



Act 1131 of 2015
Regional Workforce Continuation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2018

To:	Arkansas Department of Higher Education	
Requesting Institution:	Arkansas State University Mid-South for the Arkansas Delta Training and Education Consortium (ADTEC)	
Title of Project:	Arkansas Delta Accelerating Pathways Together (ADAPT)	
Project Partners:	1. Arkansas Northeastern College 2. Arkansas State University Mid-South 3. Arkansas State University-Newport 4. East Arkansas Community College 5. Phillips Community College of the UA 6. Manufacturing Employers 7. TDL Employers 8. Workforce Development Boards 9. K-12 School Districts 10. Great Rivers Education Service Cooperative	
Requested Budget:	\$998,500	
Date Submitted:	6/1/2018	
Applicant Contact:	Callie Dunavin	
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Authorized Signatures for Institution

Arkansas State University Mid-South

Lead Institution

Authorized Official

Act 1131 of 2015

Regional Workforce Continuation Grant Application

*Please complete each section of this application and submit to the Arkansas Department of Higher Education by **June 1, 2018**. Applications should be emailed to ADHE.Workforce.Grant@adhe.edu. 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.

The Arkansas Delta Accelerating Pathways Together (ADAPT) initiative, conceptualized during the regional workforce planning grant and significantly developed in the implementation grant, includes strategy boosts for the continuation phase which are described in the Program Plan section of this proposal. In addition to the quarterly consortium meetings and monthly phone calls which are part of the communication structure of the implementation grant, the Arkansas Delta Training and Education Consortium (ADTEC) colleges and regional workforce alliance partners engaged in five strategy meetings and phone conferences to identify existing and new tactics for inclusion in the continuation grant proposal.

ADTEC is comprised of the five community colleges in eastern Arkansas, serving a 12-county region in the Arkansas Delta: Arkansas Northeastern College (ANC), Blytheville; Arkansas State University Mid-South (ASUMS), West Memphis; Arkansas State University-Newport (ASUN); East Arkansas Community College (EACC), Forrest City; and Phillips Community College of the University of Arkansas (PCCUA), Helena. The 12 counties in the ADTEC region include Arkansas, Craighead, Crittenden, Cross, Jackson, Lee, Mississippi, Monroe, Phillips, Poinsett, St. Francis, and Woodruff Counties. The ADAPT regional workforce alliance also includes 4 workforce development boards, 35 manufacturing employers, 30 transportation, and 21 K-12 school districts in eastern Arkansas, including 17 new partners added for the continuation grant. Partners are identified in a separate document at the end of this proposal.



Figure 1. ADTEC Colleges/Region

The ADAPT model highlights a regional workforce readiness strategy, a consortium shared practice developed from ANC's WORK (Workforce Orientation and Retraining Keys) program. WORK is described more fully in the Program Plan section of this proposal. The ADAPT workforce readiness model provides flexibility in design and implementation to accommodate the unique institutional characteristics and employer partner needs of each college but with end results in common.

ADAPT will continue to focus on delivery of training that provides rapid entry into the regional workforce in Advanced Manufacturing/related and Transportation/Distribution/Logistics. These targeted sectors are identified as high demand by labor market data analytics, the four workforce development boards in the 12-county ADTEC region, and anecdotal employer input.

REGIONAL LABOR MARKET DATA

Hiring forecasts continue to indicate significant regional workforce needs in the manufacturing and transportation sectors sector in the ADTEC region in eastern Arkansas. Table 1 presents published labor market data for representative occupations in ADAPT's targeted sectors, Advanced Manufacturing/related and Transportation, Distribution, and Logistics. (www.discover.arkansas.gov; EMSI Data Release 2018.2)

Table 1. Long-Term Projected Regional Employment Data 12-County ADTEC Region (representative sample of manufacturing/transportation occupations)				
Manufacturing/Related Occupations	2017	2028	Increase	% Change
Industrial Engineering Technicians	57	72	15	26%
Machinists	394	533	139	35%
Assemblers and Fabricators	290	392	102	35%
Team Assemblers	2,643	3,187	544	21%
Industrial Machinery Mechanics	847	1,209	362	43%
Maintenance Workers, Machinery	191	246	55	29%
Welders, Cutters, Solderers, and Brazers	845	1,008	163	19%
Computer-Controlled Machine Tool Operators	122	170	48	39%
First-Line Supervisors of Production and Operating Workers	1,139	1,224	85	8%
First-Line Supervisors of Mechanics, Installers, and Repairers	574	630	56	10%
Production Occupations	14,305	15,282	977	7%
Total Manufacturing/Related	21,407	23,953	2,546	12%
Transportation/CDL Occupations	2017	2028	Increase	% Change
Heavy and Tractor-Trailer Truck Drivers	3,592	3,717	125	4%
Bus and Truck Mechanics and Diesel Engine Specialists	352	407	55	16%
Automotive Service Technicians and Mechanics	458	478	20	4%
Laborers and Freight, Stock, and Material Movers	6,517	7,372	855	13%
Aircraft Mechanics and Service Technicians	53	66	23	25%
Bus Drivers, School or Special Client	1,076	1,105	29	3%
Transportation and Material Moving Operations	12,256	12,680	424	4%
Total Transportation/CDL	24,304	25,825	1,521	6%

Tables 2 and 3 on the following pages and the associated lists below represent exciting industry announcements in the past two years since the implementation grant period began.

Manufacturing

- China-based Ruyi, announced that it will invest \$410 million and create up to 800 new jobs at a former Sanyo manufacturing facility in Forrest City, Arkansas, to produce yarn from Arkansas cotton for textile use.
- Big River Steel, a new and heavily sought-after industrial development in Osceola, produced its first steel in December 2016. There were initial employment projections of 400 workers, but the plan has employed 435 workers with projections increasing to 525. This includes Phase Two in Fall 2018, which will result in an estimated 100+ new manufacturing jobs. Big River Steel has built the world's first Flex Mill, a steel mini mill focused on the production of a wide product spectrum, including advanced automotive steels and electrical steels. Over the past several months, the company has provided steel products to over 120 customers in the automotive, energy, construction, and agricultural industries.
- American Railcar Industries began massive hiring on March 1, 2018, for 200 welders at the Marmaduke facility and 100+ welders at the Paragould facility. American Railcar Industries is a prominent North American designer and manufacturer of hopper and tank railcars, the two largest markets within the railcar industry. Manufacturing consists of railcar manufacturing and railcar and industrial component manufacturing.
- Nucor Steel has announced two major expansions within the past two years. In September 2016, the company reported plans to build a \$230 million specialty cold mill complex at the existing Blytheville plant, creating approximately 100 new jobs at an estimated salary of \$80,000.
- In May 2018, Nucor also announced plans to build a galvanized steel sheet metal production line at the Blytheville plant at a cost of \$240 million. The company projects 70 additional hires, and the new line will be capable of producing 500,000 tons of galvanized sheet steel annually.
- Hefei Risever Machinery plans to invest \$20 million to build a new manufacturing plant in Jonesboro, creating 130 new jobs and targeting an annual production capacity of 18,000 tons of steel. Risever is a maker of machine parts for heavy equipment such as Caterpillar, Volvo, and Komatsu.
- Granges recently announced that it will invest \$26 million to expand its Newport operations, where it manufactures aluminum for various light gauge foil applications (i.e. food grade packaging). The expansion will create an additional 100 full-time jobs over two years.
- Atlas Tube, a manufacturer of hollow structural sections, has announced a future expansion that will create 60-90 jobs.
- EnviroTech, a manufacturer of food safety compounds in Helena, announced 60 new hires.
- On May 16, 2108, Calstrip Industries announced plans to build a new processing facility on the campus of Nucor Steel Arkansas in Blytheville. The initial construction will be 100,000-plus square feet, with two planned expansions that will bring the total facility size to more than 300,000 square feet. The company will invest \$15 million in the initial phase, which will create 45 new jobs.

- Southworth Products Corporation, a global manufacturer of ergonomic material handling equipment is expanding its manufacturing facility in Manila. The company plans to invest \$935,000 in the plant where it will create approximately 30-35 new jobs.
- Ratner Steel opened a coil storage facility in Osceola in late 2017 and is planning to add a steel processing line in 2019, resulting in approximately 30 new manufacturing jobs.
- Omnium, a manufacturer of crop protection, adjuvant, and plant nutrition products located in Blytheville, has a need for 10 new hires.

Table 2. High Demand Manufacturing Industry New/Emerging Employment Needs 12-County ADTEC Region			
Employer	Additional Hires	New or Expansion	Product/Service
Ruyi	800	new	textile manufacturing from Arkansas cotton
Big River Steel	525	new	advanced automotive steels and electrical steels; steel products to automotive, energy, construction, and agricultural industries
American Railcar Industries	300	expansion	railcar and railcar/industrial component manufacturing
Nucor Steel	100	expansion	specialty cold mill complex
Nucor Steel	70	expansion	galvanized steel sheet metal production
Hefei Risever Machinery	130	new plant	steel/heavy equipment machine parts
Granges	100	expansion	aluminum
Atlas Tube	90	expansion	hollow structural sections
EnviroTech	60	expansion	food safety and water treatment compounds
Calstrip Industries	45	new	slitting and multi-blank cut-to-length lines
Southworth Products	35	expansion	ergonomic material handling equipment welding
Ratner Steel	30	expansion	coil storage steel processing
Omnium	10	expansion	herbicides and fungicides
TOTAL	2,295 skilled, trained workers needed in high-demand manufacturing occupations		

Transportation, Distribution, and Logistics (TDL)

The American Transportation Research Institute annual survey, *Critical Issues in the Trucking Industry 2017*, ranks driver shortage as the top industry issue in the nation. Although driver shortage has been identified as a perennial top industry issue, 2017 is the first year that the issue has ranked as the No. 1 issue since 2006. This escalated ranking is based on an estimated shortfall of 48,000 drivers, with projections that the shortage could increase to 175,000 by 2025. The Arkansas Trucking Association estimates a current state shortage of up to 700 drivers. State net growth for Heavy and Tractor-Trailer Truck Drivers in the next 10 years is projected to be 3,890, or 11%.

High demand for drivers exists for smaller, local employers in addition to the driver needs for larger, more visible trucking companies in the transportation industry. This demand includes a national shortage of certified school bus drivers, also documented in the ADTEC region and across Arkansas. The driver shortage has been highlighted frequently the past few years in national, state, and local news reports. *School Bus Fleet* magazine indicates that 208 of 231 (90%) of school districts surveyed in 2016 have reduced the number of school bus routes or have consolidated routes. Through the implementation grant, ADTEC has engaged in a new collaboration with the Great Rivers Education Service Cooperative and several K-12 school districts to provide training in response to the bus driver

shortage in some of the region's local communities. Since one of the ADAPT initiative strategies is a regional approach to Commercial Driver Training, multiple tactics have emerged by which the ADTEC colleges are addressing this high-demand transportation occupational need of various employers, including over-the-road CDL training and CDL Class B training. More information is provided in the next section of this proposal regarding linkages between grant activities and local needs.

- Modular Transportation, based in Michigan, has opened a new hub in West Memphis for over-the-road trucking and dedicated transportation services and plans to hire 90-95 new employees, 75 of which will be certified truck drivers. Employment projections range from 375-500 during the next 5 years.
- Paschall Truck Lines indicates a critical current need for 70 drivers, with a projected need of 750 additional drivers over the next 5 years.
- Martin Transport reports a very high current need for 50 drivers, with employment projections of 100 drivers over the next 5 years.
- Ozark identifies a critical immediate need of 50 drivers, with a projected need of 500 additional drivers during the next five years.
- Delta Carthage plans to expand its fleet and will need up to an additional 15 CDL operators.
- Crittenden County has an immediate need for all 15 County Road Department drivers to obtain CDL Class B licensure.
- Prime Metals, formerly Steel Related Technology, is in need of 5 yard drivers.
- Several companies such as NEAR Concrete and Waste Management in Mississippi County are recruiting drivers for local fleets, such as concrete trucks and sanitation trucks, with no specific number provided.
- The Great Rivers Education Services Cooperative is comprised of 10 K-12 school districts in 5 counties in eastern Arkansas, with an estimated 10 new bus drivers per district needed each year, for a total annual need of 100 drivers per year. This includes Monroe County, Lee County, Phillips County, St. Francis County, and part of Crittenden County.
- All six K-12 school districts in Mississippi County need bus drivers, with a potential need of 10 per district or 60 per year.

**Table 3. High-Demand Local Drivers Employment Needs
12-County ADTEC Region
(representative sample)**

Employer	Driver Need	Description
K-12 School Districts	160	bus drivers
Paschall Truck Lines	70	truck drivers
Modular Transportation	75	truck drivers
Martin Transport	50	truck drivers
Ozark Motor Lines	50	truck drivers
Crittenden County	15	road department truck drivers
Delta Carthage	15	truck drivers
East Central Arkansas Community Correction Center	6	bus drivers
Prime Metals	5	yard truck drivers
TOTAL	446 bus/truck drivers needed in high-demand occupations for local employers	

CLEAR LINKAGES BETWEEN GRANT ACTIVITIES AND LOCAL NEEDS

Local employers often have smaller hiring needs, but those positions are still critical to the local workforce and economic vitality of the community. Collectively, the sum hiring needs of small employers in a community have a multiplier effect on training delivery to meet the workforce demand. A singular example of this is that, in West Memphis alone, ASU Mid-South is collaborating with the West Memphis School District, the Crittenden County Road Department, and the East Central Arkansas Community Correction Center to deliver CDL Class B training to over 30 individuals to develop a workforce of CDL Class B licensed bus and truck drivers.

Additionally, one of the primary deliverables of the ADAPT initiative is integration of a work readiness model by each of the ADTEC colleges to help address the soft skills gap in the region. As presented in the planning and implementation grant phases, the need for workers who demonstrate a work ethic; come to work regularly and on time; pass a drug test; and demonstrate leadership, team, communication, and critical thinking skills, among others, represents employers' greatest workforce challenge, both for new hires and advancement of existing employees. This is not just a local need but continues to be a headline topic in larger workforce development discussions at the state and national levels. State leaders confirmed this yet again at the Arkansas State Chamber of Commerce Mid-South Economic Development convening in Little Rock on April 3, 2018, indicating that the state's most critical workforce issue is finding skilled workers with these requisite traits. Regionally, these sentiments were echoed by a panel of business and industry employers at the "Think Tank for Partnerships in Eastern Arkansas: Connecting STEM Needs to Business, Education, and Community," held in Marion (Crittenden County) on May 11, 2018. This event was a collaboration of the Arkansas STEM Coalition, ASU Mid-South, the A-State Delta STEM Center, and the Marion and West Memphis Chambers of Commerce.

Employers continue to acknowledge that specific industry skills are desirable and that, in some instances, 3rd party certifications are required. Most often, anecdotal feedback from employers indicates that they are often able to provide some on-the-job training but that is not as effective if workers do not have work ready basic and soft skills. In order to access high-demand, high-skill, and high-wage careers, individuals will need to develop a full menu of work ready and industry-specific skills. The ADAPT model, coupled with the technical skills development and stacked credential attainment aligned with 3rd party certifications, comprises a comprehensive framework to help individuals conquer work readiness and technical skills deficiencies. Attaining these skills is not only necessary for entry into the advanced manufacturing and transportation industry sectors but is also necessary for employment gains within these high-demand sectors.

Particularly noteworthy highlights regarding connectivity of grant activities to local needs include Governor Asa Hutchison's public support of ADTEC's workforce development initiatives and the impact that the regional workforce grant has had in developing a pipeline of workers, beginning at the K-12 level. On January 31, 2018, the Governor participated in the unveiling of the Arkansas Steelmaking Academy at ANC, a partnership with the SMS Group's North American operations. Prior to this, state-of-the-art steel technology training offered through the SMS TECademy had been available only in Germany. The Academy will be housed in ANC's new Center for Allied Technologies, slated to open in August. ANC is one of few colleges in the nation offering Steel Industry Technology programs and the only one in the state, and program development/equipment acquisition have been supported partially with regional workforce grant funds. On April 10, 2018, the Governor was the speaker at the ribbon-cutting ceremony at PCCUA's ADTEC Advanced Manufacturing Lab, supported by partially by industry sponsors and partially with ADAPT funds.

The ADAPT Model

Arkansas Delta Accelerating Pathways Together (ADAPT) is a regional workforce readiness concept which has been implemented by the ADTEC colleges, with consortium application of ANC's WORK program as a key component. The WORK program includes a 60-hour course designed to teach employability skills that are required for workplace success. Students receive instruction in proper business etiquette, effective communication, appropriate work habits, and other workplace effectiveness skills such as time management and working in teams. Students also have the opportunity to earn a Career Readiness Certificate through the interactive training system, KeyTrain, based on ACT's Work Keys assessment system. Individuals who successfully complete the course receive a CRC, CPR/First Aid certification, OSHA 10 certification, and a certificate of completion. Topics also include goal-setting; problem-solving; computer concepts; workplace safety; basic skills improvement in math, reading, and writing in preparation for the Work Keys assessment; quality concepts; and correct use of tools or basic Excel.

ANC has delivered the WORK program for several years so has provided leadership in a "Train-the-Trainer" function to the other ADTEC colleges, who have adopted the model for ADAPT. The colleges are in various positions along an integration spectrum as they work to determine where and how to best apply the model, based on their unique institutional needs. For example, PCCUA has created the Transitional Training Opportunity Program (TTOP), which includes the WORK instructional program; CRC; OSHA 10; CPR/AED; introductory craft skills; life/soft skills such as health and nutrition, personal finances, professional attire, resume writing, interview skills, work ethic, stress management, time management, and leadership development; mentoring; and a Certificate of Proficiency in Advanced Manufacturing (12 credit hours earned in one semester). One of the deliverables included in the Performance Measurement section of this proposal is the continued work of the ADTEC colleges to normalize elements of the WORK program as a systemic institutional solution for work readiness instruction, per individual campus needs.

The following items present additional information regarding elements of the ADAPT model:

- *Career Pathway and Academic/Industry Credentials.* ADAPT applies ADTEC's nationally recognized career pathway model. The pathway includes a continuum of stackable credentials (college certificates of proficiency, technical certificates, associate of applied science degrees, and articulated bachelor's degrees), marking multiple entry/exit points which allow students to leave and re-enter the pathway as needed, but continue to accrue marketable credentials, skills, and knowledge. Figure 2 presents a visual graphic of this concept. The ADTEC colleges have successfully attained the implementation grant deliverable of mapping 3rd party industry credentials to academic credentials and/or exit points in each targeted pathway, as depicted in Tables 7 and 8 in the Pathways Articulation and Support section of this proposal.

ADTEC has focused on curriculum and program development for rapid entry and industry certifications so that individuals can enter the workforce more quickly. During the implementation grant, participant (student) enrollments, the number of academic credentials attained, and the number of 3rd party industry credentials earned have been tracked and reported as participant outcomes. Project data demonstrate a high success rate to date, as actual counts exceeded goals in some instances, with additional participant data to be collected and reported prior to the end of the implementation grant period. These data are reported in the progress report submitted to ADHE on June 1, 2018.



Figure 2. ADTEC Career Pathway Model

- Career Readiness Certificate (CRC).** A Career Readiness Certificate is a portable credential based upon the Work Keys assessments, demonstrating to employers that an individual possesses required basic workplace skills. The CRC verifies that an individual can handle tasks such as reading instructions and directions, working with figures, and finding information. The ADTEC colleges and Workforce Development Board partners, through Arkansas Workforce Centers (One-Stops), offer access to the CRC process. Individuals who participate in CRC assessment and testing processes will earn one of the following certification levels: Bronze, Silver, Gold, or Platinum. Those who attain the Silver CRC certification level will meet the CRC requirement of the regional ADTEC certification. While all ADTEC colleges offer the CRC process, it has been a challenge to fully integrate the process into all programs in each of the targeted pathways so the colleges will continue to develop that part of the ADAPT model. The CRC process is an important component of the WORK program, the Work Ready Communities initiative, and the ADTEC regional certification, all presented in this proposal. CRC attainment is tracked and reported as a participant outcome in the industry credential category.
- Other Value-Added Certifications.** In addition to academic credentials, employer/industry certifications, and the CRC, the ADAPT strategy includes other value-added certifications, OSHA-10 and First Aid/CPR, as part of the workforce readiness model and ADTEC regional certification. This full slate of certifications and credentials, including those which add value beyond employer requirements, will elevate the work readiness status of potential employees and position individual more advantageously for entry into the workforce while simultaneously helping to address regional workforce skills gaps. Attainment of these certifications is tracked as a participant outcome and reported as part of the industry credential category.
- Basic Skills Instruction.** In addition to contextualization within the curriculum, stand-alone courses, employability certificates, Adult Education WAGE certificates, and various online resource already offered by the ADTEC colleges, the ADAPT model uses the WORK program and the CRC assessment and testing process to address basic skills instruction. Some of the colleges

additionally use ACT Career Ready 101, introduced in the implementation grant, but this product is not a long-term solution for some of the colleges in meeting this need.

- *Support Services.* The ADTEC colleges have in common 24 of 52 identified student support services, provided in Table 9 in the Pathways Articulation and Support section of this proposal. Four of the colleges provide an additional six student support services in common, and all 52 services are provided by at least 1-3 of the colleges. Since numerous student support services are available to students, a deliverable of the implementation grant is that each ADTEC college will further expand student access to support services by creating a resource directory, to include not only information about college support services but also about support services and assistive resources external to the college, and making it widely available to students. Each college attained the deliverable of creating a resource directory, available either in hard copy or on the college website. The resource directories will continue to be distributed during the continuation grant period and updated annually, as indicated in the grant timeline of activities.

ALIGNMENT WITH ARKANSAS AND ECONOMIC AND WORKFORCE GOALS

The strategies and tactics which are included in the ADAPT initiative are in solid alignment with Arkansas and Economic and Workforce Goals, as evidenced by the following linkages:

1. Governor Hutchinson's Strategy for Arkansas

- Education: Support a path of life-long learning for Arkansans
 - Increase student performance at all levels
 - Raise enrollment and graduation rates of secondary and post-secondary students in demand fields
 - Align education and economic development initiatives with the needs of business

2. Arkansas's Workforce Development Plan (PY2016-PY2019)

- Strategic Goal 1: Develop an efficient partnership with employers, the educational system, workforce development partners, and community based organizations to deliver a platform that will prepare a skilled workforce for existing and new employers.
- Strategic Goal 4: Address Skills Gaps
 - ACT Work Ready Communities

3. Arkansas Economic Development Commission FY 2018- FY2019 Strategic Plan

- Measurable Objective 2: Enhance the state's ability to attract companies by improving community competitiveness as it relates to availability of sites and buildings, workforce assets, local organizational capacity, and local funding
 - *Strategy 1*: Work with community partners to increase their economic competitiveness through development of the Competitive Communities program.
- Measurable Objective 3: Direct statewide workforce partners to develop a customer-driven workforce development system that anticipates the requirements of existing and prospective businesses and quickly provides on-demand workforce solutions.
 - *Strategy 1*: Gain understanding of workforce via creation and analysis of data.
 - *Strategy 2*: Develop and document workforce requirements of businesses.
 - *Strategy 3*: Collaborate with state partners to identify gaps between the needs of business and industry and the current workforce development system.

Arkansas ACT Work Ready Communities

ACT Work Ready Communities provide a community-based framework that links workforce development to education and aligns with the economic development needs of communities, regions, and states; and (3) matches individuals to jobs based on skill levels. To become certified, a county must achieve benchmarks in three areas of performance: high school graduation rate, number of National Career Readiness Certificate (NCRC) credentials attained in the county, and number of employers recognizing the NCRC.

This is a voluntary initiative guided by key community leaders – local elected officials, economic development teams, business leaders, chambers of commerce, educators, and workforce development agencies. At the core of the ACT Work Ready Communities initiative is the ACT National Career Readiness Certificate™ (ACT NCRC®). Since January 2006, more than 2.75 million Americans have earned an ACT NCRC®. This national, portable credential includes three essential workplace skill categories: applied math, reading for information, and locating information.

Governor Asa Hutchinson was on the campus of the Arkansas Northeastern College, Wednesday, January 31, 2018, to present an award recognizing Mississippi County as Arkansas' first ACT Work Ready Community. This can be accredited to a strong local ACT Work Ready Partnership, spearheaded by ANC and the Mississippi County Economic Development Foundation. Other core team partners included East Arkansas Planning and Development District, the Department of Workforce Services, DENSO, and Tenaris. The certification supports Mississippi County in economic development and industry recruitment, and bolsters existing industry by linking workforce development to education and employers' needs. The NCRC credential is administered in Mississippi County by ANC with multiple agencies providing referrals. ANC will continue to work to inform businesses about the NCRC and educating students and all levels of employees regarding how the NCRC can assist them in obtaining promotions and building a quality workforce.

The following ADTEC counties are actively engaged in earning the ACT Work Ready Community status, with the percentage of goals attained in approximately one year or less: Arkansas, 66%; Craighead, 99%; Crittenden, 87%; Cross, 65%; Lee, 88%; Phillips, 68%; Poinsett, 75%; and St. Francis, 85%.

Competitive Communities Initiative (CCI)

Governor Asa Hutchinson and officials with the Arkansas Economic Development Commission unveiled the CCI in March 2018, which is a qualification process for participating local communities to be designated as Competitive Communities. There are four key elements in a community's success in attracting new jobs or keeping the ones they already have: (1) an organized economic development team; (2) local funding for economic development initiatives; (3) clear and accurate description of the community's available workforce; and (4) sites, either buildings or "shovel-ready" land, that can accommodate new business. Implemented at the community level, CCI will provide for a third-party assessment and recommendations for improving community competitiveness, leading to the potential for more investments, jobs, and economic growth. Helena (PCCUA) and Newport (ASUN) are among four pilot communities which started the process in the latter months of 2017. Sixteen more cities have committed to participate, including West Memphis (ASUMS) and Wynne (EACC). The ADTEC colleges which are located in these communities are integral partners, collaborating with economic development entities and serving as the workforce training providers for their respective communities.

Opportunity Zones

Governor Asa Hutchinson has nominated 85 Opportunity Zones in Arkansas to the U.S. Treasury Department, which will provide final approval. Established by Congress in the Tax Cuts and Jobs Act of 2017, Opportunity Zones provide tax incentives for private investment in low-income communities nationwide. Arkansas has 337 qualified tracts, and Arkansas Economic Development Commission (AEDC) officials have indicated that those nominated were chosen based on their potential for economic success and ability to attract investment. Seven counties in the ADTEC region were among those nominated: Arkansas, Craighead, Crittenden, Jackson, Mississippi, Phillips, and St. Francis. If approved, the Opportunity Zone status will enhance the visibility and ability of these ADTEC counties to attract new industry and provide additional workforce development opportunities.

Targeted Industries

The Arkansas Economic Commission has identified 15 targeted industries for the state. The targeted pathways in the ADAPT initiative align with those industries presented in bold font: **Advanced Food Manufacturing and Packaging; Aerospace/Aviation; Biosciences; Data Centers; Distribution and Logistics Services; Firearms and Ammunition; Paper and Timber Products; Regional Headquarters; Smart Grid Technologies (Power Electronics); Software Development and Data Management Services; Steel Production; Sustainable Building Products and Fixtures; Technical Support Services; Transportation Equipment Manufacturing; and Walmart Suppliers.**

The 12 counties in the ADTEC region intersect with four local workforce areas: Eastern, Northcentral, Northeast and Southeast. The Workforce Development Boards of each of the four local workforce areas have included manufacturing and transportation/distribution/logistics among the sector initiatives for existing and emerging in-demand industry sectors or occupations for their regions.

The ADAPT model addresses regional labor needs in the following ways:

- Targets industries with significant projected employment needs.
- Challenges primary workforce skills gaps through a comprehensiveness workforce readiness solution
- Delivers relevant technical training through a proven, recognized career pathway model.
- Assures that students who are potential employees have access to attain a full roster of stacked credentials, employer/industry certifications, and value-added certifications.
- Creates new regional workforce alliances driven by collaboration and commitment.

SECTION 2 – PROGRAM PLAN**25 Points**

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

- Detailed project timeline and overview- provide a month-by-month overview of the critical convenings, activities, and actions that will comprise the project.
- Measurable objectives for each phase of the project- detail the metrics utilized throughout the project to track how credentialed job candidates possessing the skills needed by employers will be provided.
- Project governance and accountability plan- clearly describe the plan for governance, meetings, and decision-making structure; identify a project director; and identify members of a project steering committee that will maintain oversight throughout the project period.
- Pathways articulation and support- clearly describe the educational pathway(s) and support services that will be developed, or existing pathways that will be enhanced, to meet the identified workforce needs. Pathways should incorporate all appropriate student outcomes from short-term industry-recognized credentials through the highest certificate or degree programs appropriate to the identified career goals and include career step-out points at the completion of each credential.
- Role of equipment request- required only for those proposals seeking equipment purchases. Outline how equipment purchase will specifically address local labor market needs; provide detailed description of equipment, educational value of equipment in preparing workforce, and justification for purchase.
- 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.

DETAILED PROJECT TIMELINE AND OVERVIEW

The ADAPT timeline is provided in Tables 4 and 5 below, depicted separately for each year in the continuation grant period. It should be noted that some items are indicated as ongoing once begun. The items are ordered by number only for reference purposes.

Table 4. ADAPT Continuation Grant Timeline 2018-2019													
No.	Item	August	September	October	November	December	January	February	March	April	May	June	July
1	College MOUs finalized												
2	Progress/financial report/time and effort templates finalized												
3	Data forms/data definitions developed and implemented, ongoing												
4	Student progression tracking process implemented/ongoing												
5	Monthly consortium phone conferences												
6	Face-to-face consortium meetings (quarterly)												
7	Annual meeting with Executive Oversight Committee												
8	Progress reports (quarterly, due the following month)												
9	Financial reports/expenditure reimbursement requests (quarterly, due the following month, except for end of fiscal year)												
10	Verification of program approvals in ACRS												
11	New/enhanced targeted pathways training delivery ongoing												
12	Basic skills instruction ongoing												
13	ADTEC regional certification processes ongoing												
14	Student support resources guide reviewed and updated												
16	Pathway graphics updates, as needed												
17	Curriculum revisions/updates, as needed												
18	Outreach/recruitment activities ongoing												
19	Revision/creation of bachelor degree articulation agreements, ongoing												
20	Development of enhanced consortium customized training model begins												
21	K-12 outreach/engagement activity – manufacturing camp												

22	K-12 outreach/engagement activity – manufacturing fair												
23	K-12 outreach/engagement activity – opportunity fair												
24	K-12 outreach/engagement activity – robotics competition												
25	K-12 outreach/engagement activity – CTE completer event												
26	K-12 outreach/engagement activity – manufacturing camp												
27	K-12 outreach/engagement activity – girls STEM camp												
28	ADTEC instructor professional development												

**Table 5. ADAPT Continuation Grant Timeline
2019-2020**

No.	Item	August	September	October	November	December	January	February	March	April	May	June	July
1	Monthly consortium phone conferences												
2	Face-to-face consortium meetings (quarterly)												
3	Annual meeting with Executive Oversight Committee												
4	Progress reports (quarterly, due following month; final report due in June)												
5	Financial reports/expenditure reimbursement requests (quarterly, due the following month, except for end of fiscal year)												
6	Verification of program approvals in ACRS												
7	New/enhanced targeted pathways training delivery ongoing												
8	Student progression tracking continued												
9	ADTEC regional certification processes ongoing												
10	Basic skills instruction ongoing												
11	Student support resources guide reviewed and updated												
12	ACC Annual Conference presentation												
13	Pathway graphics updates, as needed												
14	Curriculum revisions/updates, as needed												
15	Outreach/recruitment activities ongoing												
16	Revision/creation of bachelor degree articulation agreements, ongoing/completed												
17	Development of enhanced consortium customized training model ongoing/completed												

18	K-12 outreach/engagement activity – manufacturing camp												
19	K-12 outreach/engagement activity – manufacturing fair												
20	K-12 outreach/engagement activity – opportunity fair												
21	K-12 outreach/engagement activity – robotics competition												
22	K-12 outreach/engagement activity – CTE completer event												
23	K-12 outreach/engagement activity – manufacturing camp												
24	K-12 outreach/engagement activity – girls STEM camp												
25	ADTEC instructor professional development												

MEASURABLE OBJECTIVES

The numbers in Table 6 below represent ADTEC’s combined targeted outcomes in designated categories for the Advanced Manufacturing/related pathway and TDL pathway. The projected outcomes data are also available upon request for each year of the continuation grant period. Institutional shares of the projected outcomes will be included in the Memorandum of Agreement between ASU Mid-South and each ADTEC college. The ADAPT Project Director and Accountability Specialist developed a comprehensive participant tracking framework during the implementation grant, which will be updated to align with the ADAPT continuation grant scope of work. The framework applies consistent definitions to support data integrity, and the ADTEC colleges will continue to report participant data at designated intervals.

Table 6. ADAPT Participant Outcomes for Implementation Grant Period			
Outcome	Advanced Manufacturing	Transportation, Distribution, and Logistics	Total
Number of Participants	964	534	1,498
Academic Credentials Attained	482	213	695
Industry Credentials Attained	723	401	1,124
ADTEC Regional Certification Attained	85	35	120
Work-Based Learning	96	53	149
Employment	337	176	513
Number of K-12 Students Participating in Targeted Pathway Outreach/Engagement Activities	880	722	1,602

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

Industry certifications were discussed earlier in this proposal and will be tracked and reported. This will include those certifications that are mapped to the career pathways in Tables 7 and 8.

PROJECT GOVERNANCE AND ACCOUNTABILITY

The organizational structure is primarily similar to that of the implementation grant, as shown in Figure 3 on the following page. ASU Mid-South will continue as the project lead so will manage the grant and be responsible for fiscal and administrative processes. New memoranda of agreement for the new grant period between ASU Mid-South and each of the ADTEC colleges will provide the scope of work for the continuation grant along with guidelines for fiscal and programmatic reporting. All grant processes will be compliant with state guidelines and procurement regulations.

The ADTEC presidents and chancellors comprise the Executive Oversight Committee (EOC), which is the project steering committee. Grant funds are allocated for a Project Director (.5 FTE) and an Accountability Specialist (.4 FTE). The Project Director is responsible for operational grant/fiscal management and coordination of grant activities, facilitating execution of the scope of work and adherence to the project timeline. The Accountability Specialist works collaboratively with the Project Director and is responsible for managing documentation, tracking, and other designated grant-related tasks and processes. The individuals in these positions performed in the same roles in the implementation grant, so have valuable initiative memory and knowledge of the accountability framework and processes which will carry forward as a body of work to be used in the continuation grant. Subsequently, the percentage of time allocated to these positions has been reduced for the continuation grant, allowing more funds to target programmatic activities rather than personnel costs of grant administration. Both positions report to the ADTEC Director, which is an existing position funded outside of the grant.

Face-to-face ADAPT meetings of the ADTEC colleges and workforce alliance partners will occur quarterly during the 2-year grant period. At a minimum, monthly meetings will be held via teleconference, but will occur more frequently, if needed. The Executive Oversight Committee will meet annually but will be provided with ongoing reviews and updates via email and phone conferences, in addition to briefings provided by ADTEC college personnel. Meeting types and frequency are also provided in the grant timeline.

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

ADTEC will continue the work teams structure used in the planning and implementation grants, but as the ADAPT initiative has matured, so has the need to realign the functional responsibilities of the work teams. In the continuation grant, the work teams will focus on the following integral functions of the continuation phase: (1) Career Pathways/Credentials/Certifications, (2) Basic Skills Instruction, (3) Partnerships/Collaboration, and (4) New and Emerging Initiatives. All of the ADTEC colleges will maintain representation on each work team, with each of the four ADTEC colleges other than ASU Mid-South assuming a leadership role related to a specific work team. As the project lead, ASU Mid-South already has the larger responsibility for the grant as a whole.

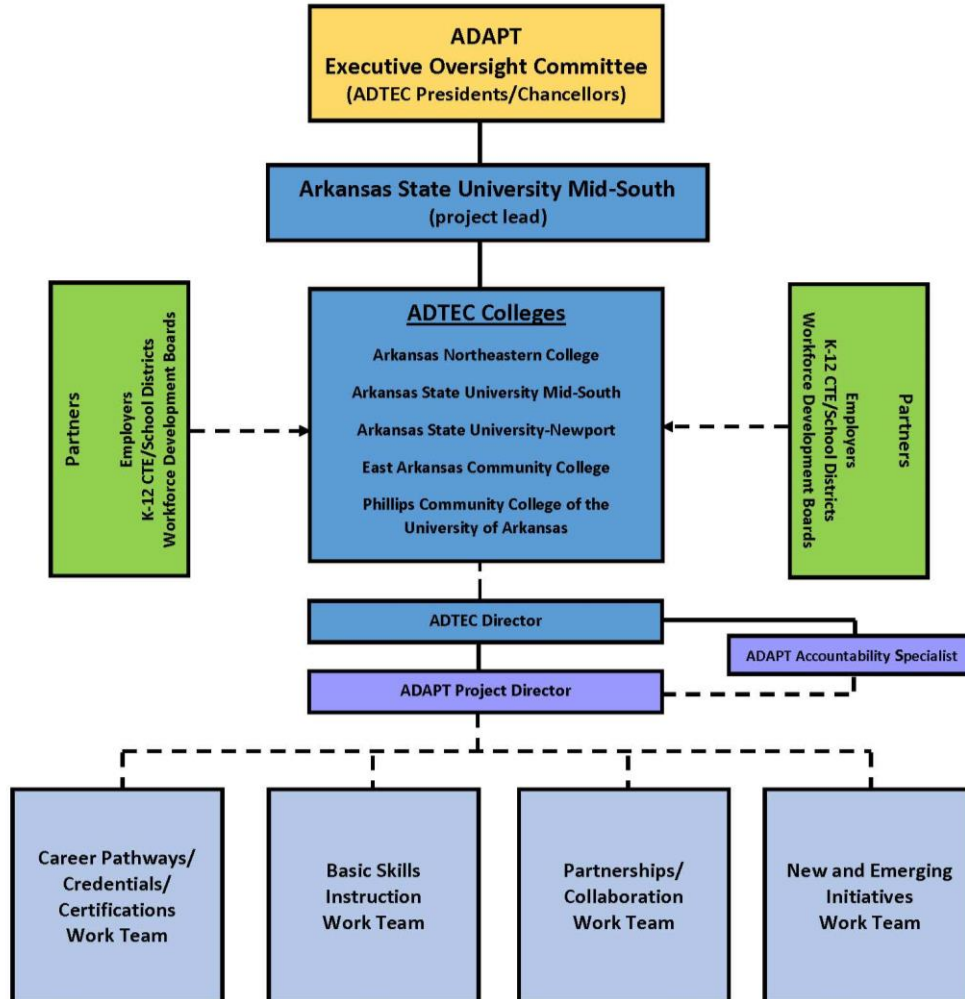


Figure 3. ADAPT Organizational Structure

PATHWAYS ARTICULATION AND SUPPORT

As shown in Tables 7 and 8, each ADTEC college committed to (1) enhance existing Advanced Manufacturing/related pathway programs and (2) create new or enhance existing programs within a Transportation/Distribution/Logistics pathway, including Commercial Driver Training. Career pathway stackable credentials include Certificates of Proficiency, Technical Certificates, and Associate of Applied Science Degrees. Industry credentials, shown in green, are mapped to the appropriate credentials within each pathway. This mapping process is a successful deliverable of the implementation grant. Bachelor's degree articulation agreements will be updated or created as the career pathway capstone credential.

Table 7. Targeted Pathways/Programs Advanced Manufacturing/Related	
ANC	
W.O.R.K. <ul style="list-style-type: none"> • 3 hours articulated toward CP, TC, or AAS <ul style="list-style-type: none"> ✓ OSHA-10 ✓ First Aid/CPR ✓ CRC Advanced Manufacturing <ul style="list-style-type: none"> • CP – Advanced Manufacturing <ul style="list-style-type: none"> ✓ CRC ✓ OSHA-10 • AAS – Advanced Manufacturing Welding <ul style="list-style-type: none"> • CP – Welding <ul style="list-style-type: none"> ✓ CRC ✓ NCCER ✓ AWS ✓ OSHA-10 • TC – Welding <ul style="list-style-type: none"> ✓ CRC ✓ NCCER ✓ AWS ✓ OSHA-10 • AAS – General Technology 	Steel Industry Technology <ul style="list-style-type: none"> • CP – Industrial Electrical Systems <ul style="list-style-type: none"> ✓ CRC ✓ OSHA-10 • AAS – Steel Technology Industry <ul style="list-style-type: none"> ✓ CRC ✓ OSHA-10 HVAC <ul style="list-style-type: none"> ✓ CP – Air Conditioning and Refrigeration <ul style="list-style-type: none"> ✓ CRC ✓ OSHA-10 ✓ EPA-608 ✓ NATE ✓ TC – Air Conditioning and Refrigeration <ul style="list-style-type: none"> ✓ CRC ✓ OSHA-10 ✓ EPA-608 ✓ NATE ✓ AAS – General Technology <ul style="list-style-type: none"> ✓ CRC ✓ OSHA-10 ✓ EPA-608 ✓ NATE
EACC	PCCUA
W.O.R.K. <ul style="list-style-type: none"> • Included in CP, TC, AAS <ul style="list-style-type: none"> ✓ OSHA-10 ✓ First Aid/CPR ✓ CRC Advanced Manufacturing <ul style="list-style-type: none"> • CP – Advanced Manufacturing Technology <ul style="list-style-type: none"> ✓ CRC • CP – Mechatronics <ul style="list-style-type: none"> ✓ CRC • TC – Advanced Manufacturing Technology <ul style="list-style-type: none"> ✓ CRC • AAS – General Technology Industrial Equipment Technology <ul style="list-style-type: none"> • CP – Industrial Equipment Technology <ul style="list-style-type: none"> ✓ CRC ✓ NCCER • TC – Industrial Equipment Technology <ul style="list-style-type: none"> ✓ CRC 	W.O.R.K. <ul style="list-style-type: none"> • Included in CP, TC, AAS <ul style="list-style-type: none"> ✓ OSHA-10 ✓ First Aid/CPR ✓ Bloodborne Pathogens ✓ CRC Advanced Manufacturing <ul style="list-style-type: none"> • CP – Advanced Manufacturing <ul style="list-style-type: none"> ✓ CRC ✓ NCCER (various) • TC – Advanced Manufacturing <ul style="list-style-type: none"> ✓ CRC ✓ NCCER (various) • AAS – General Technology Agricultural Mechanics <ul style="list-style-type: none"> • CP – Agri Mechanics/Equip Mach Technology <ul style="list-style-type: none"> ✓ CRC ✓ NCCER (various) • TC – Advanced Manufacturing

<ul style="list-style-type: none"> ✓ NCCER • AAS – General Technology <p><u>Welding</u></p> <ul style="list-style-type: none"> • CP – Welding <ul style="list-style-type: none"> ✓ CRC ✓ NCCER • TC – Welding <ul style="list-style-type: none"> ✓ CRC ✓ NCCER • AAS – General Technology 	<ul style="list-style-type: none"> ✓ CRC ✓ NCCER (various) • AAS – General Technology <p><u>HVAC (pending ADHE approval)</u></p> <ul style="list-style-type: none"> • CP – HVAC <ul style="list-style-type: none"> ✓ CRC ✓ NCCER (various) • TC – Advanced Manufacturing <ul style="list-style-type: none"> ✓ CRC ✓ NCCER • AAS – General Technology
ASUMS	
<p><u>W.O.R.K.</u></p> <ul style="list-style-type: none"> • Included in CP, TC, AAS <ul style="list-style-type: none"> ✓ OSHA-10 ✓ First Aid/CPR ✓ CRC <p><u>Welding Technology</u></p> <ul style="list-style-type: none"> • CP – Flux-Core Arc Welding Technology <ul style="list-style-type: none"> ✓ AWS ✓ NCCER • CP – Gas Metal Arc Welding Technology <ul style="list-style-type: none"> ✓ AWS ✓ NCCER • CP – Gas Tungsten Arc Welding Technology <ul style="list-style-type: none"> ✓ AWS ✓ NCCER • CP – Shielded Metal Arc Welding Technology <ul style="list-style-type: none"> ✓ AWS ✓ NCCER • AAS – General Technology <p><u>Process Technology</u></p> <ul style="list-style-type: none"> • CP – Process Technology <ul style="list-style-type: none"> ✓ Forklift • AAS – General Technology 	<p><u>Mechatronics</u></p> <ul style="list-style-type: none"> • CP – Mechatronics Level I <ul style="list-style-type: none"> ✓ PMMI Industrial Electricity 1 ✓ PMMI Mechanical Components 1 • CP – Mechatronics Level II <ul style="list-style-type: none"> ✓ PMMI Motors and Motor Controls ✓ PMMI Programmable Logic Controllers 1 ✓ PMMI Mechanical Components 2 • CP – Mechatronics Level III <ul style="list-style-type: none"> ✓ PMMI Fluid Power 1 • CP – Mechatronics Level IV <ul style="list-style-type: none"> ✓ PMMI Programmable Controllers 2 • AAS – General Technology <p><u>Machining Technology</u></p> <ul style="list-style-type: none"> • CP – CNC Operations and Programming <ul style="list-style-type: none"> ✓ NIMS (various) • CP – Machinist <ul style="list-style-type: none"> ✓ NIMS (various) ✓ MasterCam • CP – Engineering Technician <ul style="list-style-type: none"> ✓ NIMS (various) ✓ PC-DMIS ✓ ASQ CQI • CP – Quality Technician <ul style="list-style-type: none"> ✓ ASQ ✓ PC-DMIS ✓ NIMS AAS – General Technology
ASUN	
<p><u>W.O.R.K.</u></p> <ul style="list-style-type: none"> • Included in CP, TC, AAS <ul style="list-style-type: none"> ✓ OSHA-10 ✓ First Aid/CPR ✓ CRC <p><u>CNC Machining</u></p> <ul style="list-style-type: none"> • CP – Welding <ul style="list-style-type: none"> ✓ CRC ✓ AWS • CP – CNC Operator • TC – CNC Operator <ul style="list-style-type: none"> ✓ AWS ✓ NCCER ✓ NIMS Level I • AAS – General Technology 	<p><u>Industrial Maintenance</u></p> <ul style="list-style-type: none"> • CP – Welding <ul style="list-style-type: none"> ✓ CRC ✓ AWS • CP – Industrial Maintenance • TC – Industrial Maintenance <ul style="list-style-type: none"> • AWS • NCCER • NIMS Level I • AAS – General Technology <p><u>Welding</u></p> <ul style="list-style-type: none"> • CP – Welding IGNITE <ul style="list-style-type: none"> ✓ CRC ✓ NCCER • TC – Welding Technology <ul style="list-style-type: none"> ✓ AWS • AAS – General Technology

Table 8. Targeted Pathways/Programs*
Transportation, Distribution, and Logistics

ANC	ASUN
<p><u>Commercial Driver Training</u></p> <ul style="list-style-type: none"> • Commercial Driver Training, non-credit ✓ CDL, Class B <p><u>Aviation Maintenance</u></p> <ul style="list-style-type: none"> • CP – General Aviation ✓ General Aviation (FAA) • TC – Aviation Maintenance ✓ Airframe Mechanic (FAA) ✓ Powerplant Mechanic (FAA) • AAS – Aviation Maintenance 	<p><u>Commercial Driver Training</u></p> <ul style="list-style-type: none"> • CP – IGNITE Truck Service and Maintenance ✓ CRC • CP – Commercial Driver Training ✓ CDL • TC – Diesel Technology • AAS - General Technology
EACC	PCCUA
<p><u>Diesel Technology</u></p> <ul style="list-style-type: none"> • CP – Commercial Driver Training ✓ CDL • CP – Diesel Technology ✓ CRC • TC – Diesel Technology ✓ CRC • AAS – General Technology <p><u>Auto Service Technology</u></p> <ul style="list-style-type: none"> • CP – Auto Service Technology ✓ CRC • TC – Auto Service Technology ✓ CRC • AAS – General Technology 	<p><u>Commercial Driver Training</u></p> <ul style="list-style-type: none"> • CP – Commercial Driver Training ✓ CRC ✓ CDL <p>Endorsements:</p> <ul style="list-style-type: none"> Tankers Doubles Triples Haz-Mat <ul style="list-style-type: none"> • AAS – General Technology
ASUMS	
<p><u>Diesel Maintenance Technology</u></p> <ul style="list-style-type: none"> • CP – Heavy Truck Diesel Maintenance ✓ Stemco Wheel End ✓ MGM ✓ Bendix Brake ✓ Forklift • TC – Diesel Maintenance Technology ✓ Hunter Alignment • AAS – General Technology <p><u>COMMERCIAL DRIVER TRAINING</u></p> <ul style="list-style-type: none"> • Commercial Driver Training, non-credit ✓ CDL, Class B 	<p><u>Aviation Maintenance Technology</u></p> <ul style="list-style-type: none"> • CP – General Aviation Maintenance Technology ✓ General Aviation (FAA) • TC – Aviation Airframe Maintenance Technology ✓ Airframe Mechanic (FAA) • TC – Aviation Powerplant Maintenance Technology ✓ Powerplant Mechanic (FAA) AAS – Aviation Maintenance Technology

The creation of the Commercial Driver Training programs is a consortium response to a regional workforce shortage that is being achieved through collaboration and resource sharing. The original concept was that the programs would deliver over-the-road CDL training initially conceived as over-the-road driving programs. Various options have been explored and challenges encountered during the implementation grant period, so effort has been consistent but program development has been slower than originally anticipated. However, in Year 2 of the implementation grant, local driver needs for smaller employers emerged, resulting in collaboration success and partnerships in place for driver

training delivery for the remainder of the implementation grant and throughout the continuation grant. ASU-Newport is the only ADTEC college that previously had an existing over-the-road CDL program, and EACC was positioned to receive the CDL program from Crowley's Ridge Technical Institute, once that merger was finalized. The merger did occur and within the past few months, EACC has finally been able to begin program integration of the CRTI over-the-road CDL program. EACC will also serve as the testing center for the Great Rivers Education Service Cooperative CDL Class B bus driver training collaboration. PCCUA and ASUMS will deliver the training to 10 K-12 school districts, with the districts providing buses, driving ranges, and paying for trainee costs. Through the implementation grant, PCCUA expended resources to start an over-the-road truck driving program as well. ASUMS and ANC are focusing initially on CDL Class B driver training but still plan to pursue partnerships to provide training to the trucking industry. ASUMS has also entered into collaborations with Crittenden County and the East Central Arkansas Community Correction Center to provide CDL Class B bus/truck driver training.

One of the enhanced strategies in the continuation grant proposal is to increase focus on targeted pathway K-12 outreach/engagement activities to help increase awareness and understanding of and enrollment in the Advanced Manufacturing/related and TDL programs, in addition to the usual campus tours and class presentations. All of the ADTEC colleges will sponsor some events such as industry/job shadowing, manufacturing camps, manufacturing booths at Children's Day activity, senior speakers (secondary center students will visit schools to share program information), Girls STEM Camp, Robotics Competition, and CTE Completer Event.

Other strategies include enhanced sharing of resources and promising practices among ADTEC Advanced Manufacturing/Related and TDL instructors. Two tactics to support this are development of an ADTEC instructor resource directory and an annual instructor convening. Additionally, the ADAPT initiative will develop an enhanced consortium customized training model in response to emerging needs of regional employers for rapid response non-credit training.

Support Services

As described earlier, the ADTEC colleges have in common 24 of 52 identified student support services, provided in Table 9 on the following page. Four of the colleges provide an additional six student support services in common, and all 52 services are provided by at least 1-3 of the colleges. Since numerous student support services are available to students, a deliverable of the implementation grant is that each ADTEC college will further expand student access to support services by creating a resource directory, to include not only information about college support services but also about support services and assistive resources external to the college, and making it widely available to students. Each college attained the deliverable of creating a resource directory, available either in hard copy or on the college website. The resource directories will continue to be distributed during the continuation grant period and updated annually, as indicated in the grant timeline of activities.

Table 9. Student Support Services Available at ADTEC Colleges	
All ADTEC Colleges	Most ADTEC Colleges (3-4)
Academic appeals processes	Career exploration
Admission and registration assistance	Accelerated fast-track options, dev ed
Advising	Financial literacy
Bookstore services	Income support screening
Career orientation	Transportation assistance
Career Pathways Initiative	Job search
Student grievance processes	SNAP referral assistance
Developmental course placement, as needed	TEA/TANF
Early assessment and intervention/early alerts	Academic supplies assistance
Financial aid	First-year experience course
Learning center labs	Other
Student orientation	Financial coaching
Student learning centers	STEM student support labs
Student support services	Job Club
Disabilities services	Housing
Supplemental instruction/developmental courses	Food bank
Testing and placement services	Rehabilitation counseling
Tutoring	Medicaid ARKids access assistance
Tuition and book scholarships	Mental health/substance abuse counseling
Career readiness certificate	Domestic abuse counseling
Employability certificate	Credit counseling
Scholarships	Laptop checkout program
Veterans services	Health Department satellite office on campus

EQUIPMENT

The requested equipment supports training for professional certification standards in embedded competencies of The Association for Packaging and Processing Technologies (PMMI) Mechatronics Certification Tests. These certification tests are based on industry-developed standards and are recognized by the U.S. Department of Labor. They are also recognized by the Manufacturing Institute Skills Certification System, which is endorsed by the National Association of Manufacturing.

Table 10. Equipment Request			
Qty	Description	Unit Cost	Extended Cost
1	AC/DC Electrical Training System, T7017A	5,328	5,328
2	Portable Electric Motor Control Troubleshooting Trainer, 990-MC1F	10,165	20,330
2	Basic Electrical Machines Trainer (combined unit) 85-MT2	11,672	23,344
	85-MT2B	2,499	4,998
1	Mechanical Fabrication Learning System, 950-MPF1	8,885	8,885
1	Pneumatic Intermediate Learning System, 85-IP	3,682	3,682
1	Mechanical Drive Systems, 950-ME	12,457	12,457
1	Laser Alignment, 95-ME2A	13,935	13,935
1	Mechanical Drives, 95-ME2	6,657	6,657
1	Vibration Analysis, 95-ME5A	5,264	5,264
1	CNC Machine Tool, 95-CNC	20,773	20,773
TOTAL			125,653

Applicable PMMI certification tests include Industrial Electricity 1, Mechanical Components 1 and 2, Motors and Motor Controls, Programmable Logic Controllers 1 and 2, and Fluid Power 1. The PMMI certifications are mapped to career pathway stacked credentials in Table 6. Additional numbers of trainers are also needed to accommodate increasing numbers of secondary center Mechatronics and Advanced Manufacturing students.

PERFORMANCE ASSESSMENT

In addition to the participant outcomes provided in Table 6, the ADTEC colleges have committed to attainment of the following deliverables in support of the ADAPT initiative.

- Scale up CDL driver training through increased employer partner collaboration.
- Conduct a variety of K-12 student outreach/awareness/engagement activities to promote participation and diversity in the Advanced Manufacturing/related and TDL targeted pathways, such as manufacturing camps, girls STEM camps, and robotics competitions.
- Create an ADTEC instructor resource directory.
- Conduct an annual professional development event for ADTEC instructors in the Advanced Manufacturing/related and TDL targeted pathways to network and share resources and promising practices.
- Develop an enhanced consortium customized training model in response to emerging needs of regional employers for rapid response non-credit training.
- Normalize elements of the WORK program as a systemic institutional solution for work readiness instruction, per individual campus needs.
- Update/create bachelor degree articulation agreements as the career pathway capstone credential.
- Demonstrate an increase in participant outcomes in comparison to those related to the ADAPT implementation grant.
- Administer short assessment surveys to help determine program effectiveness and to support continuous improvement.

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

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.

The 5 ADTEC colleges; 5 secondary technical centers hosted by the ADTEC colleges; 21 K-12 school district partners and the Great Rivers Education Cooperative Service; 35 manufacturing employers, 30 transportation employers, and 4 workforce development boards comprise the ADAPT workforce alliance in the ADTEC region. Fourteen (14) employers have been newly added to the ADAPT workforce alliance, shown in blue in the complete list of partners which is included as a separate document at the end of this proposal. New employer partners to the ADAPT workforce alliance include Delta Manufacturing; DMN, Inc.; FMH Conveyors, Forrest City Chamber of Commerce, Nice Pak, American Greetings, Barton-Lexa School District; ECS House Industries, Inc.; KIPP Delta Schools; Marvell-Elaine School District; MC Express; Paschall Truck Lines, Inc.; Schneider National, Inc.; and West Memphis School District.

The ADTEC workforce development model supports ADAPT. As shown in Figure 4, the ADTEC workforce development model is driven by continuous industry input and feedback, through mechanisms such as skills standards, competency surveys, and DACUM (Developing a Curriculum) workshops. Through these processes, industry identifies job titles, job competencies, technical and professional skills standards, equipment/tool standards and other information that is necessary for the development of workforce talent in a specific industry. That information then becomes the basis for the design of curriculum, course guides, and equipment standards for the pathway for that particular program.

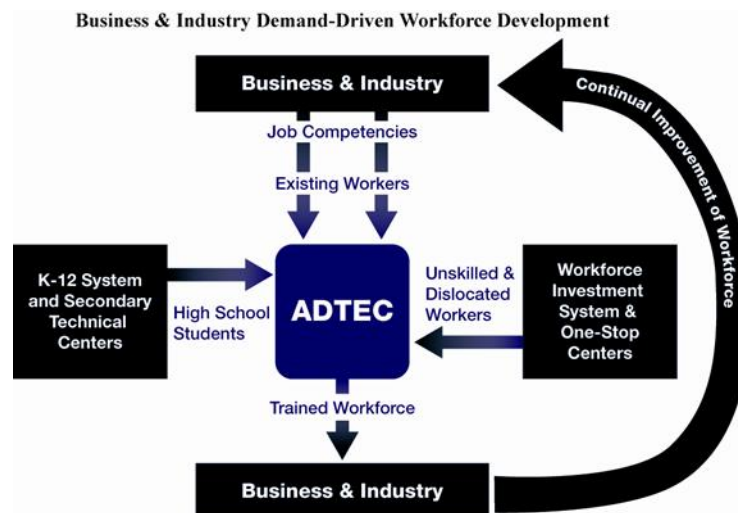


Figure 4. ADTEC Workforce Development Model

Figure 4 also illustrates a continuous trained worker pipeline as part of the workforce development model, including three major resource pools for workforce talent development: existing workers, unskilled and dislocated workers, and high school students.

The **ADTEC colleges** are the training providers and the interface of the workforce alliance. The colleges are responsible for developing and implementing the ADAPT strategy, which includes a regional workforce readiness model consisting of several core elements (identified earlier in this proposal), a basic skills instruction platform, student supports, and resulting in ADTEC workforce readiness certification for individuals who successfully complete the requirement. Regionally, ADTEC has targeted two career pathways in the ADAPT initiative, based on labor market data, workforce development boards, and employer partners—Advanced Manufacturing/Related and Transportation, Distribution, and Logistics, including Commercial Driver Training.

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

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

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

The new collaboration with the K-12 school districts for CDL Class B bus driver training will be further integrated during the continuation grant. Through the Great Rivers Education Service Cooperative, three ADTEC colleges will collectively provide bus driver training and testing to approximately 10 school districts in eastern Arkansas. The school districts are providing buses and driving ranges and paying for trainee expenses. The colleges are absorbing the instructional costs, and EACC is providing testing at a reduced rate to the school districts.

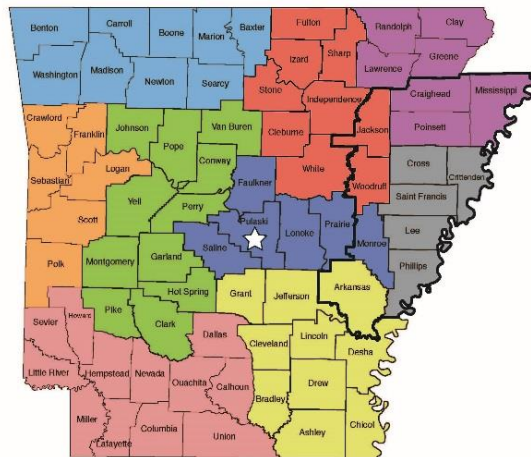
Employer partner level of engagement will vary based on capacity and time involved, as indicated in their letters of commitment, but generally across the region, employer partners will assume significant roles.

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

The 12-county ADTEC region in eastern Arkansas includes counties served by five **local workforce development boards**. The ADTEC region is outlined in bold black in Figure 5, which depicts local workforce regions in Arkansas. Two of the local workforce regions encompass only one ADTEC county, yet four of the five local workforce development boards are partners in the ADAPT workforce alliance: Eastern, Northeast, North Central, and Southeast. Workforce development board partners participated in strategy meetings for all phases of the regional workforce grant process, confirming the need for the targeted pathways supported by published labor market data.

LOCAL WORKFORCE DEVELOPMENT REGIONS

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



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

Figure 5. ADTEC Counties and Workforce Development Regions

The Workforce Development Boards offer varying types of commitment but, generally across the ADTEC region, the workforce partners assume significant roles.

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

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

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

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.

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

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

\$617,545 (\$307,121, Year 1; \$310,424, Year 2)

Funds for Project Director (.5 FTE), Accountability Specialist ($\leq .5$ FTE); manufacturing instructors (.5-1 FTE); CDL instructors (.5-1 FTE); program instructor/adjunct instructor stipends; local workforce and grant coordination; personnel who support ADAPT functions, such as participant intake and data entry; includes Advanced Manufacturing/related and TDL, WORK, and Train-the-Trainer functions.

A2. Travel

\$28,155 (\$14,880, Year 1; \$13,275, Year 2)

Funds for grant-related travel/professional development, such as meetings, workshops, conferences, ADTEC Train-the-Trainer workshops, dissemination of the ADAPT model/ADTEC regional certification model, and other grant-related travel which may occur; travel for grant-related third-party certification attainment of ADTEC college personnel; out-of-state travel requires justification/prior approval by ASU Mid-South.

A3. Other

\$9,978 (\$5,359, Year 1; \$4,619, Year 2)

Funds for hosting ADAPT-related meetings and workshops, such as consortium meetings, Executive Oversight Committee meetings, and Advisory Council meetings, including food/beverages, materials, handouts, and other related expenses; also includes Consortium-level grant administration operational costs such as telephone and long distance, copies, supplies, etc.

OTHER DIRECT COSTS**B1. Equipment**

\$125,653 (\$71,934, Year 1; \$53,719, Year 2)

Funds for the purchase of Advanced Manufacturing equipment such as electrical training system, portable electric motor control troubleshooting trainer, basic electrical machines trainer, mechanical fabrication learning system, mechanical driver systems, laser alignment, mechanical drives, vibration analysis, and CNC machine tool.

B2. Materials and Supplies

\$62,659 (\$25,412, Year 1; \$37,247, Year 2)

Funds for program/instructional materials and supplies for Advanced Manufacturing/related and TDL; includes but is not limited to ADAPT WORK and Train-the-Trainer instruction, manuals, fuel, tires, truck maintenance supplies, simulation components and control panels, tools, updates to diagnostic laptops, trainers, and other classroom/lab/shop/ instructor supplies; instructional classroom supplies and low-value equipment not meeting the equipment threshold, including 3-D printer and viscosimeter; includes materials and supplies for K-12 activities aligned with Advanced Manufacturing/related and TDL, including but not limited to competitions, camps, career orientation/awareness, career/work readiness, and bridge programs.

B3. Publication Costs/Documentation/Dissemination

\$29,668 (\$12,693, Year 1; \$16,975, Year 2)

Costs of publication, documentation, and dissemination of program information and materials targeting advanced manufacturing and CDL/TDL; includes brochures, flyers, career maps, advertisements, banners, and promotional items; K-12 activities aligned with Advanced Manufacturing/related and TDL, including but not limited to camps, career orientation/awareness, career/work readiness, and bridge programs; ; also includes content related to diversity of student enrollment, support services, Train-the-Trainer and ADTEC regional certification information, and other grant-related elements.

B4. Consultant Services

None

B5. Other

\$124,842 (\$61,520, Year 1; \$63,322, Year 2)

Funds for outreach activities for targeted pathways, promotion of targeted pathway programs/careers; recruitment/recognition events; K-12 activities aligned with targeted pathways, including but not limited to camps, career orientation/awareness, career/work readiness, and bridge programs; incentives for student credential attainment; also includes CDL program costs such as tuition, fees, testing, background checks, physicals, and other costs which may be determined.

Cost Sharing/Required Local Match

\$139,183 (\$50,000 included in budget line)

- \$83,333 facility support from NUCOR for the new Center for Applied Technologies; ANC
- \$10,000 grant for machining student scholarships from Haas Foundation; ASU Mid-South
- \$13,600 fringe benefits for instructor; ASUN
- \$17,250 in-kind and facilities usage/adjunct instructors provided by industry; EACC
- \$15,000 salary for CDL instructor; PCCUA

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:	ASU Mid-South
Title of Project:	Arkansas Delta Accelerating Pathways Together (ADAPT)

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	\$617,545
2. Travel	\$28,155
3. Other (Explain Below)	\$9,978
Briefly Explain Other Costs	
TOTAL PARTNER PARTICIPANT COSTS	\$655,678

B. OTHER DIRECT COSTS

1. Equipment	\$125,653
2. Materials and Supplies	\$62,659
3. Publication Costs/Documentation/Dissemination	\$29,668
4. Consultant Services	\$0.00
5. Other (Explain Below)	\$124,842
Briefly Explain Other Costs	
TOTAL OTHER DIRECT COSTS	\$342,822

C. TOTAL DIRECT COSTS (A & B)

\$998,500

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

\$50,000

Total Continuation Grant Budget

\$1,048,500

Other Notes

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SECTION 5 - SUSTAINABILITY**20 Points**

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

Essential Components:

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

	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.

After grant funding ends, the ADTEC colleges anticipate that increased enrollments resulting from the creation of new pathways or enhancement of existing pathways will generate additional FTE and tuition/fee revenues to sustain instructional costs. Likewise, it is anticipated that increased number of credentials, increased employment outcomes, and increased attainment of other outcomes will generate additional revenues based on the new state funding model. In developing their institutional budgets for the continuation grant, some of the ADTEC colleges decreased the percentages of instructor salaries from Year 1 to Year 2, a strategy often used in grants to support transition of costs to the institution during the funding period. For example, in the first year of a grant, an instructor may be paid with 100% grant funds, decreasing to 80% the second year, 60% the third year, and so on, until the institution has finally absorbed the full cost of the instructor. Additionally, it is not uncommon that among the ADTEC colleges, college instructors also teach secondary courses. Secondary centers generate FTE-based discrete revenue sources not in the colleges' base funding, and instructional costs are allocated based on the percentages of time/effort as distributed between postsecondary and secondary programs.

Many of the grant functions and project deliverables will not require continual investment of resources beyond the funding period. The Project Director position (.5 FTE) will not be sustained after grant funding ends, and the Accountability Specialist ($\leq .4$ FTE), who is a current ASU Mid-South employee and not a new hire, will resume other College responsibilities.

Grant funds provided for student support of CDL participants will allow the ADTEC colleges to build or re-build local student/industry interest and visibility for a program which is either a new program to the area or one that existed previously in the area but that has been closed for several years. The trained, credentialed individuals who are then available to meet the workforce demand of local industries will help the ADTEC colleges to develop a reputation for producing certified drivers. Some industry sponsorships are already in place and more are anticipated during the continuation grant period. Sponsorships offer potential for in-kind and/or subsidized instructional costs and student support costs, which may consist of tuition/fees, tools, testing, background checks, physicals, etc. Some of the ADTEC colleges may also include some of these costs in course fee structures. However, there has been great success to date with non-credit CDL Class B driver training collaborations, with some employers covering all student costs and providing buses, trucks, and driving ranges for instruction. In several instances, the only cost to a college has personnel costs for an instructor. In particular, several K-12 school districts have provided letters to indicate their commitment regarding training costs. Also, companies such as Maverick Transportation have been key partners in credit CDL over-the-road trucking programs, also sponsoring student costs.

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

occupational training support, but have requested budget to help students with program costs. Once programs are established, it is anticipated that a combination of industry support and WIOA occupational training support will defray costs which the students and the colleges would otherwise be required to absorb.

ADTEC has been a regional consortium since 2005 and continues to collaborate in a variety of initiatives. The ADTEC colleges communicate and share resources on an ongoing basis, as needed, and the consortium will not dissolve after the grant ends.

The equipment which has been requested will be used in Mechatronics and Advanced Manufacturing programs. Inherently, instructors of those programs have the technical skills and knowledge to provide ongoing maintenance since that is also the course content. Repairs and maintenance which are required beyond the abilities of the instructors and college maintenance staff will be paid from college departmental budgets. If an equipment item ceases to be needed for its original purpose, the following transfer sequence will occur: (1) first, the equipment will be used in another college program, if applicable; (2) second, the equipment will be transferred to another college via an interagency transfer of assets, if needed; and (3) third, if the equipment has no remaining useful life, it will be transferred to M&R in Little Rock per state procurement guidelines.

SUBMIT BY JUNE 1, 2018Email 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

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

Employers – CDL/Transportation, Distribution, and Logistics

Adams Fertilizer Equipment

[American Greetings](#)

Amerimax

[Barton-Lexa School District](#)

Blackhawk (new)

BPS, INC.

Crittenden County Road Department

[ECS House Industries, Inc.](#)

EnviroTech

Harcros Chemicals

Helena Industries

Hoffinger Industries

[KIPP Delta Schools](#)

Landstar (new)

Lennox

[Marvell-Elaine School District](#)

Maverick Transportation LLC

[MC Express](#)

Norac Additives

Ozark Motor Lines, Inc.

[Paschall Truck Lines, Inc.](#)

Producers Rice Mill

Riceland Foods

[Schneider National, Inc.](#)

Stuttgart Chamber of Commerce

Stuttgart Industrial Development Corporation

Tag Truck Center

TransOne

United Initiators SPI

[West Memphis School District](#)

OFFICE OF
The Crittenden County Judge

100 Court Street
Marion, Arkansas 72364

Woody Wheelless
County Judge

Ph. 870-739-3200 / Fax 870-739-3072

Paula Adams
Administrative Asst.

May 24, 2018

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

WORKFORCE INITIATIVE ACT OF 2015 – CONTINUATION GRANT

As Crittenden County Judge, I am excited about the opportunity to collaborate with Arkansas State University Mid-South in its Certified Driver Training initiative, launched as part of ADTEC's regional workforce grant.

Crittenden County has a critical need for all road department personnel to hold a CDL Class B license, as mandated by state law. This is a requirement for any individual who drives a vehicle that weighs over 26,000 pounds, such as a dump truck or clam shell truck. Currently, the training will be provided to approximately 10 existing employees and then any new hires subsequent to that, facilitating an ongoing pipeline of qualified, skilled drivers who operate County vehicles. As part of this partnership, the County is pleased to provide both a truck and a driving range, and ASU Mid-South is assuming responsibility for training and operational details. Employees who successfully complete the training and earn a CDL Class B license will benefit from the attainment of a professional credential and a wage gain, which is an incentive that the County is offering for participation in the program.

The collaboration is in place and planning is underway, so I encourage you to fund ADTEC's continuation grant proposal. This will allow the training program to become fully operational in the short term as well as a longer-term asset for Crittenden County and its workforce.

Sincerely,

Woody Wheelless
CRITTENDEN COUNTY JUDGE



WEST MEMPHIS SCHOOL DISTRICT

JON COLLINS SUPERINTENDENT

ADMINISTRATIVE OFFICE

POST OFFICE BOX 826 • WEST MEMPHIS, AR 72303 • (870) 735-1915

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

WORKFORCE INITIATIVE ACT OF 2015 – CONTINUATION GRANT

The West Memphis School District is pleased to collaborate as both a K-12 partner and transportation employer with ASU Mid-South in a regional workforce alliance to support the continuation phase of the ADAPT grant initiative. As a member of the Great Rivers Education Service Cooperative, the District has entered into a partnership with ASU Mid-South in which the College will provide Commercial Driver training to create a continual pool of school bus drivers. This is a very high demand employment need of the District, which runs 20 bus routes twice a day, in addition to a substantial amount of driving for athletic events and other extra-curricular activities.

ASU Mid-South will provide the instructor, and the District will assume responsibility for the costs and availability of the following pre-employment and training resources:

- School bus and driving range
- Background checks, including child maltreatment
- Drug test
- Physical examination
- Permits and licensure testing

Additionally, the District's role as a K-12 partner will include, but is not limited to, the items listed below:

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

We appreciate the opportunity to participate in the ADAPT initiative and look forward to a continued successful partnership with ASU Mid-South as we work together to develop a regional workforce.

Sincerely,

Jon Collins

Superintendent

MARVELL – ELAINE SCHOOL DISTRICT

Office of the Superintendent

P. O. Box 1870

MARVELL, ARKANSAS 72366

870-829-2101

=====
May 22, 2018

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

WORKFORCE INITIATIVE ACT OF 2015 – CONTINUATION GRANT

The Marvell-Elaine Public School District is pleased to collaborate as both a K-12 partner and transportation employer with PCCUA in a regional workforce alliance to support the continuation phase of the ADAPT grant initiative. As a member of the Great Rivers Education Service Cooperative, the District has entered into a partnership with PCCUA in which the College will provide Commercial Driver training to create a continual pool of school bus drivers. This is a very high demand employment need of the District, which runs numerous bus routes twice a day, in addition to a substantial amount of driving for athletic events and other extra-curricular activities.

PCCUA will provide the instructor, and the District will assume responsibility for the costs and availability of the following pre-employment and training resources:

- School bus and driving range
- Background checks, including child maltreatment
- Drug test
- Physical examination
- Permits and licensure testing

Additionally, the District's role as a K-12 partner will include, but is not limited to, the items listed below:

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

We appreciate the opportunity to participate in the ADAPT initiative and look forward to a continued successful partnership with PCCUA as we work together to develop a regional workforce.

Sincerely,



Dr. Joyce Cottoms
Superintendent



KIPP DELTA PUBLIC SCHOOLS

511 Main Street
P.O. Box 743
Helena-West Helena
Arkansas 72342
Phone: 870-751-9045
Fax: 870-751-9046
www.kippdelta.org

May 22, 2018

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

Workforce Initiative Act Grant Review Committee,

KIPP Delta Public Schools is pleased to collaborate as both a K-12 partner and transportation employer with PCCUA in a regional workforce alliance to support the continuation phase of the ADAPT Workforce Initiative Act 2015 grant initiative. As a member of the Great Rivers Education Service Cooperative, our Region has entered into a partnership with PCCUA in which the College will provide Commercial Driver training to create a continual pool of school bus drivers. This is a very high demand employment need of our Region, which runs numerous bus routes twice a day, in addition to a substantial amount of driving for athletic events and other extra-curricular activities.

PCCUA will provide the instructor, and our Region will assume responsibility for the costs and availability of the following pre-employment and training resources:

- School bus and driving range
- Background checks, including child maltreatment
- Drug test and Physical examination
- Permits and licensure testing

Additionally, our Region's role as a K-12 partner will include, but is not limited to, the items listed below :

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

We appreciate the opportunity to participate in the ADAPT initiative and look forward to a continued successful partnership with PCCUA as we work together to develop a regional workforce.

Sincerely,

Scott Shirey
Executive Director
KIPP Delta

KIPP DELTA
COMMUNITIES
HELENA-WEST
HELENA
BEYTHEVILLE
FORREST CITY



BARTON-LEXA
School District

P.O. BOX 97
BARTON, AR 72312

May 22, 2018

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

WORKFORCE INITIATIVE ACT OF 2015 – CONTINUATION GRANT

The Barton School District is pleased to collaborate as both a K-12 partner and transportation employer with PCCUA in a regional workforce alliance to support the continuation phase of the ADAPT grant initiative. As a member of the Great Rivers Education Service Cooperative, the District has entered into a partnership with PCCUA in which the College will provide Commercial Driver training to create a continual pool of school bus drivers. This is a very high demand employment need of the District, which runs numerous bus routes twice a day, in addition to a substantial amount of driving for athletic events and other extra-curricular activities.

PCCUA will provide the instructor, and the District will assume responsibility for the costs and availability of the following pre-employment and training resources:

- School bus and driving range
- Background checks, including child maltreatment
- Drug test
- Physical examination
- Permits and licensure testing

Additionally, the District's role as a K-12 partner will include, but is not limited to, the items listed below:

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

We appreciate the opportunity to participate in the ADAPT initiative and look forward to a continued successful partnership with PCCUA as we work together to develop a regional workforce.

Sincerely,

David Tollett
Superintendent

Jackson County School District

Member of North Central Association of Colleges and Schools

Chester Shannon, Superintendent
(870) 349-2232 • (870) 349-2355 Fax

PRINCIPALS

Michael Holland, Tuckerman High School
Kristy Metzger, Swifton Middle School
Pharis Smith, Tuckerman Elementary
DISTRICT TREASURER
Laura King

P.O. Box 1070

Tuckerman, Arkansas 72473

BOARD OF DIRECTORS

Sandra Provence
Ada Person
Randy Wagner
Phil Zuber
Dennis Neal
Barry Hulett
Tammie Clausen

May 4, 2018

Dr. Sandra Massey, Chancellor
Arkansas State University-Newport
7648 Victory Blvd.
Newport, AR 72112

Dear Dr. Sandra Massey,

On behalf of Tuckerman High School and the Jackson County School District, I would like to express my support for the Regional Workforce Grant and ADAPT Grants. We understand that exposing students to in-demand occupations in our area gives students a clearer picture of the job opportunities available in Northeast Arkansas. Also, exposure will help bridge the gap between students successfully transitioning from high school into training programs and then leading them into the work force.

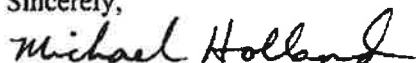
The Jackson County School District is fortunate to have a Career Coach that works closely with Arkansas State University-Newport to create opportunities to expose students to Manufacturing, Health Sciences & Food Production career clusters. Also, the Career Coach encourages students to enroll in CTE courses and complete the CTE program of studies.

As a partner to the IGNITE Academy on the campus of ASU-Newport, we have seen a number of our seniors graduate from high school with workplace credentials, and/or continue into a technical certificate or associate's degree program at ASU-Newport.

We understand the success of employees begins at the K-12 level with training in customer service, communications, problem-solving and critical thinking, teamwork, and workplace discipline. We are committed to working with this grant to provide opportunities to help ensure our young people understand and meet the expectations for today's workforce.

If there are any questions, please call me at 870-349-2657.

Sincerely,



Michael Holland
Principal



Harrisburg College & Career Preparatory School
207 W Estes St
Harrisburg, AR 72432
Phone: (870) 578-2417
bcraig@hbgsd.org

May 2, 2018

Dr. Sandra Massey, Chancellor
Arkansas State University-Newport
7648 Victory Blvd.
Newport, AR 72112

Dear Dr. Massey

On behalf of Harrisburg College and Career Preparatory High School, I would like to express my support for the Regional Workforce Grant. We understand that exposing students to in-demand occupations in our area gives students a clearer picture of the job opportunities available in Northeast Arkansas. Also, exposure will help bridge the gap between students successfully transitioning from high school into training programs and then leading them into the work force.

Harrisburg School District is fortunate to have a Career Coach that works closely with Arkansas State University Newport to create opportunities to expose students to Manufacturing, Health Sciences & Food Production career clusters. Also, the Career Coach encourages students to enroll in CTE courses and complete the CTE program of studies.

We understand the success of employees begins at the K-12 level with training in customer service, communications, problem-solving and critical thinking, teamwork, and workplace discipline. We are committed to working with this grant to provide opportunities to help ensure our young people understand and meet the expectations for today's workforce.

Sincerely

A handwritten signature in black ink that reads "Brandon Craig". The signature is fluid and stylized, with a large loop at the end.

Brandon Craig
Principal



June 1, 2018


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

WORKFORCE INITIATIVE ACT OF 2015 – CONTINUATION GRANT

This letter of commitment assures that as an employer partner with the Arkansas Delta Training and Education Consortium, we will actively collaborate with the ADTEC college(s) and other partners in our area in a regional workforce alliance to support the continuation phase of the Workforce Initiative Act grant program. We agree that the targeted pathway in advanced manufacturing will benefit the regional manufacturing industry by addressing critical workforce needs in eastern Arkansas and creating a pool of potential employees from the credentialed graduates.

Our role as an employer partner will include the items checked below:

- ☒ 1. Hiring of qualified credentialed graduates
- ☒ 2. Preferential hiring consideration of qualified credentialed graduates
- ☒ 3. Interviews with graduates and near completers
- ☐ 4. Work-based learning experiences (job shadowing, internship, apprenticeships)
- ☐ 5. Subject matter expertise (guest speakers; event judges; skills requirements; and/or feedback regarding program content, assessments, and credentials)
- ☐ 6. Facility tours
- ☒ 7. Participation in job and career fairs
- ☐ 8. Mentoring
- ☐ 9. Provision of program resources, such as career-based materials, shop/lab supplies, instructors, equipment, and/or other donations
- ☐ 10. Participation in grant employer partner discussions
- ☒ 11. Input into curriculum/program development

Employer Name	Industry Sector	Site Location
Schneider National, Inc.	TRANSPORTATION	300 College Blvd., West Memphis, AR 72301
Contact Name	Title	Date
Joe Davis	Field Recruiter	June 1, 2018
<div style="text-align: center;"> JOE DAVIS</div> <div>Signature: <input checked="" type="checkbox"/></div>		



June 1, 2018

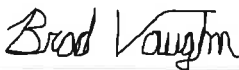
Workforce Initiative Act Grant Review Committee
Attn: Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

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Our role as an employer partner will include the items checked below:

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- ☒ 11. Input into curriculum/program development

Employer Name	Industry Sector	Site Location
Maverick Transportation, LLC.	Transportation/Distribution/Logistics	
Contact Name	Title	Date
Brad Vaughn	Vice President, Recruiting	June 1, 2018
Signature: 		

Boat's Head Provisions Co., Inc.



Established 1905

June 1, 2018

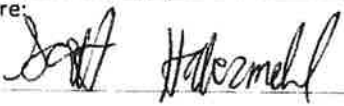
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- ☒ 11. Input into curriculum/program development

Employer Name	Industry Sector	Site Location
Boat's Frank Brunkhorst Co. LLC	Transportation/Distribution/Logistics	Forrest City, AR
Contact Name	Title	Date
Scott Habermehl	Director of HR	June 1, 2018
Signature: 		

ECS House Industries, Inc.

3720 Highway 1 South, Cherry Valley, Arkansas 72324

June 1, 2018

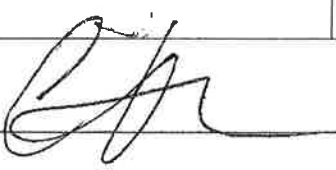
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- Yes 10. Participation in grant employer partner discussions
- Yes 11. Input into curriculum/program development

Employer Name	Industry Sector	Site Location
ECS House Industries, Inc.	Transportation/Distribution/Logistics	Cherry Valley, Ar
Contact Name	Title	Date
Chad House	CEO	June 1, 2018
Signature: 		



June 1, 2018

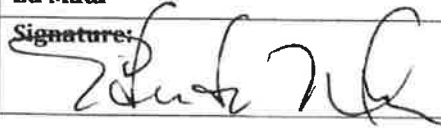
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- ☒ 11. Input into curriculum/program development

Employer Name	Industry Sector	Site Location
American Greetings	Transportation/Distribution/Logistics	Osceola Plant
Contact Name	Title	Date
Ed Mata	Asst. HR Mgr./Sr. Gen.	June 1, 2018
Signature: 		

we make the world a more
thoughtful & caring place
every single day



New Level of Service

Phone: 870-931-0313

800-872-8548

Fax: 870-932-5916

Post Office Box 19188
Jonesboro, AR 72403

May 1, 2018

Dr. Sandra Massey Chancellor
Arkansas State University-Newport
7648 Victory Blvd
Newport, AR 72112

Dear Dr. Massey:

MC Express is a leader in over the road and local delivery services in Northeast Arkansas. We utilize ASU-Newport (ASUN) as a partner in training Commercial Drivers for our business, which has 115 employees.

This letter of support is to provide ASUN with our commitment to serve in advisory capacity to ensure continued development of qualified drivers for the trucking industry in Arkansas. We will also serve as a partner through the following key activities:

- Hiring of selected and credentialed graduate candidates
- Interviews with graduates and completers
- Facility Tours
- Participation in career fairs
- Mentoring
- Planning and discussion for program improvement

MC Express values the relationship with ASUN and looks forward to continuing this partnership.

Sincerely,

A handwritten signature in black ink that reads 'Fred Fraser'.

Fred Fraser, CDS
Director of Safety



3443 Highway 641 South - P.O. Box 1080 - Murray - Kentucky 42071-0018

Telephone: 270-753-1717

June 1, 2018


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

WORKFORCE INITIATIVE ACT OF 2015 - CONTINUATION GRANT

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- ☒ 11. Input into curriculum/program development

Employer Name	Industry Sector	Site Location
Paschall Truck Lines, Inc.	Transportation/Distribution/Logistics	West Memphis, AR
Contact Name	Title	Date
David Graham	Vice President, Maintenance	June 1, 2018
Signature: 		



June 1, 2018

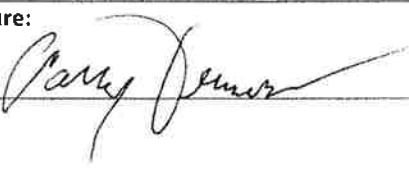
Workforce Initiative Act Grant Review Committee
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423 Main Street, Suite 400
Little Rock, AR 72201

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- ☒ 11. Input into curriculum/program development

Employer Name	Industry Sector	Site Location
Hollowell Industries, Inc.	Manufacturing	West Helena, AR
Contact Name	Title	Date
Larry Denson	Director Of HR & Administration	June 1, 2018
Signature: 		

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

Operating Divisions: Doughboy Recreational, Lomart Industries, and Embassy Pool Co.

May 22, 2018

Arkansas Department of Higher Education
423 Main St
Little Rock, AR 72201

Dear Sir:

I am pleased to share my support of the Arkansas Northeastern College Technical Center's Industrial Technologies program of study. The Technical Center provides training in career and technical programs of study, and serves as a talent pipeline into some of Mississippi County's most prominent industries, including manufacturing.

The ANC Technical Center recently reopened its Industrial Technologies (formerly Advanced Manufacturing) program of study. The program was re-opened with the specific needs of industry in mind. Our region lacks a sufficient pool of potential employees to fill the many high-demand and high-skill industrial occupations. The program has increased its focus on mechanical and electronic systems, as well as industrial maintenance.

The requested grant funding will purchase training equipment to help bridge the skills gap we currently face. Two pieces of equipment are especially pertinent to Tenaris – a Mechanical Fabrication trainer and a CNC Milling Machine. Mechanical fabrication plays an important role in achieving high quality goods at a lower cost. The CNC Milling Machine will bring a highly focused, streamlined set of skills to CNC Machine Operator training, developing skills for a CNC operator as opposed to a machinist. In other words, this equipment will help students learn how to run a CNC program.

In addition to providing skill sets relevant to Mississippi County's manufacturing industry, the Technical Center works to provide students with the soft skills needed to become valuable employees. The Technical Center works diligently to include Tenaris and other industry and business leaders as advisory committee members, as guest speakers in classes, as representatives at the Tech Center Career Day, and as partners in the ANC Young Manufacturers Academy. Tenaris feels all of these programs are beneficial to students and heartily supports them.

Tenaris enjoys hosting students at our facilities by providing student tours and job shadow opportunities. Tenaris believes these partnerships are necessary to advance and increase interest in manufacturing education and careers for our area high school students. Collaboration between area businesses, public schools, and ANC is vital to the success of future students, as well as the continued economic success of Mississippi



County.

I appreciate your consideration of Arkansas Northeastern College's grant application and look forward to a positive outcome. Please feel free to contact me should you have any further questions.

Sincerely,

Tracey Ritchey

Tracey Ritchey
Community Relations
870.776.5005
tritchey@tenaris.com

ECS House Industries, Inc.

3720 Highway 1 South, Cherry Valley, Arkansas 72324

June 1, 2018

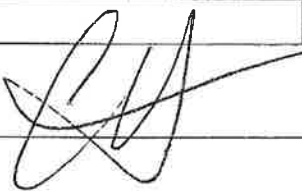
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Attn: Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

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Our role as an employer partner will include the items checked below:

- Yes 1. Hiring of qualified credentialed graduates
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- Yes 4. Work-based learning experiences (job shadowing, internship, apprenticeships)
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- Yes 11. Input into curriculum/program development

Employer Name	Industry Sector	Site Location
ECS House Industries, Inc.	Manufacturing	Cherry Valley, Ar
Contact Name	Title	Date
Chad House	CEO	June 1, 2018
Signature: 		



Unilever Jonesboro, AR NA
2407 Quality Way
Jonesboro, AR 72401

Telephone (870) 910 1100

May 15, 2018

Dr. Sandra Massey Chancellor
Arkansas State University-Newport
7648 Victory Blvd
Newport, AR 72112

Dear Dr. Massey:

Unilever operates 1 location in Northeast Arkansas. This plant includes production, warehouse, distribution, and packaging. Unilever has a workforce of approximately 400 employees in NE Arkansas and we have an on-going need for production labor, advanced manufacturing skilled support, industrial maintenance, and welding. We utilize Arkansas State University-Newport (ASUN) to provide training for incumbent employees as well as maintaining a pipeline for recruiting new employees.

Unilever requires that the candidates for our production and maintenance departments to be adequately prepared to be considered for employment. We do depend on the schools in the area, such as ASUN to provide students with basic skills to enter the workforce.

We also count on the programs such as the one at ASUN to develop individuals that will come into the workforce with strong work ethics that will help to increase employee retention and enhance work performance. For our production employees, our qualifications include strong work ethics and a desire to learn.

In addition, Unilever also relies on ASUN to help in developing members of our workforce as they grow in their roles and advance within our organization. Strong work ethics as well as proven leadership abilities are necessary qualifications for our staff members that are advancing their management careers.

We understand the success of our employees begins at the K-12 level with training in customer service, communications, problem solving and critical thinking, teamwork, and workplace discipline. We are committed to working with you to ensure our young people understand and meet the expectations for today's workforce.

We look forward to our continued partnership with you in building a strong workforce in Northeast Arkansas.

Sincerely,

Jason A. Moore
World Class Manufacturing Training Specialist
Unilever – Jonesboro, AR



Est. 1971

May 17, 2018

Dr. Sandra Massey Chancellor
Arkansas State University-Newport
7648 Victory Blvd
Newport, AR 72112

Dear Dr. Massey:

Delta Manufacturing, Inc. operates a manufacturing facility in Northeast Arkansas. This plant includes production, warehouse, distribution, and transportation services. Delta Manufacturing, Inc. has a workforce of approximately 75 employees in NE Arkansas and we have an on-going need for production labor, advanced manufacturing skilled support, industrial maintenance, and welding. We utilize Arkansas State University-Newport (ASUN) to provide training for incumbent employees as well as maintaining a pipeline for recruiting new employees.

Delta Manufacturing, Inc. requires that the candidates for our production and maintenance departments to be adequately prepared to be considered for employment. We do depend on the schools in the area, such as ASUN to provide students with basic skills to enter the workforce.

We also count on the programs such as the one at ASUN to develop individuals that will come into the workforce with strong work ethics that will help to increase employee retention and enhance work performance. For our production employees, our qualifications include strong work ethics and a desire to learn.

In addition, Delta Manufacturing, Inc. also relies on ASUN to help in developing members of our workforce as they grow in their roles and advance within our organization. Strong work ethics as well as proven leadership abilities are necessary qualifications for our staff members that are advancing their management careers.

We understand the success of our employees begins at the K-12 level with training in customer service, communications, problem solving and critical thinking, teamwork, and workplace discipline. We are committed to working with you to ensure our young people understand and meet the expectations for today's workforce.

We look forward to our continued partnership with you in building a strong workforce in Northeast Arkansas.

Sincerely,

A handwritten signature in black ink, appearing to read "Les D. Eaves", is written over a light gray background.

Les D. Eaves
Vice President

ARKANSAS' OLDEST AND LARGEST TRAILER MANUFACTURER

7901 Victory Blvd.
Newport, AR 72112

OFFICE 870-523-8941
FAX 870-523-4421

www.deltatrailers.com



May 1, 2018

Dr. Sandra Massey Chancellor
Arkansas State University-Newport
7648 Victory Blvd
Newport, AR 72112

Dear Dr. Massey:

Hytrol Conveyor is headquartered in Northeast Arkansas. This plant manufactures material handling equipment. Hytrol has a workforce of approximately 1100 employees in NE Arkansas and we have an on-going need for production labor, advanced manufacturing skilled support, industrial maintenance, and welding. We utilize Arkansas State University-Newport (ASUN) to provide training for incumbent employees as well as maintaining a pipeline for recruiting new employees.

Hytrol requires that the candidates for our production and maintenance departments to be adequately prepared to be considered for employment. We do depend on the schools in the area, such as ASUN to provide students with basic skills to enter the workforce.

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In addition, Hytrol also relies on ASUN to help in developing members of our workforce as they grow in their roles and advance within our organization. Strong work ethics as well as proven leadership abilities are necessary qualifications for our staff members that are advancing their management careers.

We understand the success of our employees begins at the K-12 level with training in customer service, communications, problem solving and critical thinking, teamwork, and workplace discipline. We are committed to working with



SYSTEMS • SOLUTIONS • SERVICE

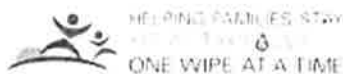
you to ensure our young people understand and meet the expectations for today's workforce.

We look forward to our continued partnership with you in building a strong workforce in Northeast Arkansas.

Sincerely,

Chris Glenn
VP of Manufacturing Operations

A large, stylized handwritten signature in black ink, likely belonging to Chris Glenn, written over the printed name.



NICE-PAK PRODUCTS, INC.

May 1, 2018

Dr. Massey
Arkansas State University-Newport
7648 Victory Blvd
Newport, AR 72112

Dear Dr. Massey:

Dear Sirs and Madam:

Greetings from Nice- Pak Products Inc. We are a global company with facilities in Arkansas, Indiana, New York, Germany and England. We manufacture wet wipes for a variety of uses including babies, surface cleaning, makeup removal and moist toilet tissue. Worldwide we employ 2,500 people with 220 of those employed in Jonesboro. Nice-Pak hires maintenance personnel that need to have specific education and training which this program can provide.

Specifically things like fabrication, bearings and belts, welding, motors, drives, sensors both analog and digital, PLC's, electrical circuits are critical to the effectiveness of our operations. Our maintenance and controls technicians need to be able to understand and read both mechanical and electrical drawings, motor wiring, general understanding of OSHA regulations relating to the tasks performed by our maintenance staff.

The ability to troubleshoot equipment is critical, to both diagnose and repair it as well as the ability to discern the root cause of the issue. These are just some of the things Nice-Pak would like this program to provide future Nice Pak maintenance employees.

Nice-Pak is pleased to provide you with a letter of support for this regional work force grant because it will help us have access to a broader pool of qualified job candidates in occupations critical to our success. In this region of Arkansas, we have found it difficult to find candidates with the kind of education and training Nice-Pak desires for its maintenance employees. The certifications that students acquire in PLC's, safety, welding and other skills will ensure that people we hire meet industry standards for knowledge and skills. These targeted programs help us create a career path for our employees and help us promote from within. We understand the success of our employees begins at the K- 12 level with training in customer service, communications, problem solving, critical thinking, teamwork, and workplace discipline. We are committed to working with you to ensure our young people understand and meet the expectations for today's and tomorrow's workforce.

Nice-Pak looks forward to a continued partnership with you in building a strong work force in our region.

Sincerely,

Stanley Lichucki
Site Director, Jonesboro Operation



9701 E. Highland Drive
Jonesboro, AR 72401

800.327.9209 TEL

www.fmhconveyors.com

May 1, 2018

Dr. Sandra Massey Chancellor
Arkansas State University-Newport
7648 Victory Blvd
Newport, AR 72112

Dear Dr. Massey:

FMH Conveyors operates in one location in Northeast Arkansas. This plant includes sales, marketing, engineering, production, warehouse, distribution, and packaging. FMH Conveyors has a workforce of approximately 350 employees and we have an on-going need for production labor, advanced manufacturing skilled support, industrial maintenance, and welding. We utilize Arkansas State University-Newport (ASUN) to provide training for incumbent employees as well as maintaining a pipeline for recruiting new employees.

FMH Conveyors requires that the candidates for our production and maintenance departments to be adequately prepared to be considered for employment. We do depend on the schools in the area, such as ASUN to provide students with basic skills to enter the workforce. We also count on the programs such as the one at ASUN to develop individuals that will come into the workforce with strong work ethics that will help to increase employee retention and enhance work performance. In addition, FMH Conveyors also relies on ASUN to help in developing members of our workforce as they grow in their roles and advance within our organization. Strong work ethics as well as proven leadership abilities are necessary qualifications for our staff members that are advancing their management careers.

We look forward to our continued partnership with you in building a strong workforce in Northeast Arkansas.

Sincerely,

William T Royals
Senior Director of Manufacturing Operations



FMH CONVEYORS AMERICAS
9701 E. Highland Dr.
Jonesboro, AR 72401
Office 870.933.1729
Mobile 870.329.4711

bill.royals@fmhconveyors.com

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Boar's Head Provisions Co., Inc.



Established 1905

June 1, 2018


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

WORKFORCE INITIATIVE ACT OF 2015 – CONTINUATION GRANT

This letter of commitment assures that as an employer partner with the Arkansas Delta Training and Education Consortium, we will actively collaborate with the ADTEC college(s) and other partners in our area in a regional workforce alliance to support the continuation phase of the Workforce Initiative Act grant program. We agree that the targeted pathway in advanced manufacturing will benefit the regional manufacturing industry by addressing critical workforce needs in eastern Arkansas and creating a pool of potential employees from the credentialed graduates.

Our role as an employer partner will include the items checked below

- ☒ 1. Hiring of qualified credentialed graduates
- ☒ 2. Preferential hiring consideration of qualified credentialed graduates
- ☐ 3. Interviews with graduates and near completers
- ☐ 4. Work-based learning experiences (job shadowing, internship, apprenticeships)
- ☐ 5. Subject matter expertise (guest speakers; event judges, skills requirements, and/or feedback regarding program content, assessments, and credentials)
- ☒ 6. Facility tours
- ☐ 7. Participation in job and career fairs
- ☐ 8. Mentoring
- ☐ 9. Provision of program resources, such as career-based materials, shop/lab supplies, instructors, equipment, and/or other donations
- ☒ 10. Participation in grant employer partner discussions
- ☒ 11. Input into curriculum/program development

Employer Name	Industry Sector	Site Location
Boar's Head Provisions Co., Inc.	Manufacturing	Forrest City, AR
Contact Name	Title	Date
Scott Habermehl	Director of HR	June 1, 2018
Signature: 		



220 S Woods St, West Memphis, AR 72301
870-733-9100

May 4, 2018

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

WORKFORCE INITIATIVE ACT OF 2015 – CONTINUATION GRANT

This letter of commitment assures that as an employer partner with the Arkansas Delta Training and Education Consortium, we will actively collaborate with the ADTEC college(s) and other partners in our area in a regional workforce alliance to support the continuation phase of the Workforce Initiative Act grant program. We have participated in discussions with our local ADTEC college(s) and agree that the targeted pathway in advanced manufacturing will benefit the regional manufacturing industry by addressing critical workforce needs in eastern Arkansas and creating a pool of potential employees from the credentialed graduates.

Our role as an employer partner will include the items checked below:

- ☒ 1. Hiring of qualified credentialed graduates
- ☒ 2. Preferential hiring consideration of qualified credentialed graduates
- ☒ 3. Interviews with graduates and near completers
- ☐ 4. Work-based learning experiences (job shadowing, internship, apprenticeships)
- ☒ 5. Subject matter expertise (guest speakers; event judges; skills requirements; and/or feedback regarding program content, assessments, and credentials)
- ☒ 6. Facility tours
- ☒ 7. Participation in job and career fairs
- ☐ 8. Mentoring
- ☒ 9. Provision of program resources, such as career-based materials, shop/lab supplies, instructors, equipment, and/or other donations
- ☒ 10. Participation in planning discussions
- ☒ 11. Provide input into curriculum/program development

Employer Name	Industry Sector	Site Location
DMN, Inc.	Manufacturing	West Memphis, AR
Contact Name	Title	Date
Ricky Ussery	Controller	May 4, 2018
Signature: 		



4/26/2018

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

WORKFORCE INITIATIVE ACT OF 2015 – CONTINUATION GRANT

As a regional economic development partner, the Forrest City Area Chamber of Commerce supports programs and initiatives in support of meeting the workforce demands of our business and industry partnerships. As a participant in the Arkansas Delta Training and Education Consortium (ADTEC), East Arkansas Community College provides regional transportation and advanced manufacturing employers with a trained workforce capable of addressing regional skills gaps associated with automotive, agricultural, transportation, manufacturing, and logistics industrial sectors.

ADTEC's regional workforce grant initiative continues to serve the region in this capacity, and the Forrest City Area Chamber of Commerce supports the ongoing efforts of EACC and the other ADTEC regional partner colleges in support of increasing the Arkansas Delta's national and international industrial competitiveness.

On behalf of the Forrest City Area Chamber of Commerce, this letter serves as support for the ongoing efforts and success of the ADTEC regional workforce initiative.

Appreciatively,

A handwritten signature in dark ink, appearing to read "Christopher Heigle".

Christopher Heigle
Board Chair
Forrest City Chamber of Commerce