institutions will work with industry and high school partners to develop and enhance soft skill training, including applied math and writing within the pathways hoping to reduce the time to complete certificates and degrees. Chart 3 shows a pathway for participants to enter and exit training. As noted, participants may come from high schools, adult education centers, industry partners, and unemployed or underemployed workers. Participants may take industry specific short-term training or college credit programs to update industry skills. Participants may move between these types of

training allowing participants stop-out points and the opportunity to return and receive additional training. All industry specific training will be evaluated for prior learning credit that can be applied to college credit programs.

### Chart 3: Progression through Pathway



Examples of how UACC Morrilton and UACC Batesville are expanding these pathways are presented below.

UACC Morrilton is in the process of expanding concurrent program to high school students. UACC Morrilton's instructor administers the NCCER standards exam for high school students planning to complete classes and degrees at UACC Morrilton. Students are being offered the opportunity to attend classes full-time in technical programs on UACC Morrilton's campus through concurrent credit agreements with the local high schools. Spring 2018, seven high school seniors received certificates or associate degrees from four local high schools. Two high school juniors earned Certificates of Proficiency. On the UACC Morrilton campus, students are integrated into the regular college classes.

UACC Batesville continues to have strong partnerships with local school districts and employers. The college continues to meet monthly as a group with local school districts. The group has been increased by one school district, bringing the total school districts represented to seven. The committee includes Lyon College and the Batesville Area Chamber of Commerce. The focus of those meetings continues to be fostering the “pipeline” from K-12 to higher education to workforce.

### *Role of Equipment Requested*

Phillips Community College UA hopes to add new welding equipment to the Helena campus and to improve the ventilation system in the welding lab. The plan is to recreate the welding work environment on all three Phillips' campuses for students including the installation of time clocks for student accountability. Students will be provided a supply kit which includes pliers, gloves, and fire-resistant jackets. Phillips will revamp an existing renewable energy demonstration trailing into a mobile welding lab to provide on-site welding clinics for industry. The mobile lab will also be used for recruitment activities.

In addition to hiring an advisor, UA Cossatot will purchase equipment to modernize labs for their industrial technologies /multi-craft program providing an industry type learning environment.

UA Hope/Texarkana's equipment needs includes computers for CAD/CAM labs and laptops for their current PLC labs. They will purchase a plasma table, a live arc welder, and Robotic Welding trainers. Additional tools will be purchased for the industrial maintenance shops in Hope and Texarkana.

UACC Batesville plans to purchase 20 CNC control simulators, two CNC mini mills, trainers for PLCs, and electric motors. This modernization of the labs will provide the most up-to-date training for students. Areas advisory boards have identified these equipment needs for improvement to meet the skills attainment needed to meet local industry requirements.

UACC Morrilton plans to purchase a robotic welder that will be used in both welding and industrial technology. The industrial technology program is a new program and additional trainers are needed to accommodate the additional students. A CNC plasma table and CNC router are needed to update the lab.

#### **Performance Assessment**

Program success will be measured by the number of students completing training certifications; CP, TC, and AAS degrees; and whether the participant enters the workforce or transfers to a bachelor's degree program. The Alliance will compare past completion rates to the completion rates of students enrolled in the Alliance programs. Employer surveys will be collected as students attain jobs in the industry. Surveys will cover student knowledge in the technical skills as well as soft skills. Exit surveys will be administered to graduating or transferring students to determine how well the programs have met their needs. Pre- and post-test will be given to measure what the students have learned and if training needs to be adjusted for future students.

Table 4 below shows the number of awards from welding and industrial technology programs from the last two years as well as to the number of proposed increase in graduates.

<b>Table 4: Number of Welding and Industrial Technology Awards From Certificate and Degree Programs</b>				
<b>Institution</b>	<b>Welding</b>		<b>Industrial Technology</b>	
	<b>Last 2 Years</b>	<b>Proposed Increase</b>	<b>Last 2 Years</b>	<b>Proposed Increase</b>
UA Cossatot	353	40	113	40
Phillips Community College UA	63	30	--	--
UA Community College Batesville	86	50	55	50
UA Hope/Texarkana	44	64	31	20
UA Community College Morrilton	44	18	48	20
Note: The above data is a duplicated headcount of secondary and post-secondary graduates, reflecting multiple credentials earned by some graduates.				

Table 5 shows the number of courses currently articulated with high schools and the number of anticipated courses to be added to articulated agreements. Most of the partner schools anticipate increasing the number of welding and industrial technology courses but all anticipate increasing the number of students served by the articulated courses.

<b>Table 5: Number of Courses Articulated with High Schools</b>				
<b>Institution</b>	<b>Welding</b>		<b>Industrial Technology</b>	
	<b>Current Number Courses</b>	<b>Proposed Increase</b>	<b>Current Number Courses</b>	<b>Proposed Increase</b>
UA Cossatot	4*	0	3	11
Phillips Community College UA	4	1	--	--
UA Community College Batesville	1	5	0	6
UA Hope/Texarkana	4	8	4	0
UA Community College Morrilton	4	1	4	2
*UA Cossatot has four courses articulated but has increased the number of high schools with articulation agreements; therefore, reaching more students.				

Table 6 indicated the number of high school students served by UA Workforce Alliance colleges during the 2017-18 academic year. Each school anticipates an increase in the number of high school students served as the number of articulated or concurrent agreement increase with the local high schools.

<b>Table 6: Number of High School Students Served in Welding and Industrial Technology Programs During 2017-2018 Academic Year</b>				
<b>Institution</b>	<b>Welding</b>		<b>Industrial Technology</b>	
	<b>Number of Students</b>	<b>Proposed Increase</b>	<b>Number of Students</b>	<b>Proposed Increase</b>
UA Cossatot Career Center	159	0	48	90
Phillips Community College UA	80	25	---	---
UA Community College Batesville	31	50	0	25
UA Hope/Texarkana	14	15	8	4
UA Community College Morrilton	6	10	3	10

The UA Workforce Alliance will track the number of students enrolled both as high school students and as college students.

In order to meet industry needs in Arkansas, the UAWA partnership will continue to share best practices as the institutions continue to build pathways between high schools, colleges, and industry partners. By leveraging resources and up-dating equipment, the UAWA partners will be prepared to respond to ever changing industry needs.

The UAWA partners will strive to meet the five goals stated in this grant to provide a skilled workforce throughout the state. UAWA partners will collaborate to provide professional development and best practices for faculty and industry partners to assure the colleges are providing the best training possible for the future workforce.

**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 continuation of the project- describe how each partner will continue to 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 continuing the implemented project; describe how each partner is qualified to continue to participate in the project and how each partners strengthens the overall partnership.
- Consideration of all potential partners in the region – describe the process for identifying each selected partner, including the consideration of regional community colleges, universities, public schools, education service cooperatives, businesses and industries, career and technical education programs, multidistrict vocational centers, and private partnerships.

Keep the following rubric in mind when completing this section:

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



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

### ***Role of each Partner***

#### ***Workforce Development Boards***

The UAWA will serve seven of the nine Arkansas Workforce Development Regions including Central, North Central, Western, Eastern, West Central, Southwest, and Southeast. The Workforce Development Boards will help strengthen the direction of this project by providing regional and state training needs. The local Workforce Centers will help with recruitment of participants to enter the program. They will also advise participants on other available supportive services available in the area. College personnel will attend local Workforce Board meetings.

#### ***Partner Colleges***

Each institution will provide training in their local areas using existing and new degree programs and workforce training programs. Institutions will be the lead in developing the partnerships and training opportunities as well as the tracking system. Institutions will provide participants with academic advising, career counseling, tutoring services, and information on available financial aid. Training will lead toward Certificates of Proficiency, Technical Certificates, and Associate of Applied Science degrees along with industry specific non-credit courses. The non-credit courses will be evaluated for prior learning credit that can be applied to degree programs should participants desire to return for more training. Institutions will continue to work together to pool resources from equipment to personnel to be used in training as needed.

#### ***Industry***

Industry partners will provide their expertise in multiple training areas as well as recommendations for equipment needs. Additionally, they will provide supplies and equipment to the different programs supporting local training. Industry partners will serve on local advisory boards and help recruit participants into the program. They will work with the local community college to develop industry specific training for the area. Industry partners will also be involved in presenting information to training participants as to the starting pay, working conditions, and realistic expectations for the field. Employers will be invited to conduct mock interviews as well as employment interviews for qualified participants who complete training programs. Industry partners also provide opportunities for internships for students or summer work experiences.

#### ***High Schools***

High schools will help identify students who are interested in technical areas and work with local institutions to develop the seamless flow for students wishing to continue their education. They will be involved with curriculum development to assure high school as well as college standards are met. The Alliance partners will work with area high schools and career centers to develop concurrent and articulated courses.

Examples of the collaboration are listed below.

UA Hope/Texarkana has been invited to participate in the Department of Education's Pell Grant Experiment. The Department of Education is inviting 44 postsecondary institutions to participate in an experiment that for the first time allows students taking college-credit courses to access Federal Pell Grants as early as high school. As part of this experiment, an estimated 10,000 high school students will have the opportunity to access approximately \$20 million in Federal Pell Grants to take dual enrollment courses provided by colleges and high schools throughout the nation. Nearly 80 percent of

the selected sites are community colleges (*US DOE Fact Sheet: Expanding College Access through the Dual Enrollment Pell Experiments*).

UACC Batesville has a strong partnership with local school districts for the past four years. Success of these partnerships have been shared across the state. UACC Batesville was recently approved to operate a secondary area career center beginning in the 2018-2019 academic year. It is projected that more than 100 students will take part in career and technical education training through the career center.

UA Cossatot is also working with local high schools to provide concurrent courses in welding, industrial maintenance, and other technical areas. During the continuation phase of the grant UA Cossatot entered into a new agreement with Texarkana Arkansas Career and Technological Center to provide welding courses to two additional high schools, increasing the number served from 9 to 11 high schools. Building on these successes, UA Cossatot plans to further expand its high school outreach with the centralization of all industrial maintenance programs on the college's Lockesburg campus. Area high school superintendents are heading up the efforts to fill approximately 60 seats in the secondary Industrial Maintenance program allowing students to earn as many as 36 college credits.

All Alliance colleges have worked closely with local school districts the past two years to increase opportunities for high school students to receive training and education that will lead to a post-secondary credential and prepare student to enter the workforce or continue with their education.

#### ***Capabilities of Each Partner***

With the assistance of this grant, UAWA colleges will have up-to-date equipment to train participants in either credit or non-credit programs. New faculty will be hired to increase the number of participants that can be served to meet the needs of the local and state workforce. Colleges are in a unique position to work with high schools to prepare career programs to help students identify their interest and receive the training they need to be successful in their chosen field. Programs such as career day visits and summer career exploration programs will help with this process. UAWA colleges will continue to work with industry leaders to provide the training programs to meet the employment need within the state of Arkansas. Training will be offered in degree programs or specific short-term courses for current employees.

High schools are willing to work with local colleges to develop or enhance trainings that will provide students high demand, high wage jobs. High schools and colleges will work in local agriculture courses to give students basic welding skills that will articulate to college degree programs. Through the articulated credits or concurrent programs students are given the opportunity to advance their training in a shorter amount of time. Public schools can expose students at a younger age to job opportunities in the local areas as well as opportunities throughout the state. Giving students more options for advanced educational training in high wage, high demand careers is a major goal of UAWA.

Industry partners are the experts in their field. They can provide information to colleges and high schools to help build the educational programs that will benefit students. This will help build capacity in the workforce to meet industry needs. This is accomplished through local advisory committees in all areas of education.

The workforce boards can help bring all these partners together to build capacity for the State of Arkansas through promotional materials. Boards can feed information to partners regarding changes in the economy. Thus, assuring new industry prospects that Arkansas can and will train employees to meet their industry needs.

***Potential Regional Partners***

The partnership for the UA Workforce Alliance continues to evolve as five community colleges of the UA system work together to meet industry needs. The Alliance began with welding and will expand to industrial technology/multi-skill programs for the next step. The Alliance will expand working with local high school FFA instructors as it has been determined they have a direct link to high school students. The campuses have hosted competitive events for FFA students on campus and will do direct training with advisors in the future in hopes of building relationships that will lead to an increase in student recruitment.

As the programs increase in size and expertise, additional business partners will be added to advisory boards for increase communications and ideas for growth and marketing. There has been an increase in businesses directly contacting the Colleges about building partnerships.

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

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

*Essential Components:*

- Clear alignment between funding request and grant activities- detailed discussion of how each component of the grant budget supports the goals and stated outcomes of the program.
- Institutions may request up to \$1 million over two years that will provide resources to continue approved Phase 2 projects.
- Local match of at least 10% of the total request, with a maximum cap of \$50,000- all proposals will include a plan for local funding to match 10% of the total grant proposal. For example, a grant requesting \$400,000 in funding would be required to provide \$40,000 in matching funds. However, the local match is capped at \$50,000, meaning grants in excess of \$500,000 will have the same match as a \$500,000 project.

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

Keep the following rubric in mind when completing this section:

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

#### **Section 4.1 – Budget Plan Detail**

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

##### ***Alignment of Funds and Activities***

The UA Workforce Alliance has budgeted \$110,000 for salary and fringe for the UAWA Coordinator. This person will help track students, partners, and help coordinate grant activities. A total of \$25,000 is budgeted to offset accounting activities at the lead college. These salaries and fringe cover the two-year grant period. A total for \$1,500 has been budgeted for administrative supplies.

Promotional materials for the five college over the two years has been budged at \$12,200 to help promote the welding and industrial technology programs as well as promotional materials to provide industry partners information regarding upcoming training. A total of \$2,500 travel is budgeted to offset costs for local advisory committee meetings.

One college is requesting additional welding equipment to update additional campuses. Also, with the addition of new welders, the need to upgrade the ventilation system has surfaced. A total of \$58,226.60.60 is requested for the additional welding improvements.

Equipment requested for the industrial technology includes CNC control simulator, Program Logic Control trainers, two plasma table cutters, CNC routers, a robotic welder that will benefit both industrial technology and welding training and numerous industrial technology trainers for a total of \$562,871.00. Training supplies of \$8,200 has also been requested. Partial salaries and fringe for an additional instructors has been included in the budget in the amount of \$185,246.

##### ***Local Match***

All five Colleges in the Alliance currently have at least one full-time welding instructor and several have faculty in the industrial technology area. These faculty members' salary ranges from \$32,000 to \$55,000 plus fringe. The colleges will continue providing these faculty salaries to support the UA Workforce Alliance projects.

Industry partners donated supplies on average \$10,000 to \$30,000 to colleges over the last two years. This support is expected to continue with the hope of increasing donations as additional partners are identified.

**Section 4.2 – Budget Plan Template**

*Please complete the budget template below. Totals will calculate automatically based on your input. Institutions may request up to \$1 million in grant funding for Phase 3 Projects.*

<b>Requesting Institution:</b>	UA Community College at Morrilton
<b>Title of Project:</b>	UA Workforce Alliance

**A. PROGRAM LEADERSHIP SUPPORT COSTS**

1. Personnel/Stipend	135,000
2. Travel	2,500
3. Other (Explain Below)	1,500
Administrative Supplies	
<b>TOTAL PARTNER PARTICIPANT COSTS</b>	<b>\$139,000</b>

**B. OTHER DIRECT COSTS**

1. Equipment	\$621,097.60
2. Materials and Supplies	8,200
3. Publication Costs/Documentation/Dissemination	12,200
4. Consultant Services	\$0.00
5. Other (Explain Below)	185,246
Partial Salary & Fringe for Instructors	
<b>TOTAL OTHER DIRECT COSTS</b>	<b>\$826,743.60</b>

**C. TOTAL DIRECT COSTS (A & B)**

\$965,743.60

**D. COST SHARING (Minimum 10% of C; up to \$50,000)**

\$50,000

**Total Continuation Grant Budget**

\$1,015,743.60

*Other Notes*

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

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

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

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

***Sustainability for the Future***

The UA Workforce Alliance is committed to continuing the work started during the present grant period. Each college pledges to work together to provide state-wide training not only in welding but advance manufacturing. Additional programs will be determined through meetings with industry partners.

Industry partners are also committed to giving consideration to hiring qualified trainees. Industry partners are willing to help with donations of scrap metal and equipment to help the colleges prepare the local workforce.

Colleges will work with high schools to enhance and expand career pathways for their students. The pathways will be enhanced by increasing articulated and concurrent course offerings as determined between the colleges and high schools.

***Maintaining Communication***

The UAWA Coordinator will be tasked with continuing communications between the partners in the Alliance by providing updated reports. The Board will meet quarterly to update and plan for future career pathways.

***Availability of Long-Term Resources***

Colleges will budget for maintenance and/or repair of equipment. The partnerships with industry will allow for resources to be shared between industry and colleges and high schools. Each college partner is committed to continue the project as it expands into other industry sectors.

***Redistribution of Equipment***

Current equipment and programs will be examined on a periodic bases to determine if they are still relevant. As equipment needs change with industry needs, colleges will work with high schools and other partners to see where the equipment can be best utilized for the future.