ARKANSAS DEPARTMENT OF HIGHER EDUCATION

Act 1131 of 2015
Regional Workforce Continuation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2018

To:	Arkansas Department of Higher Education
Requesting Institution:	University of Arkansas at Monticello
Title of Project:	Workforce Alliance of Southeast Arkansas
Project Partners:	1. Georgia-Pacific Crossett Paper Operations 2. Canfor Southern Pine 3. Summit Trucking 4. JB's Diesel Doctor 5. Monticello Diesel Repair 6. ADE Transportation Superintendent 7. Doggett Freightliner 8. Regional High Schools 9. Regional Secondary Career Centers 10. SEArk Educational Service Cooperative
Requested Budget:	$1,050,000.00
Date Submitted:	May 31, 2018
Applicant Contact:	Linda Rushing or Janie Carter
Applicant's Information:	1326 Highway 52 W Crossett, AR 71635
	870-460-2001
	rushingL@uamont.edu or carter@uamont.edu

Authorized Signatures for Institution

University of Arkansas at Monticello
Lead Institution

Dr. Karla Hughes
Chancellor
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. 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:

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

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

SECTION 1 –PROGRAM NEED:

Advanced Manufacturing Technology

During the planning and implementation phases of the Arkansas Department of Higher Education (ADHE) Regional Workforce Grant (RWG), it has become apparent that the most serious need for continued support of grant funding is in dealing with the human resource development crisis for manufacturers in southeast Arkansas. The Federation for Advanced Manufacturing Education (FAME) is a model that was developed by Toyota's North American Production Support Center over the past 20 years and has been embraced by our regional industry leaders. The RWG Review Team members are strongly encouraged to visit www.fame-usa.com for comprehensive information, videos, documents, and testimonials about the model which has won eight national awards for its effectiveness and value to business and industry. The FAME model addresses not only technical skills and core manufacturing competitive skill sets, it mandates development of professional behaviors to include initiative, diligence, initiative, interpersonal relationships, oral communication and presentation skills, and "soft skills" such as attendance, timeliness, and teamwork. More about the FAME program will be described in the Program Plan section of this proposal.

An in-depth revisit of employment trends and projections for the Southeast Arkansas Local Workforce Development Area reveals the continued need for the support of the efforts afforded through the ADHE Regional Workforce Grant. Industry and occupational growth for southeast Arkansas does not differ significantly from similar trends across the state. As depicted in the updated table below, due to demographics related to our aging population, the greatest overall need for workers is -- and will continue to be -- healthcare and healthcare support occupations, to include personal care and other health services occupations. According to the Southeast Arkansas Workforce Development Area profile, "The Education and Health Services supersector is predicted to lead the area in new growth with 1,613 new jobs anticipated." As we projected in the 2016-2018 grant proposal, this continuation grant proposal intends to support healthcare occupations by providing assistance to the Career and Technical Education (CTE) departments of area high schools who desire to offer Nursing Assistant courses for dual/concurrent credit in partnership with the UAM Colleges of Technology. Hundreds of individuals have already been trained as nursing assistants through high school, secondary career centers, and colleges; however, barriers to engaging nursing assistant instructors have recently been addressed at the Arkansas Department of Human Services, Office of Long-Term Care. Beginning in January 2019, those changes will enable schools to more easily fill nursing assistant teaching positions so that even more individuals can be trained for the projected escalating needs of aging "baby boomers" by increasing the numbers of high school students who can be trained and certified.

Southeast Arkansas Long-term Employment Projections 2014-2024	
	Projected Employment
Education and Health Services	18,542
Manufacturing	13,397
Trade, Transportation, and Utilities	13,391

Arkansas DWS Discover Arkansas Labor Market Information (May 2018)

Based on regional business and industry meetings and the long-term projections reflected above, the advanced manufacturing and related fields of workforce development that have been addressed with the initial RWG implementation grant are needed and will continue to be the major focus of the continuation grant. The original grant had goals of implementing a diesel technology program, of enhancing and expanding the existing electromechanical and instrumentation program, of developing a system for a continued pipeline of qualified manufacturing workers, and for connecting public schools, colleges, and industry to provide citizens who are work ready.

The milestones accomplished over the past three years (during both the Regional Workforce Planning and Implementation Grants) have been amazing. Never has education been able to move and change at the "speed of business" as we have done with the assistance and empowerment provided by this grant. Thanks to the legislators who wrote and passed the legislation for Act 1131 of 2015 and the leadership of Dr. Maria Markham and her staff, we have always received clear direction and speedy answers to our questions and requests. The advancements and favorable impressions we were able to make as well as the partnerships forged have truly moved educators forward in the eyes of business and industry, and we feel strongly that progress must continue.

The most profound accomplishment from the RWG in the eyes of education partners is the development and approval of our Advanced Manufacturing Technology Associate of Applied Science Degree. For the degree to be developed at the specification of industry leaders, then to catapult through University approval, UA System Board of Trustees, the Arkansas Department of Higher Education Coordinating Board, and now on its way to the U.S. Department of Education for financial aid approval in the span of two years is atypical. It is because of the industry-driven collaboration that advanced manufacturing has taken the top priority for continuation of this grant. The other areas will not be diminished in importance because it all works together – the supporting technical occupations uphold manufacturing, and work ethic and skill sets are paramount to all occupations in all industries. However, the involvement of Arkansas in a nationally recognized approach to training and development, the Federation for Manufacturing Education (FAME) program is seen as one of the most focused attempts in America's history to align the needs of employers with the human product coming out of our schools and colleges.

FAME is the work of collaborative employers who work collectively to participate in and support Advanced Manufacturing Career Pathways, including the Advanced Manufacturing Technician (AMT) Program. This program has been recognized as a new model program in the U. S. for developing global best talent for manufacturing and other employers. Although founded by Toyota and initially developed within the automobile manufacturing industry, the FAME program is now encompassing other sectors of employment to include business and healthcare.

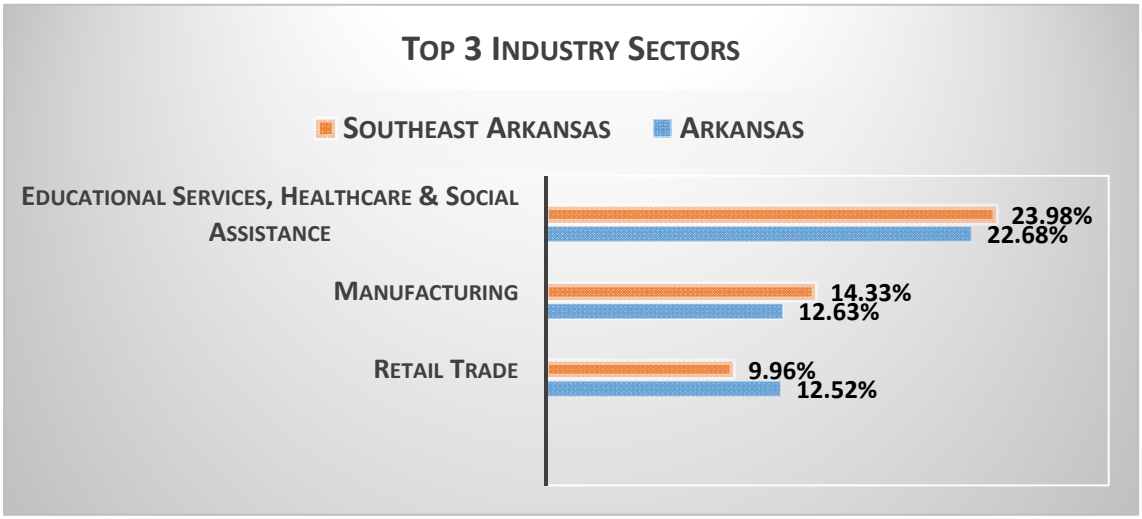
To verify that manufacturing is still a major employer in southeast Arkansas, the table that follows is an update from that presented in the original RWG proposal. It is noted that the total southeast Arkansas workforce population has declined by 7,538. Desha County declined in the number of employees in manufacturing, moving it from its second largest industry sector to its fourth largest. These trends are unfortunate, yet indicate the necessity for upskilling our

workforce to show the capacity and the desire we have to grow our pool of competent workers.

Data for Southeast Arkansas Local (Workforce Development Area (WDA)
2012-2016 American Community Survey (5-Year Estimate)
Source: UALR Institute for Economic Advancement (May 10, 2018)

County	# Adults in Civilian Workforce	#1 Industry Sector	#2 Industry Sector	#3 Industry Sector
Arkansas	8,839	Manufacturing	Educational services, and health care and social assistance	Retail trade
Ashley	8,950	Educational services, and health care and social assistance	Manufacturing	Retail trade
Bradley	4,539	Educational services, and health care and social assistance	Manufacturing	Retail trade
Chicot	4,134	Educational services, and health care and social assistance	Retail trade	Manufacturing
Cleveland	3,561	Educational services, and health care and social assistance	Manufacturing	Retail trade
Desha	5,077	Educational services, and health care and social assistance	Retail trade	Agriculture, forestry, fishing & hunting, & mining
Drew	8,492	Educational services, and health care and social assistance	Retail trade	Manufacturing
Grant	8,358	Educational services, and health care and social assistance	Manufacturing	Retail trade
Jefferson	30,152	Educational services, and health care and social assistance	Manufacturing	Retail trade
Lincoln	3,729	Educational services, and health care and social assistance	Manufacturing	Retail trade
Total Southeast Arkansas WDA	85,837	**#1 Industry Sector:** Educational services, and health care and social assistance	**#2 Industry Sector:** Manufacturing	**#3 Industry Sector:** Retain trade
% of adult civilian workforce		20,588 = **23.98%**	12,307 = **14.33%**	8,549 = **9.959%**

Also noted is the comparison of the state's three largest industry sectors to those of southeast Arkansas. As depicted in the chart that follows, southeast Arkansas has a larger percentage of workers in the two top sectors than that of the state overall.



Source: http://aedi:ualr.edu.demores/demoscripts/ACS5Profiles2016

According to Labor Management Information (LMI) published by Arkansas Department of Workforce Services and illustrated in the table that follows, the Southeast Arkansas Local Workforce Development Area currently has "In Demand" occupations that include electrical and technicians, machinists, and machine operators. These and other occupations are included in a variety of manufacturing industries in southeast Arkansas. Of utmost necessity to transporting goods to and from manufacturing plants are commercial truck drivers and occupations related to diesel engine repair and maintenance. The need for heating, ventilation, air conditioning, and refrigeration technicians to maintain climate control for manufacturing environments is also an indirect but crucial occupation. Developing the skills needed for these in-demand occupations will continue to be the primary aim for the education to employment connection for the Workforce Alliance of Southeast Arkansas Regional Workforce Grant.

Projected Employment Opportunities List 2017-2018
Southeast Arkansas Workforce Development Area

SOC Code	Occupational Title
19-1032	Foresters
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers
45-2041	Graders and Sorters, Agricultural Products
45-4011	Forest and Conversation Workers
45-4023	Log Graders and Scalers
49-2092	Electric Motor, Power Tool, and Related Repairers
51-2021	Coil Winders, Tapers, and Finishers
51-6042	Shoe Machine Operators and Tenders
51-7042	Woodworking Machine Setters, Operators, and Tenders, Except Sawing
51-8021	Stationary Engineers and Boiler Operators
51-8091	Chemical Plant and System Operators
51-9192	Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders

The Standard Occupational Classification (SOC) codes highlighted in the preceding table specifically identify occupational titles in the Installation, Maintenance & Repair Occupations (SOC 49.0000) and Production Occupations (SOC 51-0000) that correlate to programs of study offered through UAM Colleges of Technology at Crossett (UAM-CTC) and McGehee (UAM-CTM) to include Heavy Equipment Technology, Industrial Maintenance and Electromechanical Technology, Diesel Technology, and Welding Technology. All of these technical programs exist to support job openings

in manufacturing, thus their enhancement and promotion will be included in the RWG Continuation proposal.

It was of great fortune that the approval for the diesel technology program was at its completion as we began this grant, and thus we were able to combine support for its development from several funding sources. A site visit by the Arkansas Trucking Association was intense and set the standards for the program to be its very best. All recommendations made by the reviewers have been put into place, vehicles and trainers purchased, and marketing set forth. The first year of graduates was small, but next year already promises to be expanded. An article on the diesel program and information about its accomplishments are provided in the June 1 progress report.

A new program that will begin in Fall 2018 and will be supported in part by the RWG is one that has been in the development and approval process for the past several years. Approved for offerance by UAM Colleges of Technology is the Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) program. Several sources of occupational projections named HVACR as a need throughout North America, but most importantly, it is a need in the southeast Arkansas region. In 2017, a search of openings available within a 100 mile radius of Crossett revealed 46 matches for HVAC workers, with the position titles ranging from HVAC/Refrigeration Master Mechanic to Maintenance Person. And of the 46 openings, more than half were for maintenance workers who needed only a limited knowledge of HVAC and duct systems. A labor analysis report was published by the HVACR Workforce Development Foundation in September 2015 entitled *The HVACR Workforce: Demand Heats Up as Supply Melts Away – A Projection of the Coming Shortfall of HVACR Workers and How to Fix it. (Report available at www.careersin HVACR.org).* The report states, "As the economy hits full stride coming out of the Great Recession, the Bureau of Labor Statistics (BLS) estimates that the number of HVACR mechanic and installer jobs will increase by 21 percent through 2022, nearly twice the growth of employment overall. Likewise, the Social Security Administration estimates 22 percent of the U. S. workforce will retire during this time. As demand heats up, the supply of trained HVACR talent is not keeping pace and may even be shrinking. The BLS estimates there are currently 267,000 HVACR mechanics and installers in the U.S. A new study estimates 115,000 new HVACR workers must be trained by 2022 to meet the anticipated demand."

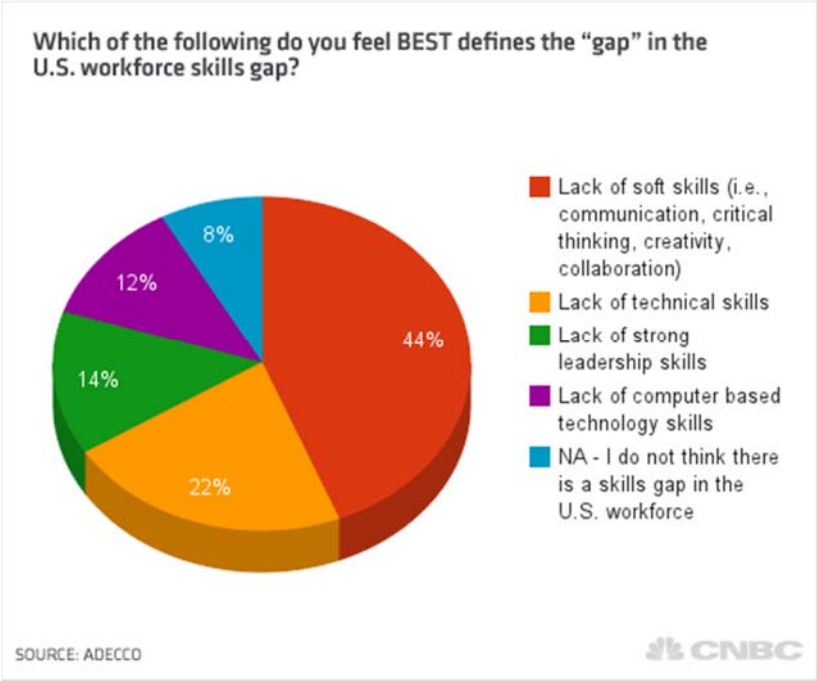
Information from the Air Conditioning, Heating, & Refrigeration Institute (www.ahrinet.org) states that "57,000 skilled workers are needed each year" and that HVACR is a "multibillion dollar industry." A point that is made as a recruiting effort for training is that "the vast majority of 21st century Americans live and/or work in an air-conditioned home or building and have much appreciated heating and cooling equipment. We take for granted that the systems will work when we need them, and we panic when something does go wrong. These are good jobs that will support a middle-class or higher lifestyle, and they are jobs that cannot be exported!"

All the technical programs offered through the UAM Colleges of Technology offer multiple exit points, thus providing higher education attainment to completers. Certificates of Proficiency can be attained in as quickly as one semester, technical certificates in one to two years, and Associate of Applied Science degrees in two to two and one-half years. As more opportunities are provided through concurrent credit for high school students, regional students can graduate from high school with certificates of proficiency (such as Nursing Assistant), and in some cases within only one course of a technical certificate (such as Welding Technology). Many high school students now arrive at college with some portion of the general studies courses required for an associate degree.

The demand for a skilled and responsive workforce is exacerbated by the number of individuals "graying out" of the workplace through retirement of the largest generation in American history. We must engage (or reengage) unemployed adult learners and disconnected youth, bringing them into the workforce with the skills they need to be successful. Furthermore, we need to develop the data systems that will aggregate an ongoing match between the skills of the workforce and the needs of business and industry. These efforts must be enhanced and integrated with workforce development efforts to maintain the high quality of our total workforce base. The partnerships established and/or strengthened during this project will help prepare current and future workers for existing and emerging jobs.

The "Skills Gap" is recognized in our region, our state, and nationally as a fundamentally crippling economic problem in America. "As our world advances, it becomes increasingly difficult for employers to fill necessary skill gaps in their dynamic workforces. In fact, a phone interview of 500 top executives found that 92% believe there is a skill gap in the U. S. workforce today. Another scary statistic is that 44% of executives believe that the gap is in soft skills such as communication, creativity, and cooperation… not exactly rocket science. These numbers should serve as a warning to executives that training and education is vital to a well-rounded workplace skills palette." https://www.searchsolutiongroup.com/workplace-skill-gaps-piecing-together-puzzle/

The following chart reflects the responses of the 500 executives surveyed:



In a letter of support, Human Resources Manager Julie Roberson of Canfor Southern Pine stated, "We continue to struggle finding qualified applicants for available positions in our sawmill and our laminated beam facility…This grant would provide much-needed funding to continue building that pool of skilled workers." Further echoed by Human Resource Manager William Yeager of Georgia-Pacific Crossett Paper Operations, "The availability of a skilled and productive workforce is the primary concern of business and this investment will help ensure that our manufacturing workforce will be competitive for years to come."

Targeted Program Needs:

- *#1 – Technical Programs*
  - *Advanced Manufacturing Technology*
  - *Diesel Technology*
  - *Electromechanical and Instrumentation Technology*
  - *Heating, Ventilation, Air Conditioning, and Refrigeration Technology*
  - *Heavy Equipment Technology*
  - *Welding Technology*
- *#2 - Support of High School and Secondary Career Occupational Education Centers*
- *#3 - Work Readiness and Economic Development Initiative*

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:

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

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

SECTION 2: PROGRAM PLAN:

a.

Detailed Project Timeline and Overview
2018-2019

No.	Item/Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Notification of Award Announcement	■											
2	Hire FAME Coordinator	■											
3	Hire HVAC & Diesel Instructors	■	■										
4	Order FANUC CERT Equipment for Crossett and Hamburg High Schools for CTE Robotics Initiative	■											
5	Coordinate FANUC CERT Training for Crossett and Hamburg High Schools	■											
6	Conduct Nuts, Bolts, & Thingamajigs Workshop (ages 14-17)	■											
7	Coordinate and attend FAME Training in St. Charles, MO	■	■										
8	Execute Spend-Down Budget Plan for remaining 2016-2018 funds	■	■										
9	Facilitate ACT WorkKeys testing	■	■	■	■	■	■	■	■	■	■	■	■
10	Develop and conduct orientation for FAME students with employer sponsors	■	■										
11	Begin Fall 2018 for all technical programs		■										
12	FAME internship assignments with sponsors			■	■	■	■	■	■	■	■	■	■
13	Order equipment for technical programs	■	■	■	■	■	■	■	■	■	■	■	■
14	Monthly FAME meetings	■	■	■	■	■	■	■	■	■	■	■	■
15	Recruitment of FAME Employer Partners	■	■	■	■	■	■	■	■	■	■	■	■
16	Quarterly Workforce Alliance of SE Ark Mtgs			■			■			■			■
17	Coordinate RWG goals with Arkansas Pre-Apprenticeship Programs (Crossett High School)			■	■	■	■	■	■	■	■	■	■
18	Semi-Annual Technical Advisory Cte Mtgs					■					■		
19	Quarterly ACT Work Ready Community Mtgs (May be video teleconference meetings)			■			■			■			■
20	ADHE RWG Progress/Interim Reports And Financial Reports due			■			■			■			■
21	Recruitment for FAME Students Fall 2019			■	■	■	■	■	■	■			

22	Present employability workshops at high schools												
23	Make parent/student presentations												
24	Assist in coordinating special events (such as Be Pro; Be Proud/Dream it. Do it./VEX Competition)												
25	College students mid-term evaluations												
26	FAME instructors complete Academy												
27	Complete MOUs with High Schools for Concurrent Credit for 2019-2020												
28	Co-sponsor Regional Advisory Council CTE Meeting at SEArk Educational Service Co-op												
29	Interview and select FAME 2019 students												
30	Closeout invoices from high schools and secondary centers for CTE equipment and for Career Ready 101 stipends												

Detailed Project Timeline and Overview
2019-2020

No.	Item/Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Order FANUC CERT Equipment for Star City High School for CTE Robotics Initiative												
2	Coordinate FANUC CERT Training for Star City High School												
3	Conduct Nuts, Bolts, & Thingamajigs Workshop (ages 14-17)												
4	Coordinate and attend FAME Training for new employers or instructors												
5	Facilitate ACT WorkKeys testing												
6	Develop and conduct orientation for FAME 2019 students with employer sponsors												
7	Begin Fall 2019 for all technical programs												
8	FAME internship assignments with sponsors												
9	Order equipment for technical programs												
10	Monthly FAME meetings												
11	Recruitment of FAME Employer Partners												
12	Quarterly Workforce Alliance of SE Ark Mtgs												
13	Semi-Annual Technical Advisory Cte Mtgs												
14	Quarterly ACT Work Ready Community Mtgs (May be video teleconference meetings)												
15	ADHE RWG Progress/Interim Reports And Financial Reports due												
16	Recruitment for FAME Students Fall 2020												
17	Present employability workshops at high schools												
18	Make parent/student presentations												
19	Assist in coordinating special events (such as Be Pro; Be Proud/Dream it. Do it./VEX Competition)												
20	College students mid-term evaluations												
21	New FAME instructors complete Academy												
22	Complete MOUs with High Schools for Concurrent Credit for 2020-2021												
23	Co-sponsor Regional Advisory Council CTE Meeting at SEArk Educational Service Co-op												
24	Interview and select FAME 2020 students												

25	Closeout invoices from high schools and secondary centers for CTE equipment and for Career Ready 101 stipends												
26	Close out ADHE RWG												

a. (Continued) Overview of Technical Programs:

Advanced Manufacturing Technology

As stated in Section 1, it has become apparent that continued support of grant funding is needed to deal with the human resource development crisis of manufacturers in southeast Arkansas. At present, the most critical need for this region is for a coordinator and lead instructor for the Advanced Manufacturing Technology (AMT) and FAME program. Toyota has mandatory training required for employers, college administrators, and instructors in order for the program to maintain the standards developed and set by Toyota. With someone employed as the FAME coordinator, not only can the program spread through the southeast Arkansas region, but also other regions of the state can be made aware of the value of the program. After a two-year period of promulgation with focused attention to building local and regional FAME chapters, established employer and university teams will be able to sustain individual chapters.

The Federation for Manufacturing Education (FAME) has been endorsed by over 360 employers as a solution to the increasing, alarming deficit of skilled workers. FAME's goal is to ensure quality technicians that will make the United States first in global manufacturing. The education/industry partnership is industry-led to make FAME a co-ownership program. The approach redefines the customer relationship of education whereas the employer is the number one customer. The work/study program is a redesign of a typical college curricular program where students are engaged in class two days per week and in apprenticeship-type paid employment three days per week. Each course has been pre-selected by industry for maximum preparation of advanced manufacturing skills and knowledge. Additionally, and of equal importance to technical skills are professional behaviors and "Manufacturing Core Exercises" that were developed by industry and include: safety culture, visual workplace organization (5S), lean manufacturing, problem solving (critical, analytical thinking), and maintenance realiability/asset care. FAME programs are officially established in nine states and encompass 22 colleges and universities.

Several additional employers are interested in joining the federation. Meetings with the following companies, colleges, and economic groups are indications that the effort will grow in southeast Arkansas:

- Clearwater Pulp and Paper Operations, Arkansas City
- Hood Packaging, Monticello and Crossett
- Georgia-Pacific Chemical Operations, Crossett
- Barnes Lumber Company, Hamburg
- Armstrong Flooring, Warren
- Interfor, Monticello
- Lanxess, El Dorado
- Delek, U.S., El Dorado
- Clean Harbors, El Dorado
- Chemours, El Dorado
- Albemarle, Magnolia
- El Dorado Sawmill, El Dorado
- Ingevity Chemical, Crossett

- South Arkansas Community College, El Dorado
- Southeast Arkansas Technical College, Pine Bluff
- Economic Development Alliance for Jefferson County, Pine Bluff

Critical to the success of the FAME program is that parents and students understand the value of and potential for careers in manufacturing. The UAM Colleges of Technology have worked closely with high schools and secondary occupational centers to dispel old images of the manufacturing industry as "dark, dangerous, and dirty." Project Lead the Way students are engaging in pre-engineering and automation courses that help make them aware and prepared for careers in advanced manufacturing. Furthermore, engagement and awareness at younger ages will be part of the on-going effort to attract more individuals to the advanced manufacturing career pathway. The UAM College of Technology-Crossett will offer a summer workshop entitled "Nuts, Bolts, and Thingamajigs" that was developed and sponsored by the Foundation of the Fabricators and Manufacturers Association, International, aimed at students aged 14-17 years old. The purpose of the summer camps is to inspire the next generation of manufacturers and engage young people in career preparation for well-paid, fulfilling jobs that require hands-on skills.

Other plans for introducing and encouraging interest in manufacturing at early ages will include incorporating and sponsoring the Manufacturing Institute's October Manufacturing Day at regional schools and the presentation of "Dream it. Do it.," a program developed by the National Association of Manufacturers and sponsored in Arkansas by the Arkansas State Chamber of Commerce. A continuation of the "Be Pro; Be Proud" mobile manufacturing semi-truck/trailer that is also sponsored by the Arkansas Chamber of Commerce will be promoted at regional middle and high schools, and other festivals for public awareness. The Workforce Alliance of Southeast Arkansas has established a close working relationship with the Arkansas Chamber of Commerce and will continue to solicit CEO Randy Zook and other industry leaders to speak and emphasize Arkansas' workforce skills gap - what Zook calls "a brutal hard fact." In April of this year, Zook challenged a recent class of economic developers and chamber of commerce officials from across the state "to find ways to get industry, school and community leaders at the same table to design a strategy to address the state's most pressing workforce concern." The online article by Wesley Brown (BUSINESS-LATEST-NEWS-MANUFACTURING-TALK-POLITICS) dated April 3, 2018, also introduced the new initiative of Governor Asa Hutchison and the Arkansas Economic Development Commission entitled Arkansas' Competitive Communities.

The following table describes the entire Advanced Manufacturing Technology Associate of Applied Science degree and indicates exit points that have been agreed upon by industry.

Advanced Manufacturing Technology
Associate of Applied Science Degree
CIP Code 15.0613

Fall Semester	Credits
MANF 1013 Introduction to Manufacturing	3
MANF 1022 Industrial Safety for Manufacturing	2
MANF 1043 Industrial Plant Processes	3
MAT 2213 Advanced Industrial Mathematics	3
MANF 1032 Quality Management	2
Exit: Certificate of Proficiency in Manufacturing Principles *CIP Code: 15.0612*	
Spring Semester	
MANF 1053 Electricity for Manufacturing	3
MANF 1063 Manufacturing Equipment Maintenance & Operation	3
MANF 1073 Print Reading, Tolerancing, & Precision Measurement	3
CFA 1103 Tech Computer Fundamentals or *CIS 1013 Intro to Computer-based Systems	3
COM 1203 Technical Communication or *ENGL 1013 Comp I	3
Sum I Term	
COM 1102 Employability Skills/Ethics	2
Exit: Technical Certificate in Industrial Production Technology *CIP Code: 15.0699*	
Sum II Term (Additional courses as needed)	
Fall Semester	
MANF 2034 Industrial Automation/Robotics	4
MANF 2013 Circuits & Controls for Manufacturing	3
MANF 2023 Fluid Control for Manufacturing	3
Spring Semester	
MANF 2042 DC Equipment & Controls	2
MANF 2053 Environmental Protection Systems	3
MANF 2063 Industrial Motors & Motor Controls	3
MANF 2073 Programmable Logic Controls for Manufacturing	3
Exit: Technical Certificate in Advanced Manufacturing Technology *CIP Code: 15.0613*	
In Addition:	
*ENGL 1023 Comp II	3
*MATH 1043 College Algebra or equivalent	3
*PSY 1013 Introduction to Psychology (or SOC, HIST, PSCI)	3
Exit: Associate of Applied Science Degree in Advanced Manufacturing Technology *CIP Code: 15.0613*	*60*

Heating, Ventilation, Air Conditioning, and Refrigeration Technology

This is a new program whose purpose is to serve students and employers from the south Arkansas/northeast Louisiana/western Mississippi region. The program is needed in support of manufacturing as well as a myriad of businesses and industrial facilities, schools, hospitals, and residences. The Certificate of Proficiency will serve the needs and goals of entry-level workers who will be able to serve as HVACR helpers including public and private maintenance departments. The technical certificate will provide competencies to individuals hired in beginning levels of HVAC/R technician positions as well as those seeking to enhance their credentials and abilities in a progression toward further certifications in HVACR. The following chart delineates the requirements for the approved certificates.

HEATING, VENTILATION, AIR CONDITIONING, & REFRIGERATION TECHNOLOGY
Technical Certificate
CIP: 47.0201

			CREDIT HRS.
		FALL SEMESTER	
HVAC	1014	HVAC/R Fundamentals	4
HVAC	1022	HVAC Tubing & Piping	2
HVAC	1033	HVAC Schematics	3
HVAC	1044	HVAC Electricity & Control Wiring	4
MAT	2213	Advanced Industrial Math **OR** **Higher level mathematics	3
	Exit:	**Certificate of Proficiency** **In HVAC/R** **CIP Code—47.0201**	16
		SPRING SEMESTER	
COM	1203	Technical Communications **OR** **ENGL 1013 Composition I	3
CFA	1103	Tech Computer Fundamentals **OR** **CIS 1013 Introduction to Computer-based Systems or higher level computer course	3
HVAC	2013	Heating Technology	3
HVAC	2024	Refrigeration Principles	4
HVAC	2034	Air Conditioning Systems	4
		SUMMER TERM I	
COM	1102	Employability Skills/Ethics	2
HVAC	2042	HVAC Troubleshooting & Certification	2
	Exit:	**HVAC/R Technology** **Technical Certificate** **CIP Code—47.0201**	**37**

***Required for Associate Degree*

Diesel Technology

During the implementation phase of the Regional Workforce Grant, the UAM College of Technology-McGehee met the challenge of starting the new Diesel Technology Program. The program had just been approved after three years of planning and development with regional trucking employers. The first major task was to establish the operation at a new location which included an onsite visit and approval by the Higher Learning Commission (HLC). During the first fall semester, classes began in McGehee and after approval by HLC were relocated to a facility five miles south of Monticello at what was previously a dirt track for racers. Acquiring all the needed equipment and supplies, wiring for internet, and finally completing the signage for the facility all took reasonable time and effort. During the first year of operation, UAM CT-McGehee scheduled a thorough site visit by members of the Arkansas Trucking Association which provided a voluminous report and exemplary suggestions and recommendations for a center of trucking excellence. The recommendations from the Association included elements of safety precaution, trainers, and marketing. A need that has become evident is for additional short courses in commercial driving which will be supported by grant funds.

Electromechanical and Instrumentation Technology

Since inception in the mid-1970's UAM College of Technology-Crossett, the industrial maintenance and subsequent electromechanical instrumentation programs have been highly successful with a 90% and higher job placement rate. Although considered the best graduates in a three-state area, the program has been seriously lacking updated equipment over the past 20 years. The RWG has provided for upgrades and new equipment purchases that will greatly enhance the program. The graduates of these programs have typically gone into jobs in manufacturing and processing plants in food, paper, wood products, utilities, and chemicals. The continuation grant funds will assist in providing instructional materials that will mesh with the manufacturing emphasis.

Heavy Equipment Technology

This is an existing program that not only stands alone as a major industry in southeast Arkansas, but also one that provides skills and services for sectors such as manufacturing, logistics, and transportation. According to recently conducted employer surveys, state and regional employers indicated 1,526 current employees would benefit from a certificate in Heavy Equipment Operations. Employers in this industry have continuously expressed their need for courses in workplace safety. Of the employers surveyed, 100% would give preference to employees holding a certificate and each indicated a turnover of employees on a daily, weekly, monthly or annual basis indicating a high demand for this certificate. In addition to the need for new hires to fill vacant positions, each employer expressed the concern for current employees who would benefit from this certificate; these employers indicated 1,526 current employees would benefit from this certificate with 23 current openings and 242 additional employees needed in the next 2-5 years.

Through class work and hands-on experiences in the Heavy Equipment Operator Training Academy, students are afforded the opportunity to develop knowledge and skills to successfully complete the Assessment and Competency Standards for the National Center for Construction Education and Research certification (NCCER). There are two options for completion of the Heavy Equipment Operator technical certificate: Construction Option and Timber Production Option. The Heavy Equipment Operator program is designed to educate students in the operation of heavy equipment, safety procedures and to provide short-term re-training to existing heavy equipment operators.

Recent approval has been granted for the addition of two stop-out points after one semester -- the Heavy Equipment Timber Equipment Safety and Operation Certificate of Proficiency and the Heavy Equipment Safety and Basic Maintenance Certificate of Proficiency.

Welding Technology

Welding and fabrication are essential skills in most manufacturing environments. With a combination of RWG and federal Carl Perkins funds, the welding departments of not only the colleges but also one of the regional secondary career centers has been upgraded and enhanced. Two high school welding classes were added at the Crossett campus beginning 2017-18, and the Monticello Occupational Education Center was approved to establish a satellite center for welding at the Crossett campus. Plans are to increase concurrent credit offerings for high school students so that students can complete all except one pipe welding course while still in high school. The summer term after high school graduation, qualified students would be able to complete a technical certificate in Welding Technology and immediately enter the workforce into a high-pay, high-demand job market. Further purchases needed to expand the college programs will be included from the continuation grant.

b. Measurable Objectives – UAM Colleges of Technology Crossett and McGehee Student Outcomes for Program Year 2018-2019

Outcome	Advanced Manuf. Tech.	Diesel Technology	Electromechanical & Instrumentation Technology 1st Yr	Electromechanical & Instrumentation Technology 2nd Yr	Heavy Equipment Technology	HVACR Technology	Welding Technology (combined for both campuses)
Enrollment	10	10	40	25	10	8	40 College/ 30 High School
Certificates of Proficiency	10	10	38	NA	8	8	30
Technical Certificates	6	8	35	25	8	8	20
AASD in General Technology	2	2	NA	20	2	5	2
AASD in Industrial Technology	NA	NA	NA	20	NA	NA	NA
CPR/1st Aid Certificates	10	NA	NA	25	8	8	NA
NCCER Certificates	NA	NA	NA	NA	8	NA	15
Welding Certificates (AWS/SME)	NA	NA	NA	NA	NA	NA	20
Commercial Driver's License (CDL)	NA	8	NA	NA	NA	NA	NA
OSHA-10 Certification	NA	8	NA	NA	8	8	NA
Arkansas Career Readiness Certificates	10	8	25	20	5	8	10

b. Measurable Objectives – UAM Colleges of Technology Crossett and McGehee Student Outcomes for Program Year 2019-2020

Outcome	Advanced Manuf. Tech	Diesel Technology	Electromechanical & Instrumentation Technology 1st Yr	Electromechanical & Instrumentation Technology 2nd Yr	Heavy Equipment Technology	HVACR Technology	Welding Technology (combined for both campuses)
Enrollment	15	10	40	25	10	10	40 College/ 30 High School
Certificates of Proficiency	15	10	38	NA	8	10	30
Technical Certificates	10	9	35	25	80	8	20
AASD in General Technology	6	3	NA	20	2	5	3
AASD in Industrial Technology	NA	NA	NA	20	NA	NA	NA
CPR/1st Aid Certificates	15	NA	NA	25	8	8	NA
NCCER Certificates	NA	NA	NA	NA	8	NA	15
Welding Certificates (AWS/SME)	NA	NA	NA	NA	NA	NA	20
Commercial Driver's License (CDL)	NA	10	NA	NA	NA	NA	NA
OSHA-10 Certification	NA	10	NA	NA	8	8	NA
Arkansas Career Readiness Certificates	10	8	25	20	5	8	10

c. Project Governance and Accountability Plan:

UAM College of Technology-Crossett will manage the grant and be responsible for fiscal and administrative processes. The steering committee will continue to be the vice chancellors of both colleges of technology, Bob Ware and Linda Rushing, who gather insight and direction from UAM's Chancellor, Dr. Karla Hughes. The assistant vice chancellors will communicate with the grant manager, a retired assistant vice chancellor, who will in turn communicate regularly with public education and employer partners. The grant manager will be responsible for establishing timelines, plans, convening and documenting meetings, completing required progress reports, and coordinating completion of fiscal requirements as required by Arkansas Department of Higher Education, the University of Arkansas Board of Trustees, and UAM policies and procedures.

As the implementation grant has progressed over the past two years, funds were initially needed for a part-time coordinator to organize, train, and facilitate the seven-county ACT® Work Ready Communities (WRC) initiative teams. At the current time, all county teams have made progress toward goals for the populations of workers who are seeking the national certification as well as the employers who are recognizing the credential and its value. Responsibilities for that position will be limited to only a few hours per month, and eventually phased out. Similarly, the part-time position of business and industry liaison will be limited to presenting employment workshops, parent presentations, and employer contacts. It, too, will be phased out or combined with responsibilities of other staff members.

As a direct result of the RWG, two high schools in Ashley County joined with UAM College of Technology-Crossett to secure an Arkansas Department of Career Education, Division of Career and Technical Education College and Career Coach.

As mentioned previously in this proposal for continuation funds, the greatest need at present is for start-up support of the FAME coordinator as well as technical instructors for the brand new HVACR program and the existing diesel technology program that is still in a beginning stage. Both of these are very expensive programs to start, but are sustainable after the initial investment. Without the support of this and other state grants, the progress made in expanded needed programs for southeast Arkansas would not have been possible.

A fact that may not be known by members of the review committee is that the UAM Colleges of Technology are considered neither "technical" nor "community" colleges, and therefore not included in the Arkansas Two-Year College Association. Therefore, previous federal grants such as the Trade Adjustment Assistance for Community Colleges and Career Training (TAACCCT) were not inclusive of UAM Colleges of Technology. This workforce grant is the first of its kind for our colleges and thus, much of the partnership and consensus building necessary for establishing successful employers and education/training partnerships began at the regional level in the spring of 2015 with the passage of Act 1131 and its subsequent planning grant. As stand-alone colleges, both Crossett and McGehee naturally worked with employers since the institutions' beginning in 1975, but the resources to truly adopt a regional focus that includes not only employers, but also public schools are truly in development now for UAM Colleges of Technology.

d. Pathways Articulation and Support:

Concurrent Credit offered through Regional High Schools and Secondary Career Centers or onsite at colleges:				
Course Names:	**Credential:**	**Applies toward:**	**Stackable toward:**	**Potential for:**
• Basic Welding • Shielded Metal Arc Welding • Welding Lab I	Certificate of Proficiency in Welding Technology	Technical Certificate in Welding Technology	Associate of Applied Science in General Technology	Bachelor of Applied Science
• Gas Tungsten Welding • Gas Metal Arc Welding • Welding Lab II	Industry Certifications	Technical Certificate in Welding Technology	Associate of Applied Science in General Technology	Bachelor of Applied Science
(To begin PY 19) • Blueprint Reading • Adv. Industrial Math • Computer Fundamentals • Tech Communications	*Lacks only Pipe Welding which can be completed Summer I after high school graduation* & Industry Certifications	Technical Certificate in Welding Technology	Associate of Applied Science in General Technology	Bachelor of Applied Science
• Employability Skills/Ethics	Can include Career Readiness Certificate	Applies toward five technical certificates	Associate of Applied Science in General Technology	Bachelor of Applied Science
• Diesel Fundamentals	Applies toward Certificate of Proficiency in Tractor/Trailer	Applies toward Technical Certificate in Diesel Technology	Associate of Applied Science in General Technology	Bachelor of Applied Science
• Basic Machine Shop	Industry Certifications	Applies toward Electromechanical & Applied Manufacturing Certificates	Associate of Applied Science in General Technology; Associate of Applied Science in Industrial Technology	Bachelor of Applied Science
(to begin PY 20) • Industrial Automation/Robotics Concepts	FANUC Robotics Certification; NCCER certification	Applies toward Electromechanical Instrumentation and Advanced Manf. Technical Certificates	Associate of Applied Science in General Technology	Bachelor of Applied Science

• Suspension & Steering • Engine Repair • Electrical Systems • Automotive Brakes	Certificate of Proficiency in Automotive Diagnostics	Technical Certificate in Automotive Diagnostics	Associate of Applied Science in General Technology	Bachelor of Applied Science
• Heavy Equipment Safety • Timber Equipment I • Timber Equipment I Fieldwork	Certificate of Proficiency in Timber Equipment Safety & Operation	Technical Certificate in Timber Equipment Safety & Operation	Associate of Applied Science in General Technology	Bachelor of Applied Science
• Heavy Equipment Orientation • Basic Safety • Heavy Equipment Safety • Construction Equipment I	Certificate of Proficiency in Timber Equipment Safety & Operation	Technical Certificate in Timber Equipment Safety & Operation	Associate of Applied Science in General Technology	Bachelor of Applied Science

INDUSTRIAL/MANUFACTURING/TECHNICAL PATHWAYS				
Pathway	**Length**	**Credit Hr.**	**Credential**	**Stackable**
Advanced Manufacturing Technology:				
Manufacturing Principles	Semester	13	CP	CP to TC
Industrial Production Technology	1 Year	30	TC	TC to Adv TC
Advanced Manufacturing Technology	2 Years	51	Adv TC	Adv TC to AASAMT & AASGT
Advanced Manufacturing Technology	2.5 Years	60	AASAMT	
Diesel:				
Tractor and Trailer Operations (CDL)	Semester	11	CP	CP to TC
Diesel Technology	1 Year	39	TC	TC to AASGT
Electromechanical Technology:				
Industrial Equipment Repair	Semester	16	CP	CP to TC
Electromechanical Technology	1 Year	38	TC	TC to AdvTC
Electromechanical Technology-Instrumentation	2 Years	66	Adv TC	Adv TC to AASGT and AASIT
Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR):				
HVACR	Semester	16	CP	CP to TC
HVACR Technology	1 Year	37	TC	TC to AASGT
Heavy Equipment Technology:				
Timber Equipment Safety & Operation	Semester	11	CP	CP to TC
Heavy Equipment Technical Certificate in Timber Production or Construction	1 Year	42	TC	TC to AASGT
Welding Technology:				
Welding	Semester	11	CP	CP to TC
Welding Technology	1 Year	37	TC	TC to AASGT
CP – Certificate of Proficiency	**TC** – Technical Certificate		**Adv TC** – Advanced Technical Certificate	
AASGT – Associate of Applied Science in General Technology	**AASIT** – Associate of Applied Science in Industrial Technology		**AASAMT** – Associate of Applied Science in Advanced Manufacturing Technology	

PROGRAM LEVELS OF PROGRESSION Certificate of Proficiency through Associate of Applied Science Degree			
Certificates of Proficiency →	**Technical Certificates** →	**Advanced Technical Certificates** →	**Associate of Applied Science (AAS) Degrees**
Manufacturing Principles	Industrial Production Technology	Advanced Manufacturing Technology	AAS in Advanced Manufacturing Technology and/or AAS in General Technology
Tractor and Trailer Operations (CDL)	Diesel Technology	NA	AAS in General Technology
Industrial Equipment Repair	Electromechanical Technology	Electromechanical Technology-Instrumentation	AAS in General Technology and/or AAS in Industrial Technology
HVACR	HVACR Technology	NA	AAS in General Technology
Timber Equipment Safety & Operation	Timber Production or Construction	NA	AAS in General Technology
Welding	Welding Technology	NA	AAS in General Technology

d. (Cont'd) Support Services:

Both UAM Colleges of Technology provide student services support through the full-time employment of directors of student services and vocational counselors. These individuals and their staff members assist students with admissions, enrollment, academic and personal needs as well as serve as advocates of all students. The designated person for disabilities services on each campus work with

students and instructors as well as facility supervisors and administrators to insure that both instruction and facilities comply with federal and state guidelines.

Both colleges also house Career Pathways Initiative (CPI) programs that are sponsored by the Arkansas Department of Higher Education to provide resources to parents of underage students who are working and attending college. The CPI programs assist students financially with tuition, books, supplies, child care, and transportation as well as providing employability and life skills needed for success in the work world.

e. Role of Equipment:

Advanced Manufacturing: (None/Will use existing equipment from other programs.)			
Diesel Technology			
	Diesel Technology Trainer Model 600)	Provides live operation and study of a late model diesel pickup truck with advanced level of instruction by duplicating actual on-vehicle troubleshooting procedures. Features: Diesel Particulate Filter System; fully functional engine, transmission, front brake system, steering system, suspension system, fuel injection system, glow plug system, emission control, instrument panel, front and rear light system, and air conditioning system; compatible with actual service manual test procedures; portable via rolling casters	$68,500.00
		Shipping/Handling	$4,650.00
		Tax	$6,850.00
		Total	$80,000.00
Electromechanical Technology-Instrumentation (None/Will use existing equipment & donations)			
Heating, Ventilation, Air Conditioning, & Refrigeration			
	Air Conditioning/Heat Pump Troubleshooting Learning System	Allows for training on compressors, pressure control, refrigerant ,	$18,398.00

		refrigeration circuitry, instrumentation, temperature control, blower control and valves	
	Environmental Applications Learning System	Allows for training on environmental units, air distribution systems, and humidity monitoring systems	$9,267.00
	Mobile Technology Workstations	Component of above system	2 @ $790.00 = $1,580.00
	Thermal Science Learning System	(Requires propane gas torch and electrical wiring)	$3,570.00
	Shipping/Handling/ Taxes	8% tax; $700 S/H	$3,315.00
		Total	$36,130.00
	Residential Air Conditioning Trainer Deluxe with Duct Work & TV	Fault simulation with refrigerant and electrical faults, refrigeration cycle and fluid stage can be observed, pressure, temperature and electrical readings can be made; large digital display, manifold kit for diagnostic testing and troubleshooting	$14,950.00
	Residential Heat Pump Trainer Deluxe with Duct Work & TV	Fault simulation with refrigerant and electrical faults, refrigeration heat pump cycle can be observed, refrigerant can be pumped down, metering device/thermostatic expansion value included; large digital display, manifold kit included	$14,950.00
	Table-Top Heat Pump Trainer	Pre-piped and pre-wired; refrigeration heat pump cycle can be observed, pressure, temperature and electrical readings can	$7,750.00

		be made, has evaporator and condenser	
	Mobile Table-Top Refrigerant & Air Conditioning Training Unit	Demonstrates basic refrigeration and air conditioning principles, lightweight, variable fan speed controls for evaporator and condenser load adjustment;	$6,500.00
		Shipping/Handling & Tax	$6,220.00
		Total	$50,370.00
Heavy Equipment Technology: (None/Will use existing equipment & donations)			
Welding Technology: (None/Will use existing equipment & donations)			
Robotics Pilot Project (Crossett, Hamburg, & Star City High Schools)			
During the previous grant cycle, these high schools received the introductory robotics packages from FANUC which allowed them to be chosen by ACE/CTE to participate in a pilot project for delivering robotics instruction at the secondary level.	Factory Automated Numeric Control (FANUC) Robotic Education Cart	Enables instructors to teach basic mechanical robotic skills needed handling and programming in industrial automation	$35,000
	S/H included	Taxe	$2,800.00
		Total	$37,800.00 x 3 high schools = rounded to approximately $120,000
	Training of High School Teachers to teach using the FANUC educational training cart which prepares them to teach the concurrent credit course for UAM-CTC entitled Industrial Automation/Robotics Concepts. This course is a requirement in the	The base training price is included in purchase; actual travel expenses for vendor to deliver training in Crossett approximately $4,500 will be paid from previous RWG implementation spend-down plan	In-kind from public schools (Teacher off-contract professional development time as well as mileage to UAM-CTC managed by each school district.)

	Electromechanical Technology-Instrumentation and the Advanced Manufacturing Technology Technical Certificates and AASD.		
Regional High Schools and Secondary Career Centers			
During the previous grant cycle, the occupational centers were equipped with major equipment purchases; districts were allowed $10,000 each to enhance their CTE programs.	Secondary Occupational Centers and Regional School Districts	Will be allowed $5,000 each to enhance CTE programs with small equipment and/or supplies	12 institutions @ $5,000 each = $60,000

f. Performance assessment:

Performance assessment for the Regional Workforce Grant will ultimately be measured by a clear picture of educational and economic improvement in southeast Arkansas for the five years from the RWG Planning Grant beginning in 2015 throughout the end of the continuation cycle on June 30, 2020. As stated previously, the southeast corner had to scramble to make plans and carry out objectives in the beginning of this grant, a luxury that had not been possible in previous years.

In February 2010, an in-depth study entitled "Southeast Arkansas Growth Initiative: Regional Plan for Economic Development" was conducted by Maher and Maher of New Jersey under contract with the Southeast Arkansas Economic Development District (SEAEDD) , with financial support from the Office of Economic Adjustment, Department of Defense. Basically, the need for such a study was initiated by the SEAEDD and the Economic Development Alliance of Jefferson County due to the upcoming closing of the chemical weapons storage and demilitarization mission of Pine Bluff Arsenal. The curtailing of that mission would cause the loss of 350 government and 700 contractor jobs between 2010 and 2013. The culminating goal of the resulting "Southeast Arkansas Integrated Regional Plan" was to "create an integrated and comprehensive talent development system that is accessible to everyone and links business, education, workforce, and economic development stakeholders and resources around industry sectors in order to fuel the region's competitiveness in the global economy." This goal mirrors what has been occurring since 2015 with the ADHE Regional Workforce Implementation Grant. It has often been said that many Arkansans think southeast Arkansas stops at Pine Bluff, but over the past three years partners have worked hard to prove that is not the case.

Partnerships and progress were successful at local levels, but for the region to be impacted as it has and -- project it will continue to be -- was made possible through the Act 1131 legislation, the subsequent awarding of the planning grant, and a small grant ($25,000) from Delta Regional Authority. The DRA grant transpired only because of the ADHE grant, and it started the professional development and the county-wide and region-wide consortium and partnership building with our public school administrators, the University, and regional employers working toward the concept and the reality of having "Work Ready" communities.

Performance measures for the ACT Work Ready Community (WRC) initiative are gained and updated monthly on the online reporting system at www.workreadycommunities.org . A revision of the ACT Work Keys test and the manner in which the Arkansas contract works under the umbrella of the Arkansas Department of Workforce Services has slowed down progress for some locations in meeting testing goals for credentials. However, conversations with other agencies indicate that the annual contract may be changed in ways that will make the testing delivery less logistically cumbersome. The milestone of 100% of our counties actively participating has already been reached, and three additional southeast Arkansas counties have joined the initiative with assistance from our teams and WRC Coordinator.

Performance measures for increased student completion of certificates, degrees, and credentials is outlined in the "Measurable Objectives" portion of this section. Those objectives will be evaluated at the end of the grant cycle.

The target performance measure of promoting the Federation of Manufacturing Education (FAME) model is to assist employers to partner with three additional colleges in southeast by the end of 2020 and for there to be chapters started in southwest, central, northeast, and northwest Arkansas by 2022. Toyota recommends a two-year development cycle before a chapter achieves the official FAME designation. The requirements and training are strenuous, but have proven to be successful.

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:

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

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

SECTION 3 – STRENGTH OF PARTNERSHIP (LETTERS OF COMMITMENT ARE ATTACHED)

From the announcement of the Regional Workforce Planning grant in October 2015 to present (May 2018), the following partners have been most active in the partnership:

PARTNERS AND ROLES:

ACTIVE BUSINESS AND INDUSTRY partners include the following:
- Georgia-Pacific Pulp and Paper (Provides $150,000 annually to sponsor FAME students)
- Canfor Southern Pine (Provides $75,000 annually to sponsor FAME students)
- JB's Diesel Doctor
- Monticello Diesel Repair
- Summit Trucking
- Arkansas Department of Education Transportation Superintendent
- Potlatch Corporation
- Clearwater Paper Corporation

ROLES: BUSINESS AND INDUSTRY partners will serve in the following capacities:
1. Continuing to "come to the table" by attending meetings (face-to-face and virtual)
2. Expressing specific workforce needs to the Colleges of Technology
3. Donating equipment for identified courses
4. Providing scholarships for students
5. Recruiting subject matter experts for instructing technical courses
6. Responding to surveys (online and/or by telephone)
7. Providing speakers for school assemblies/meetings
8. Conducting tours (in person or virtual) for partnering high schools

COMMUNITY LEADERSHIP PARTNERS include the following:
- Southeast Arkansas Economic Development District
- Crossett Economic Development Foundation
- Bradley County Economic Development Commission
- Monticello Economic Development Foundation
- Chambers of Commerce: Dumas, Hamburg, Lake Village, Star City, Crossett, and McGehee
- Delta Regional Authority Leadership Academy

ROLES: COMMUNITY LEADERS partners will serve in the following capacities:
1. Promoting the vision and mission of the Workforce Alliance for Southeast Arkansas
2. Assisting in gathering and compiling data
3. Attending meetings
4. Responding to surveys (online or telephonic)
5. Coordinating and facilitating resources and information to support the continuation grant

PUBLIC EDUCATION partners include the following Southeast Arkansas School Districts:

- Crossett
- Dermott
- Dumas
- Drew Central
- Hermitage
- Hamburg
- Lakeside (Lake Village)
- McGehee
- Monticello Occupational Education Center (MOEC Secondary Center)
- Monticello
- Rison
- Southeast Arkansas Community Based Education Center (SEACBEC Secondary Career)
- Star City
- Warren High School
- Woodlawn

Other educational and resource entities:

- Southeast Arkansas Educational Services Cooperative
- SEACBEC Adult Education/Workforce Alliance for Growth in Economy (WAGE™)
- UAM Adult Education/Workforce Alliance for Growth in Economy (WAGE™) Centers in Crossett, Dumas, Dermott, Hamburg, Lake Village, Monticello, and Star City
- Arkansas Department of Career Education, Career and Technical Education Division
- Forw**AR**d Arkansas Grant (Rockefeller Foundation)
- Phoenix Youth and Families Services

ROLES: PUBLIC EDUCATION partners will serve in the following capacities:

1. Attending meetings
2. Identifying needed curricular changes
3. Promoting concurrent credit opportunities to students and parents
4. Seeking waivers to Arkansas Department of Education policies when justified
5. Assisting in providing professional development for building principals, counselors, and teachers

HIGHER EDUCATION partners include the following:

- University of Arkansas at Monticello (UAM)
- University of Arkansas at Monticello College of Technology-Crossett (UAM-CTC)
- University of Arkansas at Monticello College of Technology-McGehee (UAM-CTM)
- UAM-CTC and UAM-CTM Career Pathways Initiative programs
- UAM Adult Education Program
- UAM College of Education/Educational Renewal Zone Program (ERZ)
- UAM Upward Bound Pre-College Program
- University of Arkansas System, Division of Agriculture, Cooperative Extension Programs
- UAM School of Forestry & Natural Resources/Arkansas Forest Resources Center

ROLES: **HIGHER EDUCATION** partners will serve in the following capacities:

1. UAM will manage and lead all aspects of the grant
   Partners will:
2. Assist with collection and compilation of data
3. Attend meetings and offer input regarding their areas of influence
4. Develop and conduct in-service and professional development for public school teachers, parents, and the community at large regarding business/industry expectations and requirements
5. A part-time grant manager will coordinate meetings, activities, purchasing, travel and grant events (a job description for the grant manager follows)
6. A part-time employee will act as a liaison for coordination of county team efforts participating in the ACT WRC Academies and for business/industry involvement in public schools (a job description for the consultant follows)

The partners identified above responded willingly and enthusiastically to the invitation for their involvement immediately upon the announcement of UAM receiving the Workforce Alliance of Southeast Arkansas planning grant in October 2015 and the Implementation Grant in 2016. A few of the original supporters such as Akin Industries and Hood Packaging have not been as active as those listed above. However, those original supporters have informed us that they still do want to be involved in the initiative but at a later date; therefore, they are being kept in open communication regarding meetings and goals. On the other hand, new supporters have joined the partnership after hearing about its potential for growth and change. For instance:

- The Forw**AR**d Arkansas project has the goal of involving parents and community members in schools – a mirror reflection of one of our goals;
- The UAM Educational Renewal Zone (ERZ) grant is responsible for providing professional development for public school staff and faculty – a critical factor for success of the regional effort;
- UAM Upward Bound Pre-College Program fits well into the dissemination of information to help our children and teenagers better prepare for their futures – again a good fit for the goals of the grant;
- The UA System Division of Agriculture has identified workshops and learning activities offered through their Cooperative Extension Programs that will assist in providing "soft skills" training and workshops to make students (and adults) more aware of what business and industry demands of employees. Future plans are still being studied for a collaborative endeavor with Division of Agriculture for future initiatives for heathcare/healthy citizens.
- UAM awaits news of a Drug Free Community Grant from the White House submitted by Phoenix Youth and Families. Curriculum to teach community classes within that partnership have been received from the non-profit organization Drug Free World (www.drugfreeworld.org)

Brief Job Descriptions for part-time grant employee(s): (One or more persons may be used for the following responsibilities):

Grant Manager Responsibilities: This individual will be extremely knowledgeable and experienced in Arkansas Department of Higher Education and UAM operating procedures and will be responsible for (but not limited to) the following tasks:

- Budget coordination with ADHE and UAM Finance and Administration
- Submission of fiscal reports as required by ADHE and UAM
- Coordination of purchasing equipment and supplies in accordance with UAM policies and procedures
- Arrangement and conduct of meetings and workshops
- Communicate with partners and marketing of the Workforce Alliance of Southeast Arkansas
- Serve as primary investigator and evaluator of the grant

Schools/Business/Industry Responsibilities: This individual will be knowledgeable and experienced in working within the public school system(s), higher education, and business and industry; he/she will be responsible for the following tasks:

- Become fully aware of the opportunities, policies, and procedures of the Arkansas Department of Career and Technical Education (CTE)
- Communicate and coordinate closely with the CTE Coordinator at the Southeast Arkansas Educational Service Cooperative (SEArk Co-op)
- Communicate and coordinate closely with University of Arkansas System, Division of Agriculture, Cooperative Extension Services
- Participate in the Regional Employer Advisory Council for Southeast Arkansas
- Develop plans for business/industry involvement in public schools
- Promote the ACT® Work Ready Communities initiative and assist high schools in offering preparation for ACT® WorkKeys test in school, after school, and through other creative avenues
- Communicate with Career Coaches in public schools to promote Manufacturing Day, “Dream it. Do it.” and summer workshops like “Nuts, Bolts, and Thingamajigs.”

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:

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

Section 4.1 – Budget Plan Detail

Please provide your detailed financial plan in the box below.

Budget Item	Grant Activities Supported		
A. PROGRAM LEADERSHIP SUPPORT COSTS			
1. Personnel/Stipend	• The management of this grant has been accomplished through a very close relationship between full-time administrators, staff, and part-time employees all of whom have years of experience in education, human relations, training and development, and economic development. The role of grant manager is made easier through the partnership of these many individuals. A part-time grant manager will continue to be funded for 15 hours per week @ $40 per hour. That salary including benefits will be approximately $29,250 Year 1; $29,250 Year 2 • The most critical personnel need at present is for a full-time FAME coordinator/instructor. This position is requested to be funded at $65,000 per year plus fringe benefits. $96,200 Yr 1; $97,600 Yr 2 • To begin the new HVACR Technology program, a full-time instructor is needed to initiate the approved program, purchase needed equipment, and begin classes. This position is requested for funding at $60,000 plus fringe benefits for a 10.5 month position for the first year and ½ of that salary for the second year of the continuation grant for $88,800 Year 1; $45,000 Year 2 • An adjunct instructors for the Diesel Technology program salary and fringe are requested to teach 3 CDL classes per year. Salary including benefits will be approximately $16,200 Yr 1; $16,200 Yr 2 • Stipends were greatly appreciated by CTE teachers for teaching the Career Ready 101 (Employability Skills) courses. For this two-year cycle, our request is for stipends of $500 per semester for teachers who teach this course. $15,000 Year 1; $15,000 Year 2		
	Year 1: $245,450	Year 2: $203,050	Total: $448,500
2. Travel	• The major outlay of travel expenses will be for the Advanced Manufacturing Technician (AMT) Academy required for designation as an official FAME Chapter. Although Toyota does not charge a registration fee for the 2-week training academy, each chapter is responsible for all travel expenses. UAM proposes to send five employers and university administrators to the first week of the Academy and three instructors for the entire 2-weeks in July-August 2018. Travel is projected to be approximately $2,000 each for those attending one week and approximately $3,000 each for instructors. Attending instructors are required to return for an		

	additional day and one-half training in December 2018. New employers and/or new instructors are budgeted to attend all Academy training in year two of the grant. • Additional travel funds are requested for the FAME coordinator to recruit new employers and students for our FAME chapter as well as promoting the program in other parts of the region and state. • Travel funds for one person to attend the National ACT Workforce Summit is requested for each county.		
	Year 1: $30,000	Year 2: $19,000	Total: $49,000
3. Other	None		
OTHER DIRECT COSTS			
1. Equipment	• No office equipment is needed. • In pages 24-27, (Section 2: E. Role of Equipment) Equipment items are enumerated and described.		
	Year 1: $250,000	Year 2: $40,000	Total: $290,000

2. Materials and Supplies	• Diesel Technology:
	  • Maintenance and Operations includes lease, utilities, phone and internet, waste disposal: $41,250 Yr 1; $41,250 Yr 2
	
	• Electromechanical Technology & Instrumentation Technology:
	  • eLearning Seats for FANUC robotics certification: $1,500 Yr 1; $1,500 Yr 2
	
	• General Grant Management:
	  • Zoom (Video Teleconferencing): $2,000 Yr 1; $2,000 Yr 2
	  • Meetings (Meals and refreshments for CTE, Business & Industry and recruiting): $3,500 Yr 1; $3,500 Yr 2
	  • Marketing: FAME, HVAC, Diesel $10,000 Yr 1; $10,000 Yr 2
	  • Office Supplies: $1,000 Year 1; $1,000 Year 2
	
	• Reimbursement for High School CTE Improvements: 12 High Schools and Career Occupational Centers @ $5,000 = $60,000 Year 1 only		

	Year 1: $119,250	Year 2: $59,250	Total: $178,500
3. Publication Costs/ Documentation/ Dissemination	$0.00		

4. Consultant Services	$0.00
5. Other (Explain) 6.	Student Scholarships = $34,000

The local in-kind match will be accomplished at $25,000 each for a portion of an Electromechanical Technology-Instrumentation instructor at UAM College of Technology –Crossett and a portion of a Heavy Equipment Technology instructor at UAM College of Technology-McGehee.

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.

Requesting Institution:	University of Arkansas at Monticello
Title of Project:	Workforce Alliance of Southeast Arkansas

A. PROGRAM LEADERSHIP SUPPORT COSTS	
1. Personnel/Stipend	$448,500.00
2. Travel	$49,000.00
3. Other (Explain Below)	$0.00
Briefly Explain Other Costs	
TOTAL PARTNER PARTICIPANT COSTS	$497,500.00
B. OTHER DIRECT COSTS	
1. Equipment	$290,000.00
2. Materials and Supplies	$178,500.00
3. Publication Costs/Documentation/Dissemination	$0.00
4. Consultant Services	$0.00
5. Other (Explain Below)	$34,000.00
Briefly Explain Other Costs	
TOTAL OTHER DIRECT COSTS	$502,500.00
C. TOTAL DIRECT COSTS (A & B)	$1,000,000.00
D. COST SHARING (Minimum 10% of C; up to $50,000)	$50,000.00
Total Continuation Grant Budget	$1,050,000.00

Other Notes

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.

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

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

SECTION 5 – SUSTAINABILITY

PLAN FOR SUSTAINING PROGRAM:

The UAM Colleges of Technology are prepared to continue the work established and enhanced by this grant through revenue from the tuition and fees of students who enroll in each of the programs The following is an approximation of revenue for program year 2018-2019 and 2019-2020 for the combined campuses of UAM College of Technology-Crossett (UAM-CTC) and UAM College of Technology-McGehee (UAM-CTM):

Program Year 2018-2019	Semester	Tuition/Fees	# Projected Students	Generated Revenue
UAM-CTC Advanced Manufacturing Technology	Fall 2018 & Spring 2019	$3,500	10	$35,000
UAM-CTM Diesel Tech	Fall 2018 & Spring 2019	$5,500	10	$55,000
UAM-CTC 1st Yr Electromechanical Tech	Fall 2018 & Spring 2019	$5,900	40	$236,000
UAM-CTC 2nd Yr Electromechanical-Instrumentation	Fall 2018 & Spring 2019	$3,400	25	$85,000
UAM-CTC Heating, Ventilation, AC & Refrigeration	Fall 2018 & Spring 2019	$4,500	8	$36,000
UAM-CTM Heavy Equipment Technology	Fall 2018 & Spring 2019	$5,500	10	$55,000
UAM-CTC & UAM-CTM Welding Technology	Fall 2018 & Spring 2019	$4,700	40	$188,000
Program Year 2019-2020				
UAM-CTC Advanced Manufacturing Technology	Fall 2019 & Spring 2020	$3,600	15	$54,000
UAM-CTM Diesel Tech	Fall 2019 & Spring 2020	$5,600	10	$56,000
UAM-CTC 1st Yr Electromechanical Tech	Fall 2019 & Spring 2020	$6,000	40	$240,000
UAM-CTC 2nd Yr Electromechanical-Instrumentation	Fall 2019 & Spring 2020	$3,500	25	$87,500
UAM-CTC Heating, Ventilation, AC & Refrigeration	Fall 2019 & Spring 2020	$4,600	10	$46,000
UAM-CTM Heavy Equipment Technology	Fall 2019 & Spring 2020	$5,600	10	$56,000
UAM-CTC & UAM-CTM Welding Technology	Fall 2019 & Spring 2020	$4,800	40	$192,000
Combined Totals for UAM-CTC and UAM-CTM (over 2 year period)				$1,421,500

Using the majority of funds from the Implementation Grant to purchase much needed equipment was the biggest factor in keeping these technical programs viable and sustainable. Equipment for technical programs is expensive but critical to prepare workers for the types of jobs now presented in advanced manufacturing. An example of the expense of training

equipment was provided by a vendor who supplied a nearby college with trainers costing $350,000 and funded by the city and two federal grants. As stated previously in this proposal, the UAM Colleges of Technology are not considered "Two-Year Colleges" by the definition of the Arkansas Association of Two-Year Colleges. Therefore, grants that have previously been awarded to Arkansas from the Department of Labor have not included our colleges and leaves us in greater need for equipment than the colleges who were benefited by those grants.

It is anticipated that maintaining and repairing the equipment will be manageable through program revenue and contingency funds. In addition to the revenue provided by tuition and fees, the interest and enthusiasm of the supporting employers is encouraging and an indication that they will be amenable to making additional contributions in the future. As stated in previous sections, Georgia-Pacific Crossett Paper Operations has been investing $150,000 annually for the FAME program. This year Canfor Southern Pine allotted $25,000 per student and has funded three students during this program year. The sponsorship provides for tuition, fees, supplies, and salary at $12 (with increases each year) per hour for 24 hours per week.

Following the grant's provision of funds for personnel and stipends for teachers, such costs will be absorbed with the use of full-time personnel already employed at the colleges and the participating school districts. Having grant personnel to organize and execute plans for the structure of keeping business and industry "driving" the efforts from public school through post-secondary education and training will provide support to set up procedures that will be replicated and scaled for continuing collaboration.

PLAN FOR MAINTAINING COMMUNICATION AND SHARING RESOURCES:

The foundation for continuation of communication and resource sharing has been firmly designed during the planning and implementation grants. Not only are there electronic (e-mail) and telephonic directories, but also the addition of a teleconferencing system has been an exciting venture. As many as 50 individuals can communicate simultaneously with visual and audio connections through the system that has an annual fee of less than $2,000. The use of the system decreases the costs and time involved in traveling to a single location to meet and make group decisions. Partners are encouraged to use this technology whenever possible, and as partners become more familiar with each other and with the different resources to which each have access, sharing becomes logical and rewarding.

PLAN FOR REDISTRIBUTION OF EQUIPMENT:

If/when equipment purchased during the Implementation Grant period becomes unneeded or obsolete, redistribution procedures as established by the Arkansas Department of Marketing and Redistribution (M & R) will be used. In cases of donated equipment, the company(ies) making the donation will have input for its redistribution. If appropriate and useful, equipment will be redistributed to secondary career centers and/or high school career and technical programs.

In conclusion, the Workforce Alliance of Southeast Arkansas has been highly effective in setting forth new and revised programs that are driven solely by business and industry. In our understanding, this outcome is the intent of Act 1131 of 2015, and UAM is grateful for the inclusion it has been afforded.

SUBMIT BY JUNE 1, 2018

Email to ADHE.Workforce.Grant@adhe.edu

Applications will only be accepted for projects that were awarded an implementation grant.

CONTINUATION 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 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)	25 Pts
Strength of Partnership	Plan includes broad representation and each partner has a defined role with identified critical contributions. (18–20 Pts)	Plan includes broad representation but partner roles are not clearly defined. (15–17 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan. (11–14 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully. (0–10 Pts)	20 Pts
Budget Plan	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (13-15 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (10-12 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (7-9 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–6 Pts)	15 Pts
Sustainability	Identifies existing resources to continue the program with no reduction in services at the end of grant funding. period (18–20 Pts)	Identifies significant resources to continue the program with limited reduction in services at the end of grant funding. period (15-17 Pts)	Identifies limited resources to continue the program or proposes significant reduction in services at the end of grant. funding period (11-14 Pts)	New funding sources must be identified for continuation of program at the end of grant funding. (0-10 Pts)	20 Pts
				Total Points Possible	**100 Pts**

Canfor Southern Pine

May 23, 2018

Ms. Linda Rushing, Vice Chancellor
UAM College of Technology – Crossett
1326 Hwy 52W
Crossett, AR 71635

Dear Ms. Rushing:

On behalf of Canfor Southern Pine, I am writing to express our support of the University of Arkansas at Monticello College of Technology - Crossett and the pursuit of the Arkansas Department of Higher Education Regional Workforce Continuation Grant. Your goal of developing and strengthening students' technical and academic skills necessary for success in the workplace mirrors our goals in the manufacturing industry.

We continue to struggle finding qualified applicants for available positions in our sawmill and our laminated beam facility. The programs offered by UAM-CTC are critical to our success. We are very proud of the partnership we have built with this teaching institution and plan to continue that partnership in the foreseeable future. The success of Canfor Southern Pine hinges largely upon the ability to hire qualified employees. On average, CSP hires approximately 50 - 75 employees each year for our two Arkansas plants. In addition, we have plans to continue expansion in 2018. This grant would provide much-needed funding to continue building that pool of skilled workers.

Thank you for your support. We appreciate all you do for employers in our community. If I can be of further assistance, please do not hesitate to call.

Sincerely,

Julie Roberson

Julie Roberson
Manager, Human Resources
E-mail: julie.roberson.canfor.com

Georgia-Pacific
Crossett Paper Operations

GP Consumer Operations, LLC
P.O. Box 3333
Crossett, AR 71635

May 21, 2018

GRANT REVIEW TEAM

Linda Rushing, Vice Chancellor
UAM College of Technology-Crossett
1326 Hwy 52 W
Crossett, AR 71635

Dear Ms. Rushing

As the Human Resources Manager, Crossett Paper Operations, it is my pleasure to write a letter in support for UAM-CTC grant proposal. The objectives of this grant will provide for a systemic approach to raising academic achievement of students at the college as well as help them prepare for their careers in manufacturing. The result of the college's work in the past has been continuous improvement in academic achievement, application of these skills in their work and preparing a workforce for the future.

Crossett is a small community and we deal with unique challenges of recruiting students and sustaining valued programs. Crossett Paper Operations has been an active supporter of the college for years. We continue to serve on the Industry Advisory Board, have made donations for the purchase of equipment and provided opportunities for employment of the graduates. In addition, we work in partnership with the college to build an internship-based learn to earn program which is beginning to spread across the state as a direct result of the leadership provided through UAM-CTC personnel. UAM-CTC has been a major teaching and education resource and one that meets the highest standards of education. The availability of a skilled and productive workforce is the primary concern of business and this investment will help ensure that our manufacturing workforce will be competitive for years to come.

If I can be of any further assistance, please don't hesitate to contact me at (870) 567-8853 or contact our Training & Development Manager by email at CATHERINE.HILLIER@GAPAC.COM

Sincerely,

William A. Yeager,
SR HR Manager
Crossett Paper Operations

SUMMIT
TRUCK GROUP

A HIGHER STANDARD OF VALUE

4325 HIGHWAY 65 SOUTH · PINE BLUFF, AR 71602 · 870 536 4685 · FAX 870 536 5555

May 29, 2018

Dear Selection Committee,

Diesel technicians and CDL drivers are in dire need all across the state. For that reason I would like to continue to offer my support to UAM-College of Technology in McGehee and the Workforce Alliance of Southeast Arkansas in their grant endeavors. The diesel program in this area will draw interest to our high school students and to educate our college students so that we can continue to grow our pipeline of workers. I offer my support as a partner and advisory board member.

Thank you,

Curtis DeHart

Branch Manager
Office 870-536-4685
Cell 870-718-9138

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A REACH COMPANY

ARKANSAS DEPARTMENT OF EDUCATION

Division of Public School Academic Facilities and Transportation
One Capitol Mall · Suite 4D-200 · Little Rock, AR 72201
Phone: 501-580-1067 · Fax: 501-682-6308
Email: Andy.Blackwell@arkansas.gov

May 29, 2018

Arkansas Department of Higher Education
Workforce Regional Grant Review Committee

Dear Grant Review Committee:

I am writing this letter of support for the Workforce Alliance of Southeast Arkansas in their endeavor to receive the Workforce Regional Implementation Grant. I offer my support in the form of meeting attendance, curriculum guidance, and any other area that I may be called upon to help with this undertaking.

I feel that the UAM Colleges of Technology have done southeast Arkansas and our neighboring states a great service in getting the diesel technical certificate program approved by the Arkansas Department of Higher Education. The Arkansas Department of Education is in dire need of diesel mechanics, and the collaboration that has begun between employers and the educators of this region has been most impressive.

Thank you for your consideration of this request,

Andy Blackwell

Andy Blackwell
School Bus Transportation Inspector
Arkansas Department of Education

Monticello Diesel & Hydraulics
122 Carpenter Road
Monticello, AR 71655
(870) 367-5052

May 29, 2018

Grant Committee:

I am writing this letter of support to the Workforce Alliance of Southeast Arkansas in their endeavor to receive a WIOA grant. My business, and the businesses in this entire region of Southeast Arkansas depend on the availability of a trained workforce.

I offer my support in the form of mentorship, possible internship, and any other way I am able to assist in this stage of the grant. I feel that the University of Arkansas at Monticello technical campuses are the driving force behind the grant, and know that is vital to both our current businesses as well as a driving force for any new businesses. I look forward to working with the universities, the Alliance, and any other partners that come aboard.

Thank You,

Tom Bailey

Owner -Monticello Diesel

SOUTHEAST ARKANSAS EDUCATION SERVICE COOPERATIVE

1022 Scogin Drive, Monticello, AR 71655

Ph. (870) 367-6848 FAX (870) 367-9877 web address:www.searkcoop.com E-mail - @searkcoop.com

May 29, 2018

Dear Ms. Rushing:

The Southeast Arkansas Educational Service Cooperative and regional school districts greatly appreciate the resources provided through the Arkansas Department of Higher Education (ADHE) Regional Workforce Implementation Grants to the University of Arkansas at Monticello over the past three years. We have benefited greatly from partnerships with regional employers and the University as well as the commitment of community leaders who are working to make our southeast Arkansas counties "Work Ready."

The Regional Workforce Grant managed by UAM has directly impacted our Career and Technical Educational (CTE) programs by co-sponsoring regional advisory council meetings and providing professional development for administrators and teachers. Superintendents, principals, and especially CTE teachers have voiced their great appreciation for the opportunity to be reimbursed up to $10,000 per district for much-needed equipment and supplies from the UAM grant as well as receiving stipends for teaching employability skills.

The intent of Act 1131 of 2015 was to put employers in the "driver's seat" for education, and that is what is happening in southeast Arkansas, thanks to the Regional grant. It is our hope that continuation funds for UAM will be approved.

Again, thank you for your investment in our students,

Sincerely,

Karen Eoff

Karen Eoff, Director

Crossett School District

219 Main Street • Crossett, Arkansas 71635
(870) 364-3112 • Website: www.crossettschools.org

Gary Williams, *Superintendent*

May 29, 2018

Dear Ms. Rushing,

The Crossett School District greatly appreciates the resources provided through the Arkansas Department of Higher Education (ADHE) Regional Workforce Implementation Grants over the past three years. We have benefited greatly by the partnerships with regional employers and the University as well as the commitment of community leaders who are working to make our southeast Arkansas counties "Work Ready."

Being chosen by the Arkansas Department of Career Education, Career and Technical Education Division to pilot teaching robotics at the secondary level is very exciting. We look forward to acquiring the robotics equipment and training for our teachers to offer industrial automation/robotics courses for our students.

Students and parents are appreciative of the welding courses offered this school year at the UAM-CTC campus. We are looking forward to our plans for offering more courses with the goal of completion of the welding technology technical certificate during junior and senior years of high school plus one summer term after graduation.

Again, thank you for your investment in our students,

Sincerely,

Gary Williams

Gary Williams, Superintendent
Crossett School District

HAMBURG SCHOOL DISTRICT
202 East Parker Street
Hamburg, Arkansas 71646
Phone (870)853-9851 Fax (870)853-2842
Tracy Streeter, Superintendent
tstreeter@hsdlions.org

Linda Rushing, Vice Chancellor
UAM College of Technology-Crossett
1326 Highway 52 W
Crossett, AR 71635

Dear Ms. Rushing,

The Hamburg School District greatly appreciates the resources provided through the Arkansas Department of Higher Education (ADHE) Regional Workforce Implementation Grants over the past three years. We have benefited greatly by the partnerships with regional employers and the University as well as the commitment of community leaders who are working to make our southeast Arkansas counties "Work Ready."

Being chosen by the Arkansas Department of Career Education, Career and Technical Education Division to pilot teaching robotics at the secondary level is very exciting. We look forward to acquiring the robotics equipment and training for our teachers to offer industrial automation/robotics courses for our students.

Students and parents are appreciative of the welding courses offered this school year at the UAM-CTC campus. ae We are looking forward to our plans for offering more courses with the goal of completion of the welding technology technical certificate during junior and senior years of high school plus one summer term after graduation.

Again, thank you for your investment in our students. If you have any further questions please feel free to call me at (870) 853-9851.

Sincerely,

Tracy Streeter