

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

**APPLICATION COVER SHEET**

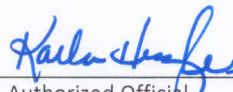
*DUE JUNE 1, 2016*

<b>To:</b>	Arkansas Department of Higher Education	
<b>Requesting Institution:</b>	University of Arkansas at Monticello	
<b>Title of Project:</b>	Workforce Alliance of Southeast Arkansas	
<b>Project Partners:</b>	1. Clearwater Pulp & Paper Corp. 2. Georgia-Pacific Pulp & Paper Corp. 3. Potlatch Corporation 4. JB's Diesel Doctor 5. Monticello Diesel Repair 6. Summit Trucking 7. Ark. Dept. of Education Transportation Superintendent 8. 9. 10.	
<b>Requested Budget:</b>	\$1,050,000.00	
<b>Date Submitted:</b>	5/31/2016	
<b>Applicant Contact:</b>	Janie Carter	
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**Authorized Signatures for Institution**

University of Arkansas at Monticello

Dr. Karla Hughes  
Chancellor

  
Authorized Official

Lead Institution

## Act 1131 of 2015

### Regional Workforce Implementation Grant Application

*Please complete each section of this application and submit to the Arkansas Department of Higher Education by **June 1, 2016**. Applications should be emailed to [ADHE.Workforce.Grant@adhe.edu](mailto:ADHE.Workforce.Grant@adhe.edu). Please note that only projects that were awarded a planning grant are eligible to apply for an implementation grant.*

#### SECTION 1 – PROGRAM NEED

**20 Points**

Proposals will include a thorough description of the labor needs, as determined by the Local Workforce Development Board, and specifically identify the skills gap employers face in the selected region and will continue to face in the future. Entities seeking grant funds must outline the proposed program and/or equipment needed and how creation of the program and/or acquisition of equipment will address those labor needs.

*Essential Components:*

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

Keep the following rubric in mind when completing this section:

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

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

### Section 1 – Program Need:

Projected industry and occupational growth for southeast Arkansas does not differ significantly from similar trends across the country. As depicted in the table below, due to demographics related to our aging population, the greatest overall need for workers is -- and will continue to be -- healthcare and healthcare support occupations, to include personal care and other service occupations. At present the University of Arkansas at Monticello (UAM) offers degrees in nursing, and the Colleges of Technology in Crossett and McGehee offer certificate programs in Nursing Assistant, Practical Nursing, and Health Information Technology. The Nursing Assistant course and some of the courses in the Health Information Technology program are offered as concurrent credit in area high schools as well. In the past two years, a combined total of 294 certificates have been awarded through the UAM Colleges of Technology (either certificates of proficiency or technical certificates) that directly or indirectly support healthcare. The Workforce Alliance of Southeast Arkansas' high schools and colleges are making efforts to address the healthcare concerns evident in the chart below, and further efforts in this occupational area are high priorities in the event UAM is awarded a continuation implementation grant. In fact, on May 25 (this past week), Alliance partners met with the University of Arkansas (UA) System Division of Agriculture and staff from the UA System Research and Extension office where future plans for partnerships in healthcare education and training efforts for the Arkansas delta region were discussed.

#### Southeast Arkansas Local Area Profile

##### Arkansas DWS Discover Arkansas Labor Market Information (May 2016)

Fast Growing Occupations 2012-2022	
	# of Increased Positions
Nursing, Psychiatric, and Home Health Aides	744
Personal Care Aides (Demand)	528
Home Health Aides (Demand)	310
Computer Network Architects (Demand)	5
Fast Growing Industries 2012-2022	
	# of Increased Positions
Service-Providing	3,647
Education and Health Services	2,603
Health Care and Social Assistance	2,524
Total, All Industries	2,384
Social Assistance	1,139
Food Services and Drinking Places	852
Accommodation and Food Services	835
Leisure and Hospitality	818
Nursing and Residential Care Facilities	796
Public Administration (Not State or Fed)	544
Ambulatory Health Care Services	477
Public Administration (State)	465

Based on conclusions drawn during the Regional Workforce Planning Grant and notwithstanding needs reflected above, there are numerous manufacturing industries that support our economy in southeast Arkansas; thus, it is advanced manufacturing and related fields of workforce development that this first implementation grant will address. According to Labor Management Information (LMI) published by Arkansas Department of Workforce Services and illustrated in the table that follows, the Southeast Arkansas Local Workforce Investment Board region currently has “In Demand” occupations that include electromechanical and maintenance technicians, machinists, machine operators, and welders. These and other occupations are included in a variety of manufacturing industries in southeast Arkansas. Of utmost necessity to transporting goods to and from manufacturing plants are commercial truck drivers and occupations related to diesel engine repair and maintenance. Developing the skills needed for these in-demand occupations will be the primary aim for the education to employment connection for the Workforce Alliance of Southeast Arkansas Implementation Grant.

**Projected Employment Opportunities List 2015-2016  
Southeast Arkansas Workforce Investment Area**

Occupational Information			Training Program Information	
SOC Code	Occupational Title	Annual Mean Wage <sup>1</sup>	CIP Code	CIP Title
11-1021	General and Operations Managers	\$87,850	31.0399 44.0401 52.0101 52.0201 52.0212 52.0701 52.0801 52.1101 52.1301	Parks, Recreation and Leisure Facilities Management, Other Public Administration Business/Commerce, General Business Administration and Management, General Retail Management Entrepreneurship/entrepreneurial Studies Finance, General International Business/Trade/Commerce Management Science
11-9141	Property, Real Estate, and Community Association Managers	\$46,180	04.1001 52.1501	Real Estate Development Real Estate
47-5031	Explosives Workers, Ordnance Handling Experts, and Blasters	\$38,410	48.0505	Blasting/Blaster
49-9062	Medical Equipment Repairers	\$34,990	15.0401	Biomedical Technology/Technician
51-2023	Electromechanical Equipment Assemblers	\$33,260		NO MATCHING CIP
51-4041	Machinists	\$38,120	48.0501 48.0503	Machine Tool Technology/Machinist Machine Shop Technology/Assistant
51-4072	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	\$28,630		NO MATCHING CIP
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	\$34,650	48.0501 48.0503	Machine Tool Technology/Machinist Machine Shop Technology/Assistant
51-4122	Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	\$34,890	48.0508	Welding Technology/Welder
51-8021	Stationary Engineers and Boiler Operators	\$45,100		NO MATCHING CIP
51-9191	Adhesive Bonding Machine Operators	\$29,650		NO MATCHING CIP
51-9196	Paper Goods Machine Setters, Operators, and Tenders	\$41,070		NO MATCHING CIP
53-4011	Locomotive Engineers	\$56,900	49.0208	Railroad and Railway Transportation

<sup>1</sup>The annual mean wage is a statewide figure obtained from the May 2014 Occupational Employment and Wage Survey.

Although additional businesses and industries are expected to join the collaboration in the future, the most active current employer partners are the following: Arkansas Department of Education Transportation Division, JB's Diesel Doctor, Clearwater Pulp and Paper, Georgia-Pacific Crossett Paper Operations, Summit Trucking Group, and Potlatch Corporation.

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

The Standard Occupational Classification (SOC) codes highlighted in the preceding table specifically identify occupational titles in the Production Occupations (SOC 51-0000) that correlate to programs of study offered through UAM Colleges of Technology at Crossett (UAM-CTC) and McGehee (UAM-CTM). Industrial Maintenance and Electromechanical Technology have been offered on the Crossett campus in one form or another since the institution opened in 1975, and as a result of strong insistence from industry in Southeast Arkansas will be offered on the McGehee campus beginning in January 2017.

#### **Targeted Program Needs:**



##### **Electromechanical Technology Program(s):**

Prior to and continuing throughout the planning grant phase, UAM staff members met with industry representatives at both Clearwater Paper (Pulp and Paperboard Division) located in Arkansas City and Georgia-Pacific Pulp and Paper Crossett Operations. Feedback from these and numerous other employers as well as follow-up evaluations from former graduates emphasized the need to make graduation requirement modifications to the Electromechanical Technology and Electromechanical Technology-Instrumentation Programs. A course in solid state electronics is being deleted; the critically important course, programmable logic controls, is being enhanced with more depth in theory and lab activities; and equipment is being purchased to replicate real-time operations that electromechanical and instrumentation technicians encounter in industry environments. The need for instruction in industrial automation was voiced by the industry representatives; therefore, a new course entitled Industrial Automation/Robotic Concepts is being added to program requirements. Another advanced manufacturer in support of increased training of instrumentation technicians (but not a current partner of UAM Colleges of Technology) is Evergreen Packaging in Pine Bluff. Leaders from that plant have been adamant about the need for more instrumentation technicians, citing the continual retiring of “Baby Boomers” causing at least a 40% turnover of skilled workers for the upcoming years.

Human Resources Manager at Clearwater Paper Corporation/Pulp and Paperboard/Cypress Bend Mill, Chris Davis, contributes the following points about their partnership:

“Clearwater Paper has partnered over the years with UAM Colleges of Technology and is looking forward to continuing that relationship in the future as retirements [from our workforce] will continue to be an issue over the next five years. Clearwater will be adversely impacted because of a lot of years of experience will be leaving the company.

- Clearwater Paper will need educated electrical and instrumentation mechanics ready to go “day one” as C level (entry level) mechanics. These mechanics will need

working knowledge of the types of equipment that are to be maintained at our site as part of the training offered.

- Clearwater Paper will need educated millwright mechanics ready to go “*day one*” at a C level (entry level) position. These mechanics must also have a good working knowledge of the types of equipment that are to be maintained at our site as part of the training offered.
- Clearwater Paper will continue to participate in local high school career fairs and visit with students about careers in Electromechanical and Instrumentation (E & I) and millwright careers, along with promoting the opportunities being offered at UAM Colleges of Technology.
- The UAM Colleges of Technology will need instructors and up-to-date training equipment to make this training initiative successful. The payback from “home-growing” our own mechanics will be tremendous for the students, our company, and the entire delta region.”

#### Machine Operator Training:

Industry representatives from the Georgia-Pacific Pulp and Paper Crossett Operations (G-P) have expressed a need not only for electromechanical technicians, but also for what they have tagged the “super” (machine) operator. Through an internship/apprenticeship type of program that mirrors programs successful in other states, the G-P Human Resources/Training Department has requested a partnership with the UAM-College of Technology-Crossett campus to develop and implement a pilot program that would train completers as multi-skilled craftsmen with mechanical and electrical skills to enable them to set, tend, operate, and efficiently maintain their own machines. The curriculum will encompass a two and one-half year period of time wherein the “interns” would work for pay, attend college, and exit the program with an Associate of Applied Science degree. According to Senior Manager Human Resources, Chris Clark, and Training Manager Catherine Hillier, points of concern for the Crossett mill include the following:

- “Manufacturing processes and technologies are requiring higher levels of skills than in the past;
- Streamlined production lines and increased automation have made it challenging for talent to keep up;
- The skill gap will affect skilled production jobs the most;
- The highest rated skill gaps with current employees are problem solving, technical training, basic employability skills to include work ethic, computer skills, math skills and reading/writing/communication skills;
- Education systems need to better support the skills gap in the manufacturing sector, and manufacturing organizations need to form partnerships with schools.”

Rationale and background for Georgia-Pacific Crossett Federation of Advanced Manufacturing Education (Crossett FAME) according to Clark and Hillier are as follows:

“To remain competitive we must have qualified and skilled workers, and we need a higher educated workforce just to do the entry level jobs – not just the advanced level jobs. Baby boomers are retiring, leaving gaps in our workforce, fewer students are seeing the advantages of a career in manufacturing, and current applicants into



our workforce are not prepared technically or in workplace values and practices to be successful in our operations.

One of the top priorities we face is workforce development and workforce availability. Day in and day out we can repetitively make products; however, in the end if our employees don't have the ability to resolve technical issues, it is a struggle for us to remain competitive. We don't have the reliability and superior performance in quality, cost, and yield. There is an increasing amount of automation going into the manufacturing that we do that requires our employees to be able to not only work on this equipment, but also troubleshoot issues and handle basic equipment alignment and reliability needs. These types of premium skillsets are highlighted in the FAME program and part of the on-the-job training for individuals selected to participate in this work/learn combination design.

This model aligns with the Crossett Paper Operations vision to 'create long term value through application of our *Operations Excellence* model to stabilize our operation and improve our competitive position in quality, cost, yield and/or productivity.' This design also fits with our *Talent Development* strategy to 'proactively attract, motivate, develop, and retain a diverse group of employees at all levels of the organization in order to grow leaders and support mill strategies.' This investment advances Crossett's vision to improve the processes that support building employee capabilities at a competitive pace, in turn improving equipment reliability and efficiency and ensuring there is a pool of qualified applicants in our hiring pool as needed."

Following is the informational flyer that Chris Clark and Workforce Alliance of Southeast Arkansas Business/Industry Liaison, Campbell Wilkerson, have distributed to six local high school counselors for participants/scholarships to be awarded in July 2016.



**EARN A SALARY AND GRADUATE FROM COLLEGE DEBT FREE**

Choosing the right place to start a successful career is challenging. While some opportunities can leave you lost in the shuffle, others offer limited experience and potential growth. Georgia-Pacific Crossett, LLC stands apart from the rest, providing a combination of diverse roles, abundant resources, and personalized training that encourages your personal and professional development.

The CROSSETT FAME program provides opportunities to gain an in-depth understanding of our business processes through real projects, hands-on learning opportunities, and a structured mentoring program while completing a technical college curriculum.

Paid participation in this engaging experience includes a 2-1/2 year commitment to a work and study combination program including:

- ☐ Meaningful involvement with projects across the facility
- ☐ Exposure to all manufacturing processes
- ☐ Professional guidance through work assignments
- ☐ Market-Based Management™ training
- ☐ Technical and process skill building
- ☐ Completion of a college degree
- ☐ Direct interaction with business leaders



### Diesel Technology Program(s):

Although not included in the SOC 51-000 Production Occupations classification, this program falls in a very closely related SOC 53-0000, Transportation Material Moving Occupations. Manufacturing is one of the top three industry sectors in Southeast Arkansas as depicted in a LWIB data table that follows. It goes without saying that without skilled transit providers, the manufacturing industry cannot function. All ten counties in the LWIB for Southeast Arkansas are included in the table; however, the first implementation phase will include only seven of the ten counties.

**Data for LWIB Southeast Arkansas**  
**2009-2013 American Community Survey (5-Year Average)**  
**Source: UALR Institute for Economic Advancement (May 2016)**

County	#1 Industry Sector	#2 Industry Sector	#3 Industry Sector
Arkansas	Manufacturing	Educational services, and health care and social assistance	Retail trade
Ashley	Manufacturing	Educational services, and health care and social assistance	Retail trade
Bradley	Educational services, and health care and social assistance	Manufacturing	Retail trade
Chicot	Educational services, and health care and social assistance	Manufacturing	Agriculture, forestry, fishing and hunting, and mining
Cleveland	Educational services, and health care and social assistance	Manufacturing	Retail trade
Desha	Educational services, and health care and social assistance	Manufacturing	Retail trade
Drew	Educational services, and health care and social assistance	Retail trade	Manufacturing
Grant	Educational services, and health care and social assistance	Manufacturing	Retail trade
Jefferson	Educational services, and health care and social assistance	Manufacturing	Public Administration
Lincoln	Educational services, and health care and social assistance	Manufacturing	Public Administration

As was projected in the Regional Workforce Planning Grant, the Arkansas Department of Higher Education Coordinating Board approved a new Diesel Technology Technical Certificate Program to be offered through the University of Arkansas at Monticello Colleges of Technology beginning in Fall 2016. The coursework necessary for a Certificate of Proficiency in Tractor Trailer Operation will be imbedded in the program of study that will prepare a student to sit for an Arkansas Commercial Driver's License – an industry-recognized credential. Students who complete the program will be workforce ready with a broad understanding of diesel motors and mechanical applications including diesel engine theory and design, engine optimization, cooling structures, lubrication systems, induction exhaust, transmissions, heavy-duty torque converters, and



powertrain principles. Other programs offered at the University of Arkansas at Monticello Colleges of Technology that will support the Diesel Technology Program are technical certificate programs in Heavy Equipment Operation and Automotive Technology.

The purpose of the Diesel Technology Technical Certificate program is to serve students and employers from South Arkansas and beyond. The certificate of proficiency will meet the needs and goals of a range of individuals including public school transportation department technicians seeking to enhance their credentials and abilities, public school transportation department heads, as well as diesel repair shops, automotive dealerships, service managers, freightliner dealerships, and international trucking companies seeking to hire qualified technicians, high school students seeking a credential in order to become employed as technicians, current employees, unemployed individuals, and displaced workers seeking a credential to obtain a high demand, high wage job.

As a part of the program approval process through ADHE, the following table was compiled and submitted that indicates the businesses/industries surveyed to identify their employment needs, wage projections, immediate openings, openings in 2-5 years and indication of tuition assistance for employees:

Company	Location(s)	Type of Company	Wage Projections Per hour	Immediate openings	Openings in 2-5 years	Tuition Assistance
Ryburn Motor Company	Monticello, AR	Automotive Dealership	\$9 - \$31	2-5	10	yes
State School Bus Inspector for Southeast Arkansas	50 School Districts in South Arkansas	Arkansas Division of Public School Academic Facilities & Transportation	\$13 - \$30	20	40-50	yes
JB's Diesel Doctor	Monticello, AR serving South Arkansas	Diesel Repair	\$15 - \$22	1	3	no
Jim Bailey Diesel Repair	Monticello, AR serving Arkansas	Diesel Repair	\$15 - \$20	4	10	yes
Cummins Mid-South Diesel Repair	Little Rock, AR	Diesel Repair	\$13 - \$35	1	10-15	yes
Truck Centers of Arkansas Freight Liner Dealership	N. Little Rock, Springdale & Van Buren	Freightliner Dealership	\$12 - \$30	42	50	yes
Summit Truck Group International Dealership	W. Memphis, Little Rock, Pine Bluff, Russellville, Springdale	International Dealership	\$14 - \$31	78-100	100	yes
<b>Total Technicians Needed and Wage range</b>			\$9 - \$35	148-173	223-238	

Over the past two years, potential students, existing students, public school counselors and other public school employees, business/industry employers, UAM-CTM staff and regional Workforce Services employees have indicated student interest in a diesel technology program. Approximately 200 students have shown a direct interest in enrolling in a diesel technology program in the McGehee or Monticello area.

Research to determine the need for the diesel technology program revealed an extreme shortage of diesel mechanics and drivers all over the country including Arkansas. The Bloomberg Business website published an article <http://www.bloomberg.com/bw/articles/2013-11-14/2014-outlook-truck-driver-shortage> which references a report by the American Trucking Association. According to this report, “there are currently 25,000 unfilled truck driving jobs nationwide and this number is expected to reach 330,000 by 2020.” A separate article published April 16, 2014 by the Commercial Carrier Journal <http://www.ccjdigital.com/technician-shortage-fleets-dealers-shops-face-growing-gap-for-qualified-mechanics/> references the Department of Labor’s prediction of a technician shortage indicating that the trucking industry could face a technician shortage as large as 200,000. The article further reiterated that there are only 3,500 diesel and truck technicians who enter the labor market through schools each year, not nearly enough to keep up with growth and demand.

Bureau of Labor Statistics (BLS) data posted in the Arkansas Democrat-Gazette published April 3, 2014, stated “there were over 238,150 diesel service technicians and mechanics employed nationally in 2013.” Projections for the industry from the Bureau showed a nine percent growth between 2010 and 2020. Those numbers don’t account for an expected shortage created by retiring workers. According to Tony Molla, a vice president of the National Institute for Automotive Excellence who was interviewed in the article, “statistical evidence suggests the need for more workers”; he was also quoted as saying, “at the rate the baby boomers are retiring, within the next 10 years, you’re talking about half the people (50%) needed in the profession being gone. There’s a need. All you have to do is look around to see it... look around any shop, and you’re starting to see a lot of gray hair.” Jim Nichols, coordinator of training and recruitment for the Summit Holdings region that includes Arkansas, was interviewed and stated that there is an extreme diesel technician shortage in Arkansas. Summit, a nationwide network of 29 dealerships with locations in West Memphis, Little Rock, Pine Bluff, Russellville, and Springdale was contacted via telephone to complete an employer needs survey. Nichols stated that Summit Holdings currently needs approximately 100 technicians.

According to the Diesel Mechanic Guide at <http://www.dieselmecanicguide.com/diesel-mechanic-schools-arkansas/> “As the American economy continues to rebound, consumers are spending more on food and retail goods. This increase in spending means more diesel-powered vehicles are required to transport goods from manufacturers to retailers. Companies in Arkansas are experiencing the increase in shipping demand, requiring them to purchase more diesel-powered vehicles to help keep up. Because of the essentiality of diesel-powered vehicles, companies are looking to hire additional certified diesel mechanics to service and maintain their growing shipping fleets. Certified diesel mechanics who have earned their certification or degree in diesel technology should enjoy job stability and numerous employment opportunities in Arkansas.”



#### *Work Readiness and Economic Development Initiative:*

Hundreds, if not thousands, of studies, reports, television programs, and articles have been published over the past two to three decades that signal alarm for the worsening condition of the workforce of the United States. Lack of work readiness and widening skills gaps are evident. Brian Solomon, stated in his article, “How Can America Narrow the Widening Skills Gap?” published at [www.forbes.com](http://www.forbes.com), “While many young adults can’t find jobs, many employers say they can’t find enough qualified applicants for filling skilled jobs. The question is what can

be done to address that.” Although the Alliance partners recognize fully that there is neither one perfect solution nor a magic wand to fix the floundering status of work readiness in our country, a set of tools developed by ACT® in the form of the ACT® WorkKeys assessments and ACT® National Career Readiness Certificate provide positive steps toward improvement. Some of the comments made by the Georgia-Pacific leaders in the earlier part of this section echo the need for steps in the right direction rather than doing nothing and expecting improvement. The undertaking of work toward ACT® Work Ready Communities (ACT® WRC) certification has been endorsed by the Delta Regional Authority and adopted by the Workforce Alliance of Southeast Arkansas as a viable effort for upgrading the region’s workforce and increasing potential for enhanced economic development.

Early in our regional partners’ discussions about “...what could be done...,” the topic of ACT® Work Ready Communities came to light. Nita McDaniel, Director of the Monticello (Drew County) Economic Development Corporation stated that she has had at least one potential industry looking at locating in Drew County who point-blank asked the question, “Are you an ACT® Work Ready Community?” McDaniel stated, “Industry leaders are increasingly aware that ACT® Work Ready Communities are better situated to deliver a qualified workforce.” Donna Lawhon, Director of the Bradley County Economic Development Corporation, commented, “The cooperation and hard work of businesses, city and county officials, and educators will be necessary to accomplish our [ACT® WRC] goals, but we will have added a very important recruitment tool by acquiring this certification – one which will attract new businesses, benefit existing or expanding businesses, and enrich the lives of our citizens.”

**SECTION 2 – PROGRAM PLAN****25 Points**

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

- Detailed project timeline and overview- provide a month-by-month overview of the critical convenings, activities, and actions that will comprise the project.
- Measurable objectives for each phase of the project- detail the metrics utilized throughout the project to track how credentialed job candidates possessing the skills needed by employers will be provided.
- Project governance and accountability plan- clearly describe the plan for governance, meetings, and decision-making structure; identify a project director; and identify members of a project steering committee that will maintain oversight throughout the project period.
- Pathways articulation and support- clearly describe the educational pathway(s) and support services that will be developed, or existing pathways that will be enhanced, to meet the identified workforce needs. Pathways should incorporate all appropriate student outcomes from short-term industry-recognized credentials through the highest certificate or degree programs appropriate to the identified career goals and include career step-out points at the completion of each credential.
- Role of equipment request- required only for those proposals seeking equipment purchases. Outline how equipment purchase will specifically address local labor market needs; provide detailed description of equipment, educational value of equipment in preparing workforce, and justification for purchase.  
*NOTE: Equipment may not be purchased during the planning phase*
- Performance assessment- clearly define measurable outcomes to be achieved through implementation of the plan and strategies to measure and report achievement of those outcomes. Priority will be given to programs which prepare candidates for high wage jobs or which create capacity to move candidates from unemployment to employment.
- Program plans must be designed to meet the goals and core requirements of the Regional Workforce Grants program. At a minimum, the plan must include a detailed project timeline and overview, measurable objectives for each phase of the project, a project governance and accountability plan, pathways articulation and support, the role of any equipment requested, and a performance assessment.

Keep the following rubric in mind when completing this section:

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

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

**SECTION 2 – PROGRAM PLAN** – The program plan for the Workforce Alliance of Southeast Arkansas has two (2) major emphases. Each component will be outlined separately with its project timeline as indicated. The components are:

**Emphasis 1: Business/Industry Driven Training Programs**

- A. Diesel Technology Technical Certificate Program
- B. Electromechanical Technology-Instrumentation Program Revisions
- C. Advanced Manufacturing Technician Education Apprenticeship Project
- D. Incumbent Worker Training

**Emphasis 2: ACT Work Ready Communities County Initiative to Develop/Strengthen Business/Industry Partnerships in Public Schools and Regional Economic Development**

**Emphasis 1-A: Diesel Technology Technical Certificate Project**

**a) Timeline and Overview:** After a two-year collaborative effort between area employers and the UAM College of Technology-McGehee, a diesel technology technical certificate program has been approved by the Arkansas Department of Higher Education and will be offered beginning Fall 2016. The program outline is shown in the table that follows:

Diesel Technology Course Outline							
UAM College of Technology McGehee							
			Contact Weekly	Theory Hours	Shop/Lab Hours	Total Clock Hours	Semester Credit Hours
<b>Semester I</b>							
CDL	1013	*Servicing Road Tractors and Trailers	2-3	30	45	75	3
CDL	1024	*Tractor/Trailer Operation	2-6	30	90	120	4
CDL	1033	*Tractor/Trailer Operation Internship	0-9	0	135	135	3
DTT	1053	*Diesel Fundamentals	3-0	45	0	45	3
BUS	1021	*Tech Keyboarding (Lab)	0-2	0	30	30	1
DTT	1034	Diesel Engines	3-3	45	45	90	4
						405	<b>18</b>
<b>Semester II</b>							
DTT	1062	Electrical/Electronic Systems	1-3	15	45	60	2
DTT	1042	Diesel Fuel Injection Systems	1-3	15	45	60	2
CFA	1103	Computer Fundamentals	3-0	45	0	45	3
DTT	1073	Power Trains	2-3	30	45	75	3
DTT	1023	Brake Systems	2-3	30	45	75	3
MAT	1203	*Technical Mathematics	3-0	45	0	45	3
						240	<b>16</b>
<b>Semester III</b>							
DTT	1012	Air Conditioning Systems	1-3	15	45	60	2
COM	1203	Technical Communications	3-0	45	0	45	3
						105	<b>5</b>
Theory Hours (T) = 1:1; Keyboarding Lab Hours = 2:1							
Shop (S) & Internship Hours = 3:1			<b>Totals</b>	390	570	750	<b>**39</b>
*Courses required to Exit with a Certificate of Proficiency in Tractor Trailer Operation CIP Code: 49.0205 Commercial Vehicle Operator							
** All courses are required to Exit with Technical Certificate in Diesel Technology CIP Code: 47.0605 Diesel Technology							

The Monticello Diesel Repair Shop plans to provide paid internship opportunities to students during the first semester as shown on the outline above. Based on the high demand of the program as illustrated in Section 1-Program Need regarding diesel mechanics, it is anticipated that other companies will provide such opportunities in the future.

- July 2016: Implementation Grant Awarded
  - Diesel Advisory Group meets
  - Faculty and staff hired
  - Facilities prepared (McGehee and Monticello)
  - Equipment secured
    - Donated equipment received
    - Equipment purchased (bidding process where necessary)
- August 2016: Finalize Fall 2016 curriculum
  - Textbooks , supplies and syllabi finalized
- September 2016: Fall Semester Continues
  - Theory sessions conducted in McGehee
  - Lab/Shop sessions conducted in Monticello
  - Student internships at participating shops
  - Employers complete evaluations of student interns
  - On-site visits made by Diesel Advisory Group members



- October 2016: Fall Semester Continues
  - Mid-semester assessment (student grades)
  - Mid-semester assessment by Diesel Advisory Group (Curriculum/equipment/supplies)
- November 2016: Fall Semester Continues
  - On-site visits made by Diesel Advisory Group members
- December 2016: Fall Semester Completed
  - Students complete course and faculty evaluations
  - Award Certificates of Proficiency in Tractor Trailer Operation
  - Diesel Advisory Group meets
  - Finalize curriculum and student resources for Spring 2017
- January – May 2017: Spring Semester 2017
  - On-site visits made by Diesel Advisory Group member
  - Students complete field trips
  - Students complete course and faculty evaluations
- June 2017: Summer Term I 2017
  - Students complete final six credit hours in Diesel Technology
  - Students complete course and faculty evaluations
  - Commencement activities and award of Diesel Technology Technical Certificates
- July 2017: Diesel Technology Advisory Group Recommendations
  - Administrators and faculty review evaluations by students and advisory group
  - Make adjustments in theory, shops, equipment, supplies
  - Prepare for program year 2017-2018
- August – December 2017: Fall Semester 2017
- January – May 2018: Spring Semester 2018
- June 2018: Submit Regional Workforce Implementation Grant Continuation Proposal

**b) Objectives:**

- Targeted fall enrollment for the Diesel Technology program is as follows:
  - Fall 2016: General public adults: 20 individuals
  - Fall 2017: General public adults: 20 individuals
- Each program year the Diesel Technology Program will produce a minimum of the following credentialed individuals:
  - 70% of students who enroll each fall semester will complete requirements for and receive the Certificate of Proficiency in Tractor Trailer Operations
  - 60% of students who enroll each fall semester will subsequently enroll in the following spring semester
  - 50% of students who enroll each fall semester will complete the Diesel Technology Program Technical Certificate program

**c) Project Governance and Accountability:** Over a period of two years, a group of individuals has convened numerous times as the plans for the Diesel Technology program became a reality. This steering committee is a core group of individuals who have developed the curriculum, attended informational meetings, shown commitment to the program, and pledged their assistance.

- Vice Chancellor: Bob Ware
- Project Director: Sharon Cantrell, Assistant Vice Chancellor
- Steering Committee (Subject Matter Experts):
- Owner, Monticello Diesel Repair Shop

- Owner, JB's Diesel Doctor Repair
- Representative, Summit Trucking Group
- Arkansas Department of Education, Bus Inspector for Southeast Arkansas

**d) Pathways Articulation and Support:**

Entry To Pathway	High School; Concurrent Credit Training	Certificate of Proficiency	Industry-Recognized Credential or Certification	Technical Certificate	Industry-Recognized Credential or Certification	Associate of Applied Science	Bachelor of Applied Science
<i>Note: Some individuals will require developmental instruction through adult education before entering the progression of credentials listed in the table.</i>	Diesel Fundamentals	Tractor Trailer Operation; CDL-Diesel	WAGE™ Certificate	Diesel Technology	Career Readiness Certificate	AAS in General Technology	BAS

*\*Within the pathways described above, apprenticeships, internships, job shadowing, and other job exposure (both actual and virtual) will be required.*

**e) Equipment and Instructional Resources Request:**

**Diesel Technology Technical Certificate Program**

1) A – Frame Hoist with Chain Fall	\$12,000.00
2) 4 – Snap-On Starter Tool Box Sets	\$22,000.00
3) 4 – Laptops with OEM Software	\$16,000.00
4) Heavy Duty Transmission Jack	\$1,200.00
5) 2 – Heavy Duty Rolling Floor Jack	\$3,000.00
6) 10 – Heavy Duty Jack Stands	\$750.00
7) 4 – 20 Ton Bottle Jacks	\$400.00
8) Axle Nut Socket Set	\$600.00
9) Torque Wrenches	\$3,000.00
10) 5 – Fluke Multi-Meters	\$2,500.00
11) Sensor End Break-Out “T’s”	\$1,200.00
12) 2 – 3/4” Socket Sets	\$1,400.00
13) 2 - 3/4” Impact Wrenches	\$1,200.00
14) Laptop and Projector for Instructor	\$4,500.00
15) 2 – Battery Chargers	\$850.00
16) 2 134A A/C Refrigerant Machines	\$7,500.00
17) 4 – Drop Lights	\$425.00
18) 5 – Creepers	\$375.00
19) Air Hoses	\$200.00
20) Misc. Chains, Straps, Safety Glasses, Gloves	\$1,275.00
Total Estimate:	\$80,000.00

*All equipment and instructional materials have been recommended by members of the Diesel Technology Steering/Advisory Committee based on their combined years of experience in the field.*

**f) Performance assessment:** A follow-up survey with graduates and regional employers as identified in the list below will be conducted at the end of each program year to determine the number of graduates who accept jobs in one of three categories: 1) Southeast Arkansas, 2) Mid-south region (Arkansas, Tennessee, Mississippi, Louisiana), 3) Anywhere in the United States

<b>Company</b>	<b>Location(s)</b>	<b>Type of Company</b>	<b>Wage Per hour</b>	<b>Number of Graduates Employed</b>	<b>Date Employed</b>	<b>Employment Area: 1) 2) 3)</b>
Ryburn Motor Company	Monticello, AR	Automotive Dealership				
State School Bus Inspector for Southeast Arkansas	50 School Districts in South Arkansas	Arkansas Division of Public School Academic Facilities & Transportation				
JB's Diesel Doctor	Monticello, AR serving South Arkansas	Diesel Repair				
Jim Bailey Diesel Repair	Monticello, AR serving Arkansas	Diesel Repair				
Cummins Mid-South Diesel Repair	Little Rock, AR	Diesel Repair				
Truck Centers of Arkansas Freight Liner Dealership	N. Little Rock, Springdale & Van Buren	Freightliner Dealership				
Summit Truck Group International Dealership	W. Memphis, Little Rock, Pine Bluff, Russellville, Springdale	International Dealership				
<b>Others:</b>						
<b>Total Graduates Hired and Wage range</b>						<b>1) 2) 3)</b>

**SECTION 2 – PROGRAM PLAN – (CONTINUED)****Emphasis 1-B: Electromechanical Technology & Electromechanical Technology-Instrumentation****a) Project Timeline and Overview:**

The changes depicted below are the result of feedback from employers that include Workforce Alliance of Southeast Arkansas business/industry partners Clearwater Paper Corporation and Georgia-Pacific Pulp and Paper-Crossett Operations, other employers, and graduates of the technical and advanced technical certificate programs.

**ELECTROMECHANICAL TECHNOLOGY—INSTRUMENTATION (E & I)****Advanced Technical Certificate** *(Revised 4-21-16)*

Course Number	COURSE NAME	WEEKLY CONTACT HRS Theory/Lab	THEORY HRS.	LAB HRS.	TOTAL HRS.	CREDIT HRS.
<b>FALL SEMESTER</b>						
<del>EIT 1704</del>	<del>Solid State/Analog Circuits</del> <b>Delete Course</b>	<del>(3-3)</del>	<del>45</del>	<del>45</del>	<del>90</del>	<del>4</del>
EIT 2155	Programmable Logic Controls	(3-6)	45	90	135	5
<del>EIT 1123</del> EIT 1XX2	Industrial Safety <b>Modify Hours</b>	<del>(3-0)</del> <b>(2-0)</b>	<del>45</del> <b>30</b>		<del>45</del> <b>30</b>	<del>3</del> <b>2</b>
<del>EIT 2103</del> EIT 2XX4	Industrial Electrical Motors/AC Drives <b>Modify Hours</b>	<del>(2-3)</del> <b>(3-3)</b>	<del>30</del> <b>45</b>	<del>45</del> <b>45</b>	<del>75</del> <b>90</b>	<del>3</del> <b>4</b>
<del>EIT 2613</del> EIT 2XX2	DC Controls <b>Modify Hours</b>	<del>(2-3)</del> <b>(1-3)</b>	<del>30</del> <b>15</b>	<del>45</del> <b>45</b>	<del>75</del> <b>60</b>	<del>3</del> <b>2</b>
<b>SPRING SEMESTER</b>						
EIT 2XX5	<b>Industrial Automation/Robotics Concepts</b> <b>Add Course</b>	<b>(3-6)</b>	<b>45</b>	<b>90</b>	<b>135</b>	<b>5</b>
EIT 2145	Instrumentation	(3-6)	45	90	135	5
EIT 1112	Precision Maintenance	(1-3)	15	45	60	2
<b>SUMMER I TERM</b>						
EIT 2163	Advanced Instrumentation/Troubleshooting	(2-3)	30	45	75	3
Exit:	<b>Advanced Technical Certificate in Electromechanical Technology-Instrumentation</b> <b>CIP Code--15.0499</b>		<b>270</b>	<b>450</b>	<b>720</b>	<b>28</b>

In addition to the changes in curriculum, classes in these programs will now be offered on the McGehee as well as the Crossett campus. Discussions are on-going with major manufacturing industries in the region to create tracks for purely maintenance and purely instrumentation technicians, depending on job openings and operating processes used. At

present, two years is required to complete the entire electromechanical instrumentation program and produces an individual who is multi-craft skilled (electromechanical, maintenance, electrical, and instrumentation). At the request of industries in partnership with each of the Colleges of Technology, programs can be tailored to the industry-specific need without sacrificing coherence and viability of the program.

#### **Timeline:**

- July 2016: Implementation Grant Awarded
  - **Factory Automation *NUM*erical Control (FANUC)** Robotics Certification training completed for Crossett faculty
- August - December 2016: Fall Semester 1<sup>st</sup> and 2<sup>nd</sup> year as usual UAM CT Crossett
  - FANUC Introductory Robotics simulators ordered for Secondary Career Centers
  - UAM-CT McGehee finalize Electromechanical Technology 1<sup>st</sup> Year curriculum for Spring 2017
  - Electromechanical Advisory Group meets
  - Faculty hired, facilities prepared, equipment, textbooks, supplies secured
    - Donated equipment received
    - Instructional materials purchased
- January – May 2017: Spring Semester 2017
  - First year, first semester curriculum offered in McGehee
  - Continuation of first and second year curriculum in Crossett
  - First offering of Industrial Automation/Robotics Concepts in Crossett
  - On-site visits made by E & I Advisory Group members to both campuses
- June 2017: Summer Term I 2017
  - Students complete course and faculty evaluations
- July 2017: E & I Advisory Group Recommendations
  - Administrators and faculty review evaluations by students and advisory group
  - Make adjustments in theory, shops, equipment, supplies
  - Prepare for program year 2017-2018
- August – December 2017: Fall Semester 2017;
  - FANUC Robotics equipment ordered & certification training for McGehee faculty completed
- January – May 2018: Spring Semester 2018
- June 2018: Submit Regional Workforce Grant Continuation Proposal

#### **b) Objectives:**

- Each program year the UAM Colleges of Technology Electromechanical Technology Program(s) will produce a minimum of the following credentialed individuals:
  - 75% of students who enroll in the first semester of the first year will complete requirements for and receive the Certificate of Proficiency in Industrial Equipment Repair
  - 70% of students who enroll in the first semester will complete Electromechanical Technology Program (1-year) Technical Certificate program
  - 60% of students who complete the first year program will enroll in the second year Electromechanical Technology-Instrumentation Advanced Certificate program
  - 75% of students who enroll in the second year program will complete

- 40% of students who complete the second year program will complete an associate degree in either industrial or general technology

**c) Project Governance and Accountability:** Based on years of experience developing the electromechanical technology programs, Vice Chancellor Linda Rushing will assume the lead role in oversight of the program and its expansion.

Advisory/Steering Committee (Subject Matter Experts):

Human Resources & Training Managers, Clearwater Paper and Pulp Division

Human Resources & Training Managers, Georgia-Pacific Pulp and Paper Crossett Operations

Maintenance Supervisor, Clearwater Paper and Pulp Division

Maintenance Supervisor, Georgia-Pacific Pulp and Paper Crossett Operations

**d) Pathways Articulation and Support:**

Entry To Pathway	High School; Concurrent Credit Training	Certificate of Proficiency	Technical Certificate	Industry-Recognized Credential or Certification	Advanced Technical Certificate	Associate of Applied Science	Bachelor of Applied Science
<i>Note: Some individuals will require developmental instruction through adult education before entering the progression of credentials listed in the table.</i>	Introductory Craft Skills Pre-Mechatronics; Pre-Mechatronics Intermediate; Safety; 1st Aid	Industrial Equipment Repair	Electro-mechanical Technology	Career Readiness Certificate  and/or WAGE™ Certificate	Electro-mechanical Technology Instrumentation	Industrial Technology and/or General Technology	BAS

*\*Within the pathways described above, apprenticeships, internships, job shadowing, and other job exposure (both actual and virtual) will be required.*

**e) Equipment request:**

**Equipment and Instructional Resources**

**Electromechanical Technology Programs**

(Items to be purchased through the Regional Workforce Grant in 2016 for Crossett campus to upgrade Instrumentation courses and offer EIT 2175 Industrial Automation/Robotics Concepts beginning in January 2017)

1) FANUC LR Mate 200iD/4S Robot with R-30iBMate Controller, Cart, & Software	\$76,000
2) ControlLogix System	\$38,000
3) Programmable Logic Control Trainers(Siemens)	\$48,000
4) Programmable Logic Control Trainers (Allen-Bradley)	\$44,000
5) Pneumatic/Hydraulic Trainers	\$32,000
Total Estimate Crossett Campus:	\$238,000



**Electromechanical Technology Equipment for High Schools/Secondary Centers:**

Educational materials, software, and equipment will be purchased through the Regional Workforce Grant in 2016-2017 for high schools to offer an introductory automation/robotics course as a pilot feeder course for Electromechanical Technology courses beginning in Fall 2017. These instructional materials and curriculum are available from the manufacturer (FANUC) only for middle and high schools. The controller for the robotic arm is an actual piece of equipment, but other aspects of the training are simulated on computers. The equipment and additional “seats” for a total of 20 students per school will be purchased for each participating school. Licenses for the software and “seats” are for a 10-year period of time. During the second year of the grant, the other school districts and secondary educational center will have the opportunity to participate in the same opportunity.

1) Crossett High School	\$10,000
2) Hamburg High School	\$10,000
3) McGehee High School	\$10,000
4) Star City High School	\$10,000
5) SEACBEC Secondary Center	\$10,000
6) Monticello Occupational Education Center	\$10,000
<i>Total 1<sup>st</sup> Year Estimate for High Schools:</i>	<i>\$60,000</i>
7) Monticello High School	\$10,000
8) Drew Central High School	\$10,000
9) Dermott High School	\$10,000
10) Dumas High School	\$10,000
11) Hermitage High School	\$10,000
12) Lakeside High School	\$10,000
13) Rison High School	\$10,000
14) Warren High School	\$10,000
15) Woodlawn High School	\$10,000
<i>Total 2<sup>nd</sup> Year Estimate for High Schools:</i>	<i>\$90,000</i>
<i>Total 2 Years Equipment for High Schools &amp; Secondary Centers</i>	<i>\$150,000</i>

During the second year of the Implementation Grant both Secondary Career Centers (Monticello and SEACBEC) will be ready for the actual robotics training cart that will allow their students to receive concurrent credit for the newly approved course EIT 2175 Industrial Automation/Robotics Concepts. That equipment and training is outlined in the budget narrative and will be approximately \$41,000 each including travel for instructors’ training.

**f) Performance assessment:** A follow-up survey with graduates and employers such as those identified in the list below will be conducted at the end of each program year to determine the number of graduates who accept jobs in one of three categories: 1) Southeast Arkansas; 2) Mid-south region (Arkansas, Tennessee, Mississippi, Louisiana); 3) Anywhere in the United States. An example of data to be compiled from the follow-up survey follows:

**Follow-up Survey with Electromechanical Technology Graduates and Employers**

<b>Company</b>	<b>Location(s)</b>	<b>Type of Company</b>	<b>Wage per hour</b>	<b>Number of Graduates Employed</b>	<b>Date Employed</b>	<b>Employment Area: 1) 2) 3)</b>
Clearwater Paper	Arkansas City	Pulp and Paper				
Georgia-Pacific	Crossett	Pulp and Paper				
Drax BioMass	Bastrop	Wood Pellets				
Chemtura	El Dorado	Chemical				
Wellspun	Little Rock	Pipe Manufacturer				
Hood Packaging	Crossett Monticello	Paper Packaging				
Green Bay Packaging	Morrilton	Paper Packaging				
Evergreen	Pine Bluff	Paper Mill				
Other:						
<b>Total Graduates Hired and Wage range</b>						<b>1) 2) 3)</b>

**SECTION 2 – PROGRAM PLAN – (CONTINUED)****Emphasis 1-C: Advanced Manufacturing Technician Education Apprenticeship Project****a) (1) Georgia-Pacific Crossett Federation for Advanced Manufacturing Education (Crossett FAME) Project Timeline and Overview:**

A project that Georgia-Pacific Pulp and Paper (GP) Crossett has begun is patterned after similar projects in Kentucky (KY FAME) and other states. The Kentucky project has grown to a much larger scale than is anticipated for the Crossett GP project, but Crossett FAME will be scalable not only for other GP plants but also to other advanced manufacturing operations. The project will have the following components:

A beginning cadre of 6-8 students who will (as a minimum) over a period of two and one-half years:

- attend UAM College of Technology 2 days per week
- work in an apprenticeship-type environment at GP 3 days per week
- receive an estimated wage of \$12 per hour which will progress to \$14, then \$16 per hour
- earn college credit toward certificates of proficiency, technical certificates, and associate of science degrees in industrial or general technology
- have involvement with projects across the facility and have exposure to all manufacturing processes

- build trainers for instructional purposes as assigned
- experience professional guidance (mentoring) through work assignments and direct interaction with business leaders
- participate in Market-Based Management™ training

**Timeline:**

- July 2016: Implementation Grant Awarded
  - FAME Leadership, Design, and Implementation Teams meet
  - Instructors identified
  - First student cadre recruited
  - Finalize agreements with Arkansas Bureau of Apprenticeship
- August 2016: Finalize Fall 2016 curriculum
  - Apprentices attend class and build trainers that replicate process operations within the paper mill to the specifications of their supervisors and the director of training
- December 2016: Fall Semester Completed
  - Students complete course and faculty evaluations
  - FAME Leadership, Design, and Implementation Teams meet
  - Finalize curriculum and student resources for Spring 2017
- January – May 2017: Spring Semester 2017
  - FAME Leadership Group meets
  - Apprentices begin a rotation of work in all areas of the paper mill. That rotation will continue throughout the remaining four semesters of the program so that each apprentice will experience the environment and skills needed in each division of paper-making
- June - July 2017: FAME Leadership Group Recommendations
  - Administrators and faculty review evaluations by students and advisory group
  - Make adjustments in curriculum, materials, and equipment for next program year
- August – December 2017: Fall Semester 2017
- January – May 2018: Spring Semester 2018
- June 2018: Submit Regional Workforce Grant Continuation Proposal

**b) Objectives:**

- Targeted fall enrollment for the Crossett FAME project is as follows:
  - Fall 2016: 6-8 individuals
- Projected goals for persistence in the project:
  - 100% of students who enroll in the 2016 fall semester will successfully complete the first year
  - 90% of students who enroll in the 2016 fall semester will subsequently enroll in the following fall semester
  - 80% of students who enroll in the 2016 fall semester will complete the two-year FAME project

**c) Project Governance and Accountability:** The governance and accountability for the Crossett FAME project will be led by the following teams with assistance in curriculum development and delivery by UAM College of Technology-Crossett.

- Leadership Team: Human Resources Manager, Two Union Leaders, Other Supervisors

- Design Team: Training Director and Trainers
- Implementation Team: Supervisors, Trainers, and Instructors

**d) Pathways Articulation and Support:**

<b>PROPOSED PROGRAM OF STUDY</b>					
<b>Georgia-Pacific &amp; UAM-CTC Manufacturing Technician Apprenticeship Pathway -- Federation of Advanced Manufacturing Education (Crossett FAME)</b>					
S e m	Advanced Manufacturing Technology	Project Assignments		Course #	Course Name
1	Safety	Safety Culture	Attendance and Performance Expectations	EIT 1122	Industrial Safety
	Introduction to Electricity			ELM 1064	Industrial Electricity
	Introduction to Mechanical			ELM 1074	Industrial Mechanics
	Overview of P&P Industry			ELM 1033	Industrial Diagrams [P&ID]
				IPT 1114	Introduction to Pulp & Paper Technology
2	Overview of Chemical	Work Organization 5S	Communication	CHM 1105	Principles of Chemistry
				COM 1202	Technical Writing
				COM 1102	Employability Skills/Ethics
				CFA 1103	Computer Fundamentals
3	Motor Controls & Maintaining Industrial Equipment	Lean Manufacturing	Diligence	ELM 1054	Industrial Circuits & Controls
				ELM 2084	Advanced Industrial Mechanics
				EIT 2175	Industrial Automation/Robotics
				ELM 1043	Pneumatics & Hydraulics
4	Quality	Problem Solving	Teamwork	EIT 1112	Precision Maintenance
				MGT 2103	Quality Management
				MAT 2104	Advanced Industrial Mathematics
				IPT 2123	Chemical Manufacturing
				PHY 1204	Applied Physics
5	Reliability	Machinery Maintenance & Reliability	Interpersonal Relations/Initiative	EIT 2104	Industrial Motors/AC Drives
	System Troubleshooting			EIT 2612	DC Controls
				EIT 21555	Programmable Controls
				IPT 2513	Environmental Protection Systems

**Pathways Articulation and Support (Continued):**

Entry to Pathway	High School Concurrent Credit Training	Industry-Recognized Credential or Certification	Proposed Technical Certificate	Associate of Applied Science In General Technology	Bachelor of Applied Science
<i>Note: Some individuals will require developmental instruction through adult education before entering the progression of credentials listed in the table.</i>	Pre-Mechatronics	Career Readiness Certificate	Advanced Manufacturing Technician	AASGT	BAS

**e) Equipment request:****Instructional Resources****GP FAME Program**

- |   |          |
|---|----------|
| 1) Standard Timing Model (STM) [performance-based unit to identify and measure mechanical aptitude or set for gap closure as a training needs analysis] | \$10,000 |
| 2) Electrical Skills Test Device (ESTD) [same kind of assessment unit as above but for electrical skills]   | \$15,000 |
| Total Estimate:   | \$25,000 |

**f) Performance assessment:** A follow-up survey will be accomplished with GP Senior Manager Human Resources, Training Manager, and department supervisors to determine the effectiveness of the project based on the following evaluation of participants' skills:

**Advanced Manufacturing Education Personal Skills Evaluation**

CATEGORY	Exemplary	Outstanding	Satisfactory	Needs Improvement
<b>Safety (Personal Equipment)</b>	Observes all personal safety equipment points. Checklist: __ Hardhat __ Safety Eyewear __ Hearing Protection __ Appropriate Shoes __ "Safe" Clothing	Observes 4 out of 5 personal safety equipment points Checklist: __ Hardhat __ Safety Eyewear __ Hearing Protection __ Appropriate Shoes __ "Safe" Clothing	Observes 2 out of 5 personal safety equipment points. Checklist: __ Hardhat __ Safety Eyewear __ Hearing Protection __ Appropriate Shoes __ "Safe" Clothing	Observes 1 or none of the personal safety equipment points. Checklist: __ Hardhat __ Safety Eyewear __ Hearing Protection __ Appropriate Shoes __ "Safe" Clothing
<b>Safety (Jobsite)</b>	Demonstrates understanding of and observes all jobsite safety points. Checklist: __ Ladders __ Clean work areas __ Attention to detail __ Lifts correctly __ Attends equipment __ No horse play __ Fire/Accident Steps	Demonstrates understanding of and observes 5 of 7 jobsite safety points. Checklist: __ Ladders __ Clean work areas __ Attention to detail __ Lifts correctly __ Attends equipment __ No horse play __ Fire/Accident Steps	Demonstrates understanding of and observes 3 of 7 jobsite safety points. Checklist: __ Ladders __ Clean work areas __ Attention to detail __ Lifts correctly __ Attends equipment __ No horse play __ Fire/Accident Steps	Demonstrates understanding of and observes 1 or none of 7 jobsite safety points. Checklist: __ Ladders __ Clean work areas __ Attention to detail __ Lifts correctly __ Attends equipment __ No horse play __ Fire/Accident Steps

CATEGORY	Exemplary	Outstanding	Satisfactory	Needs Improvement
<b>Safety (Personal Attitude)</b>	Demonstrates understanding of all personal attitude safety. Checklist: __ Substance abuse __ Adequate sleep __ Anger control __ Inattentiveness	Demonstrates understanding of 3 of 4 personal attitude safety. Checklist: __ Substance abuse __ Adequate sleep __ Anger control __ Inattentiveness	Demonstrates understanding of 2 of 4 personal attitude safety. Checklist: __ Substance abuse __ Adequate sleep __ Anger control __ Inattentiveness	Demonstrates understanding of 1 or none of 4 personal attitude safety. Checklist: __ Substance abuse __ Adequate sleep __ Anger control __ Inattentiveness
<b>Attendance</b>	Consistently arrived 15-30 minutes early	Arrived 5 minutes early	Arrived just on time.	Occasionally late.
<b>Performance Expectations</b>	Provides work of the highest quality which displays a high level of critical thinking.	Provides high quality work which displays some critical thinking.	Provides work that occasionally needs to be checked/redone by others to ensure quality; displays little critical thinking	Provides work that usually needs to be checked/redone by others to ensure quality; displays no critical thinking skills.
<b>Work Organization</b>	Consistently stays focused and follows a logical regimen in completing assigned tasks; very good time manager	Focuses on the task and follows organized path most of the time; usually a good time manager	Focuses on the task and what needs to be done some of the time; shows some organizational skills; sometimes uses time management skills	Rarely focuses on the task and what needs to be done; has little or no organizational or time management skills
<b>Communication skills</b>	Almost always listens to, shares with, and supports others; excellent verbal and written communication skills	Usually listens to, shares with, and supports others; good verbal and written communication skills	Often listens to, shares with, and supports others; verbal and/or written skills are average or below	Rarely listens to, shares with, or supports others; does not communicate well
<b>Resourcefulness</b>	Routinely provides useful ideas; a definite leader who contributes a lot of effort	Usually provides useful ideas; a strong individual who tries to be resourceful	Sometimes provides useful ideas; a satisfactory worker who does what is required	Rarely provides useful ideas; not resourceful
<b>Diligence</b>	Participates enthusiastically; very reliable	Usually participates effectively; generally reliable	Participates but sometimes must be reminded about meetings and/or assignments; not completely reliable	Does not participate; misses meetings; has nothing constructive to contribute; is not industrious
<b>Problem Solving Skills</b>	Actively looks for and suggests solutions to problems	Refines solutions suggested by others	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems; lets other do the work
<b>Teamwork</b>	Acts as a leader or exemplary team member; provides thoughtful ideas; consistently values and encourages all team members	Strong team leader; provides thoughtful ideas; values and encourages other team members	Participates minimally and requires some prompting; sometimes provides thoughtful ideas; sometimes values and encourages team members	Rarely participates in teamwork; rarely provides thoughtful ideas; rarely values and encourages team members
<b>Interpersonal Relations</b>	Seeks and accepts the opinions and input of others; consistently demonstrates respectful and helpful behavior; disagrees appropriately; resolves conflicts	Listens and accepts the opinions of others; demonstrates respectful and helpful behavior; disagrees appropriately most of the time; attempts to resolve conflicts	Shows some development of acceptance of others and their opinions; sometimes shows respect and offers help to others; disagrees inappropriately; expects others to resolve conflicts	Ignores the opinions and input of others; needs improvement in showing respectful and helpful behavior; is disagreeable much of the time; creates conflict



**SECTION 2 – PROGRAM PLAN – (CONTINUED)****Emphasis 1-D: Training for Incumbent Workers****a) Overview:**

UAM Colleges of Technology will continue to partner with industry trainers to develop and deliver specific instruction/training to incumbent workers. Instruction will consist of non-credit, short-term training as well as college credit-bearing instruction. Participating industries will contribute to the identification and remuneration of instructors/trainers, choose/develop curriculum, and donate additional equipment and trainers needed for instruction. A new employer who has become actively involved as a result of the Regional Workforce Planning Grant is Potlatch Corporation in Warren. The interaction between the human resources director at Potlatch and other employers in the partnership has begun dialogue about the possibilities for combined training opportunities. Smaller companies many times do not realize what training is available through the colleges of technology, and it is encouraging to them to see their options. A letter of support from Potlatch's Human Resources Director Bethany Brukardt, is attached and gives a glimpse of the positive influence provided by the Alliance.

Ongoing short-term training for incumbent workers includes but is not limited to the following:

Diesel Mechanics;  
Electromechanical Technology and Electromechanical Technology-Instrumentation;  
Advanced Manufacturing Technologies;  
Process Technologies; and  
Welding and Pipefitting

**Timeline:**

- *(Prior to July 2016 and throughout grant timeline): Incumbent worker training begins and continues throughout the implementation grant cycle*

**b) Objectives:**

Objectives regarding the types of training and numbers of workers to be training is dependent on industry-driven needs.

**c) Project Governance and Accountability**

UAM College of Technology-Crossett: Vice Chancellor and Assistant will coordinate requests for incumbent training from participating industries.

UAM College of Technology-McGehee: Vice Chancellor and Project Coordinator will coordinate requests for incumbent training from participating industries.

**d) Pathways Articulation and Support: NA****e) Equipment Requests: NA**

**f) Performance Assessment:** Each training course will be evaluated at its conclusion by participants by survey, by trainers through discussion, and supervisors based on observation of employees' job performance. Training directors will work with trainers and instructors to validate and/or improve courses offered.

**SECTION 2 – PROGRAM PLAN – (CONTINUED)**

**Emphasis 2:** **ACT® Work Ready Communities County Initiative to Develop/Strengthen:**  
 Business/Industry Partnerships in Public Schools and  
 Regional Economic Development

**a) Timeline and Overview:**

The vision for collaboration between educators and employers is neither novel nor has it just come to light for this group of individuals. The partners in this grant have been working together and sharing dreams for an improved vehicle of change and a heightened regard for career and technical education for the past 30 years. More than ever before, many of the group see hope for real change and real progress. Instead of working independently ('in siloes' as we say) we recognize this grant as an opportunity to accomplish great things. What have been good ideas and good intentions that may not have been accomplished previously due to territorial issues and/or conflicting regulatory processes, are coming together. One such vehicle of change and an integral goal of this grant is the Alliance's objective for counties to become ACT® Certified Work Ready Communities. Working toward aggressive goals will produce outcomes that identify future job needs; develop a productive workforce; and ascertain the competencies and skills needed to determine proficiencies and skill gaps of the workforce.

Two important educational entities within Arkansas' Department of Education and Department of Career/Technical Education that are already in place and have responsibility for partnerships are the Educational Renewal Zone and the Educational Service Cooperatives. Descriptions of the roles of each and examples of how the Alliance will work with these entities are noted below.

*From the Arkansas Department of Education Webpage:*

"The **Education Renewal Zone (ERZ)** is a broad-based P-20 initiative assigned the task of concentrating and coordinating available resources to improve school performance and student achievement. The primary focus is through a collaborative effort of the partners to build the capacity of schools in providing a competent organizational structure, a quality learning environment, and effective research-based instruction for all students. Working in partnership with a College of Education, each ERZ office designs a unique yearly strategic plan synchronized around the individual needs of their schools. The ERZ initiative was passed into law in 2003 as Act 106 (HB 1065) by the Second Extraordinary Session of the 84th General Assembly in an effort to address the growing number of schools across the state designated as "in need of improvement". The establishment of Education Renewal Zones provides a vehicle for the collaborative development of a partnership among institutions of higher education, education service cooperatives, public schools, local businesses, parents, and community members all focused on school improvement and systemic educational reform in Arkansas."

An excerpt from the UAM ERZ Strategic Plan for 2016-2017 specifies collaboration that includes the partners in the Workforce Alliance of Southeast Arkansas. A portion of that plan follows:

**“UAM Collaborative Partnership Projects**

The UAM Collaborative Partnership Projects facilitate meaningful collaboration among UAM, Education Service Cooperatives, partner schools/districts, and communities participating in the ERZ to improve public school performance and student academic achievement.

**ERZ Focus:**

- Impact on Collaboration
- Impact on Student Achievement
- **Impact on Fostering Community Workforce Partnerships**

**Partners/Persons Involved****Activities**

- ERZ Director	- Coordinate College Experience Visits at UAM for ERZ partner/associate schools
- UAM School of Education	- Serve on advisory boards for ERZ partner schools and community organizations, as requested
- Education Service Cooperatives	- Support the STEM Center, UAM School of Education, and other partners in pursuit of grants to impact student learning (e.g., NCLB, Girls in STEM, Data Grant)
- UAM Departments	- <b>Support the Southeast Workforce Alliance to impact the workforce education needs in southeast Arkansas</b>
- Arkansas Department of Education	- Support partner schools/districts as they seek grants and approval to expand coursework and programs
- UAM STEM Center	- Facilitate UAM School of Education, STEM Center, and ERZ Stakeholder Meetings to foster collaborative partnerships “
- ERZ Partner Districts/Schools	

• Another important player in the coordination of services and programs is identified above in the ERZ plan – that of Arkansas Department of Education Educational Service Cooperatives. The **Southeast Arkansas Educational Service Cooperative (SE Ark ESC)** in Monticello is critically important in this combined effort. Workforce Coordinator Allison Kelley works under the supervision of SE Ark ESC Director Karen Eoff and the guidance of Arkansas Department of Career and Technical Education. It is Ms. Kelley’s responsibility to coordinate career and technical education (CTE) for all districts within the SE Ark ESC region. Her management includes organizing and coordinating advisory councils comprised of employers in each school district. This grant will provide a part-time consultant who will assist this directive in making districts aware of the importance of employer involvement to prepare future workers. The consultant will also share the structure of an approved CTE curriculum for career readiness instruction that prepares students to achieve the ACT® National Career Readiness Certificate (NCRC) credential. The consultant will help schools and parents understand the benefits of the credential to individuals, employers, and economic developers. A short description of the job duties for the school/business/industry consultant is provided in Section 3 – Strength of Partnerships.

The grant will also provide stipends for districts to reward teachers/staff to contribute the extra time required for establishing creative avenues to offer the courses that lead to the attainment of the NCRC. In some cases, these courses can be fit into a regular high school schedule, but in others it may require before/after school or summer institutes to offer the opportunities. Furthermore, the University of Arkansas System, Division of Agriculture desires to be a partner in offering soft skills training/workshops through its Cooperative Extension Services Programs in each county. The

school/business/industry consultant will coordinate the services and programs of the Cooperative Services Programs for youth and adults within each community.

Arkansas has been a statewide partner of ACT® since January of 2008 to provide avenues for individuals to earn the National Career Readiness Certificate (NCRC) in the form of the Arkansas Career Readiness Certificate (CRC). In partnership with Arkansas Department of Workforce Services and offering the CareerReady 101 curriculum and WorkKeys testing, some members of the Alliance are familiar with the value of the ACT credential. The Arkansas Department of Career and Technical Education has endorsed the curriculum, and high schools as well as Secondary Career Centers are offering the courses and testing around the state. In this region, the Southeast Arkansas Community Based Education Center in Warren and the Occupational Education Center in Monticello will be instrumental in getting young adults through this curriculum and armed with the nationally recognized credential before they graduate from high school.

There are very few counties in Arkansas who are participating in the county level ACT® Work Ready Communities (WRC) initiative. Although the aim is ambitious, the Alliance desires to demonstrate the benefits of increasing each community's attractiveness by becoming a certified ACT Work Ready Community. In agreement with the ACT initiative, it is the WRC Teams' belief that by obtaining job skills requirements from area businesses and industries and having a valid tool to measure individuals' skills, UAM and the UAM Colleges of Technology can plan programs to develop the skills needed to match requirements, and then certify individuals in those essential skills needed for area jobs.

Funding from the ADHE Regional Workforce Planning Grant has already allowed the Alliance to sponsor individuals from five southeast Arkansas counties (Ashley, Bradley, Desha, Drew, and Lincoln) to attend the first two of four ACT® Work Ready Communities' Academies. In addition to the ADHE grant, the Alliance received funding from the *Delta Workforce Capacity Building and Technical Assistance Fund* to work toward the ACT® certification with the purpose of cultivating a workforce development system that will strengthen connections between educational institutions and job skills, reengage adult learners, track data and align resources within the education and workforce pipeline.

Funds from both the Regional Workforce Grant and Delta Regional Authority (DRA) will be used for county teams to complete the ACT® Work Ready Communities Academies and to promote the acquisition of the ACT® National Career Readiness Certificate through the Arkansas Department of Workforce Services. The credential is based on three foundational workplace skills assessments of the ACT® WorkKeys system to measure and close skills gaps and build common frameworks that link, align and match workforce development needs. Those skills are: *Reading for Information*; *Locating Information*; and *Applied Mathematics*. The methodology developed by ACT allows communities to align their workforce development efforts to strengthen economic development.

#### **Timeline:**

- July 2016: Implementation Grant Awarded
- August 2016: School/Business/Industry Consultant works with all counties to facilitate CRC classes and testing, solicit employer support for the CRC, and coordinate employer involvement in public schools
- September 2016: Teams attend 3<sup>rd</sup> Work Ready Communities (WRC) Academy
- October 2016 –November 2016: County teams meet with stakeholders in each county
- December 2016: Final WRC Academy Completed; Online database "goes live" on ACT website

- January – December 2017: Cleveland and Chicot County Teams attend WRC Academy
- January – May 2018: Schools/Business/Industry Consultant works with each school district to establish a structure and schedule for business/industry involvement
- June 2018: Submit Regional Workforce Implementation continuation proposal

By entering into the ACT® Work Ready Communities initiative, the Workforce Alliance of Southeast Arkansas seeks to accomplish the following long-term goals:

- 1) Develop a plan/structure to create and/or enhance employer-driven career pathways that link curriculum design from junior high through senior high and postsecondary education and training.
- 2) Insure that career pathways are aligned with workforce goals and occupational needs identified by the Southeast Arkansas Workforce Development Board and are scalable for economic growth.
- 3) Unify existing educational and training services, creating seamless transition and progression that includes K-12, adult education, post-secondary credit programs and degrees as well as short-term training.
- 4) Continuously monitor and adjust to insure that educational services provided from K-16 are based on realistic needs of current and future businesses

The initiative is in line with the Arkansas' workforce development goal of increasing the number of quality jobs/careers attained, improving the quality of lives, and rebuilding communities. Southeast Arkansas needs job growth. Becoming an ACT® Work Ready Community will better ensure business and industry leaders that the skills they need for a successful workforce are being addressed in a systematic and productive manner.

#### **b) Objectives (to be met by January 2019):**

Goals are set by ACT based on common criteria and county demographics. The targets for the current counties attending ACT WRC Academies are as follows:

<b>County</b>	<b># Incumbent Workforce</b>	<b># Transitioning Workforce</b>	<b># Emerging Workforce</b>	<b># Employers Supporting</b>
	Currently Employed	Currently unemployed; adult ed. Participant; current/recent active duty military	High school graduates & associate/technical graduates	Employers with 5 or more employees (if 4 or less will be combined in groups to equal one medium employer)
<b>Ashley</b>	<b>18</b>	<b>215</b>	<b>230</b>	<b>21</b>
<b>Bradley</b>	<b>9</b>	<b>84</b>	<b>135</b>	<b>13</b>
<b>Desha</b>	<b>12</b>	<b>125</b>	<b>170</b>	<b>16</b>
<b>Drew</b>	<b>16</b>	<b>170</b>	<b>195</b>	<b>20</b>
<b>Lincoln</b>	<b>7</b>	<b>130</b>	<b>95</b>	<b>8</b>

#### **c) Project Governance and Accountability**

Since October 2015 the Workforce Alliance of Southeast Arkansas has convened numerous times with the WRC county teams in large groups, individual county meetings, and through visual teleconferencing. The steering committee consists of the following:

Vice Chancellors and Assistants, UAM Colleges of Technology  
 Directors of Economic Development Commissions for Ashley, Bradley, and Drew Counties  
 Southeast Arkansas Educational Service Cooperative Staff  
 Southeast Arkansas Public School District Administrators

**d) Pathways Articulation and Support: NA**

**e) Equipment Requests: NA**

**f) Performance assessment:**

Measures of performance for this emphasis of the grant will be the active participation of all public schools in the region, an evaluation of the number of employers engaging in the public school involvement project, and the degree of success in meeting ACT® goals for acquisition of certificates and employer support as depicted above.

The table below indicates public school districts in Southeast Arkansas and their level of involvement to date. The objective is for all districts to be fully engaged by January 2019.

School District	Fully engaged	Has attended some meetings	Have plans to become engaged in the future
<b>Ashley County:</b>			
Crossett	X		
Hamburg		X	X
<b>Bradley County:</b>			
Hermitage	X		
SEACBEC Secondary Career Center	X		
Warren		X	
<b>Chicot County:</b>			
Dermott		X	
Lake Side		X	X
<b>Cleveland County:</b>			
Rison		X	X
Woodlawn		X	
<b>Desha County:</b>			
Dumas		X	
McGehee		X	
<b>Drew County:</b>			
Drew Central		X	X
Monticello		X	X
Monticello Occupational Education Secondary Center		X	X
<b>Lincoln County:</b>			
Star City	X		

**SECTION 3 – STRENGTH OF PARTNERSHIP****20 Points**

Proposals are required to address how the program plan incorporates each of the mandatory partners, as identified above, in a meaningful role.

*Essential Components:*

- Detailed description of role of each partner in implementation of the project- describe how each partner will carry out components of the grant project; provide a description of assigned tasks for each of the mandatory partners; identify specific personnel and the roles they will play throughout the project; describe the integration of each role into the overall project; and describe the process for implementing fully articulated pathways from K-12 through a baccalaureate degree, as appropriate.
- Capabilities of each partner in ensuring project success- discuss the unique strengths of each partner in executing planned proposal; describe how each partner is qualified to participate in the proposed project and how each partners strengthens the overall partnership.
- Consideration of all potential partners in the region – describe the process for identifying each selected partner, including the consideration of regional community colleges, universities, public schools, education service cooperatives, businesses and industries, career and technical education programs, multidistrict vocational centers, and private partnerships.

Keep the following rubric in mind when completing this section:

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

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

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

From announcement of the Regional Workforce Planning grant in October 2015 to present (May 2016), the following partners have been most active in the planning phase and preparation for Implementation Phase I.

**PARTNERS AND ROLES:**

❖ **ACTIVE BUSINESS AND INDUSTRY** partners include the following:

- Clearwater Paper Corporation
- Georgia-Pacific Pulp and Paper
- JB's Diesel Doctor
- Monticello Diesel Repair
- Summit Trucking
- Arkansas Department of Education Transportation Superintendent
- Potlatch Corporation

**ROLES: BUSINESS AND INDUSTRY** partners will serve in the following capacities:

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

❖ **COMMUNITY LEADERSHIP PARTNERS** include the following:

- Delta Regional Authority
- Southeast Arkansas Economic Development District
- Crossett Economic Development Foundation
- Bradley County Economic Development Commission
- Monticello Economic Development Foundation
- Chambers of Commerce: Crossett, Dumas, Hamburg, Lake Village, and McGehee

**ROLES: COMMUNITY LEADERS** partners will serve in the following capacities:

1. Providing grant funds (Delta Regional Authority) for the ACT® Work Ready Communities Initiative
2. Promoting the vision and mission of the Workforce Alliance for Southeast Arkansas
3. Assisting in gathering and compiling data
4. Attending meetings
5. Responding to surveys (online or telephonic)
6. Coordinating and facilitating resources and information to support the implementation grant



❖ **PUBLIC EDUCATION** partners include the following Southeast Arkansas School Districts:

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

Other educational and resource entities:

- Southeast Arkansas Educational Services Cooperative
- Monticello Adult Education/Workforce Alliance for Growth in Economy (WAGE™)
- SEACBEC Adult Education/Workforce Alliance for Growth in Economy (WAGE™)
- Arkansas Department of Career and Technical Education
- ForwARd Arkansas Grant (Rockefeller Foundation)
- Phoenix Youth and Families Services

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

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

❖ **HIGHER EDUCATION** partners include the following:

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

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

1. UAM will manage and lead all aspects of the grant
2. Partners will assist with collection and compilation of data
3. Partners will attend meetings and offer input regarding their areas of influence

4. Partners will develop and conduct in-service and professional development for public school teachers, parents, and the community at large regarding business/industry expectations and requirements
5. A part-time grant manager will coordinate meetings, activities, purchasing, travel and grant events (a job description for the grant manager follows)
6. A part-time consultant will act as a liaison for coordination of county team efforts participating in the ACT WRC Academies and for business/industry involvement in public schools (a job description for the consultant follows)

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

- The Forw**AR**d Arkansas project has the goal of involving parents and community members in schools – a mirror reflection of one of our goals;
- The UAM Educational Renewal Zone (ERZ) grant is responsible for providing professional development for public school staff and faculty – a critical factor for success of the regional effort;
- UAM Upward Bound Pre-College Program fits well into the dissemination of information to help our children and teenagers better prepare for their futures – again a good fit for the goals of our grant;
- The UA System Division of Agriculture has identified workshops and learning activities offered through their Cooperative Extension Programs that will assist in providing “soft skills” training and workshops to make students (and adults) more aware of what business and industry demands of employees. Furthermore, as stated in section 1, plans are underway for a collaborative with Division of Agriculture for future initiatives for healthcare/healthy citizens.

As we continue to network, we are finding numerous services that are already in place for the populations we need to reach: in some cases, we simply need to talk to each other and better market our endless possibilities for collaboration.

#### Brief Job Descriptions for part-time grant consultants:

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

- Budget coordination with ADHE and UAM Finance and Administration
- Submission of fiscal reports as required by ADHE and UAM
- Coordination of purchasing equipment and supplies in accordance with UAM policies and procedures
- Arrangement and conduct of meetings and workshops
- Arrangement of travel for county teams for ACT WRC Academies

- Communication with partners and marketing of the Workforce Alliance of Southeast Arkansas
- Serve as primary investigator and evaluator of the grant

Schools/Business/Industry Consultant: This individual will be extremely knowledgeable and experienced in working within the public school system(s) in Arkansas. He/She will be responsible for the following tasks:

- Become fully aware of the opportunities, policies, and procedures of the Arkansas Department of Career and Technical Education (CTE)
- Communicate and coordinate closely with the CTE Coordinator at the Southeast Arkansas Educational Service Cooperative (SEArk Co-op)
- Communicate and coordinate closely with University of Arkansas System, Division of Agriculture, Cooperative Extension Services
- Participate in the Regional Employer Advisory Council for Southeast Arkansas
- Stimulate an interest for and develop plans and/or structures for business/industry involvement in public schools
- Promote the ACT® Work Ready Communities initiative and assist high schools in offering preparation for ACT® WorkKeys test in school, after school, and through other creative avenues
- Establish criteria for public school teachers to receive stipends to support the Alliance and ACT® Work Ready Communities

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

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

*Essential Components:*

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

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

Keep the following rubric in mind when completing this section:

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

**Section 4.1 – Budget Plan Detail**

Please provide your detailed financial plan in the box below.

<b>SECTION 4 – BUDGET PLAN</b>			
<b>A. PROGRAM LEADERSHIP SUPPORT COSTS</b>			
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2-YEAR TOTAL</b>
<b>1. Personnel/Stipend</b>			
Public school Teacher/Staff at each district & Secondary Career Center to coordinate business/industry partnerships/visits/tours/internships/Arkansas Career Readiness classes & certification testing; 15 districts/career centers @ \$2,000 each per year (pg 29)	\$30,000	\$30,000	<b>\$60,000</b>
<b>2. Travel</b>			
<ul style="list-style-type: none"> <li>County teams to attend ACT Academies #3 (Sept 2016) &amp; #4 (Dec 2016) for 12 people @ \$1,500 each (pg 30)</li> </ul>	\$36,000	\$0	<b>\$36,000</b>
<ul style="list-style-type: none"> <li>Training on Robotic Arm (Industrial Automation course in Electromechanical Technology-Instrumentation); 4 instructors @ \$3,000 each (pg 20)</li> </ul>	\$6,000	\$6,000	<b>\$12,000</b>
<ul style="list-style-type: none"> <li>Mileage reimbursement for consultants (Grant Manager and School/Business/Industry Coordinator) (pgs 36-37)</li> </ul>	\$3,000	\$3,000	<b>\$6,000</b>
<b>3. Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Subtotal A</b>	<b>\$75,000</b>	<b>\$39,000</b>	<b>\$114,000</b>
<b>B. OTHER DIRECT COSTS</b>			
<b>1. MATERIALS AND SUPPLIES</b>			
<ul style="list-style-type: none"> <li><b>Diesel Technology Technical Certificate Program UAM-CT McGehee</b> (pgs 13-17) <ul style="list-style-type: none"> <li>Rent (1<sup>st</sup> 6 months free)</li> <li>Internet/Phone</li> <li>Utilities</li> <li>Equipment/Supplies</li> </ul> </li> </ul>	\$15,000 \$15,600 \$20,000 \$80,000	\$30,000 \$15,600 \$20,000 \$10,000	<b>\$45,000</b> <b>\$31,200</b> <b>\$40,000</b> <b>\$90,000</b>
<ul style="list-style-type: none"> <li><b>Electromechanical Technology/E&amp;I UAM CT McGehee</b> <ul style="list-style-type: none"> <li>Equipment/Supplies (pg 18)</li> </ul> </li> </ul>	\$15,400	\$35,400	<b>\$50,800</b>
<ul style="list-style-type: none"> <li><b>Electromechanical Technology/E&amp;I UAM CT Crossett</b> (pg 20) <ul style="list-style-type: none"> <li>ContoLogix System</li> <li>Programmable Logic Control (PLC) Trainers; Siemens 4 @ \$12,000 each</li> <li>PLC Trainers; Allen-Bradley; 2@\$22,000</li> <li>Pneumatic Trainer; 2 @ \$14,000</li> <li>Hydraulic Trainer; 1 @ \$24,000</li> <li>FANUC Robotic Mate Controller for Industrial Automation course &amp; Certification; 2 @ \$38,000</li> </ul> </li> </ul>	\$38,000 \$24,000 \$22,000 \$0 \$0 \$76,000	\$0 \$24,000 \$22,000 \$28,000 \$24,000 \$0	<b>\$38,000</b> <b>\$48,000</b> <b>\$44,000</b> <b>\$28,000</b> <b>\$24,000</b> <b>\$76,000</b>

<ul style="list-style-type: none"> <li>• <b>High School/College Concurrent Credit:</b> (pg 21)</li> <li>• FANUC Robotic Mate Controller &amp; Certification for Industrial Automation course; Certification for Secondary Career Centers <ul style="list-style-type: none"> <li>○ SEACBEC/Warren 1 @ \$38,000</li> <li>○ Occupational Education Center/Monticello 1 @ \$38,000</li> </ul> </li> <li>• Introductory Robotics Curriculum for Middle or High Schools; 15 Districts/Career Centers @\$10,000 each</li> </ul>	\$0	\$38,000	<b>\$38,000</b>
	\$0	\$38,000	<b>\$38,000</b>
	\$60,000	\$90,000	<b>\$150,000</b>
<ul style="list-style-type: none"> <li>• <b>Georgia-Pacific FAME Equipment/Supplies</b> (pgs 22-26) <ul style="list-style-type: none"> <li>○ Equipment/Supplies</li> </ul> </li> </ul>	\$0	\$25,000	<b>\$25,000</b>
• <b>Books/Materials to support Career Readiness Courses in High Schools and Career Centers</b> (pg 30)	\$4,000	\$4,000	<b>\$8,000</b>
• <b>Business/Industry Meeting Expenses</b> (pg 34)	\$1,000	\$2,000	<b>\$3,000</b>
• <b>Educator Workshops/Professional Development</b> (pg 35)	\$3,000	\$3,000	<b>\$6,000</b>
• <b>Workforce Alliance Marketing</b> (pg 44)	\$4,000	\$4,000	<b>\$8,000</b>
• <b>Teleconferencing Service (ZOOM)</b> (pg 44)	\$2,000	\$2,000	<b>\$4,000</b>
• <b>Office Supplies for consultants</b> (pg 36-37)	\$3,000	\$4,000	<b>\$7,000</b>
<b>2. Publication Costs/Documentation/Dissemination</b> (pg 44)	\$2,000	\$2,000	<b>\$4,000</b>
<b>3. Consultant Services</b>			
• Grant Manager (See job duties on page 36)	\$25,000	\$25,000	<b>\$50,000</b>
• School/Business/Industry Coordinator (See job duties on page 37)	\$15,000	\$15,000	<b>\$30,000</b>
<b>4. Other</b>	\$0	\$0	<b>\$0</b>
<b>Subtotal B</b>	\$425,000	\$461,000	<b>\$886,000</b>
<b>C. TOTAL DIRECT COSTS (A &amp; B)</b>	\$500,000	\$500,000	<b>\$1,000,000</b>
<b>D. COST SHARING (Minimum 10% of C; up to \$50,000)</b>			<b>\$50,000</b>
<b>TOTAL REQUESTED IMPLEMENTATION GRANT BUDGET</b>			<b>\$1,050,000</b>

**Section 4.2 – Budget Plan Template**

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

<b>Requesting Institution:</b>	University of Arkansas at Monticello
<b>Title of Project:</b>	Workforce Alliance of Southeast Arkansas

**A. PROGRAM LEADERSHIP SUPPORT COSTS**

1. Personnel/Stipend	\$60,000.00
2. Travel	\$54,000.00
3. Other (Explain Below)	\$0.00
Briefly Explain Other Costs	
<b>TOTAL PARTNER PARTICIPANT COSTS</b>	<b>\$114,000.00</b>

**B. OTHER DIRECT COSTS**

1. Materials and Supplies	\$802,000.00
2. Publication Costs/Documentation/Dissemination	\$4,000.00
3. Consultant Services	\$80,000.00
4. Other (Explain Below)	\$0.00
Briefly Explain Other Costs	
<b>TOTAL OTHER DIRECT COSTS</b>	<b>\$886,000.00</b>

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

**\$1,000,000.00**

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

**\$50,000.00**

**Total Requested Implementation Grant Budget**

**\$1,050,000.00**

*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 implementation period. Equipment requests will clearly specify how purchased equipment will continue to be linked to addressing labor and workforce needs beyond the grant period.

*Essential Components:*

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

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



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

## SECTION 5 – SUSTAINABILITY

### PLAN FOR SUSTAINING PROGRAM:

The UAM Colleges of Technology are prepared to continue the work established and enhanced by this grant through revenue from the tuition and fees of students who enroll in each of the programs. The following is an approximation of revenue for program year 2016-17 and 2017-18 for the combined campuses of UAM College of Technology-Crossett (UAM-CTC) and UAM College of Technology-McGehee (UAM-CTM):

Program	Semester	Tuition/Fees	# Projected Students	Generated Revenue
UAM-CTM Diesel Tech	Fall 2016 & Spring 2017	\$5,400	20	\$108,000
UAM-CTC 1 <sup>st</sup> Yr Electromechanical Tech	Fall 2016 & Spring 2017	\$5,000	35	\$175,000
UAM-CTC 2 <sup>nd</sup> Yr Electromechanical-Instrumentation	Fall 2016 & Spring 2017	\$2,900	25	\$72,500
UAM-CTC FAME (Georgia-Pacific)	Fall 2016 & Spring 2017	\$3,500	6	\$21,000
UAM-CTM 1 <sup>st</sup> Yr Electromechanical Tech	Spring 2017	\$2,500	20	\$50,000
UAM-CTM Diesel Tech	Fall 2017 & Spring 2018	\$5,400	20	\$108,000
UAM-CTC 1 <sup>st</sup> Yr Electromechanical Tech	Fall 2017 & Spring 2018	\$5,000	35	\$175,000
UAM-CTC 2 <sup>nd</sup> Yr Electromechanical-Instrumentation	Fall 2017 & Spring 2018	\$2,900	25	\$72,500
UAM-CTC FAME (Georgia-Pacific)	Fall 2017 & Spring 2018	\$3,500	6	\$21,000
UAM-CTM 1 <sup>st</sup> Yr Electromechanical	Fall 2017	\$2,500	20	\$50,000
UAM-CTM 2nd Yr Electromechanical-Instrumentation	Spring 2018	\$1,500	15	\$22,500
Combined Totals for UAM-CTC and UAM-CTM (over 2 year period)				\$875,500

Using the majority of funds from the Implementation Grant to purchase much needed equipment is the biggest factor in keeping the programs viable and sustainable. Equipment for technical programs is expensive but critical to prepare workers for the types of jobs now presented in advanced manufacturing. An example of the expense of training equipment was provided by a vendor who supplied a nearby college with trainers costing \$350,000 funded by the city of El Dorado, Arkansas and two federal grants. It should be noted that the UAM Colleges of Technology are not considered "Two-Year Colleges" by the definition of the Arkansas Association of Two-Year Colleges. Therefore, grants that have previously come to Arkansas from Department of Labor have not included our colleges. We are in greater need for equipment than the colleges

who were benefited by those grants. Another example of the expense of equipment in respect to the programs we need to enhance and/or implement, a quote for laboratory/shop equipment from Industrial Training Solutions in Ridgeland, MS, that would equip the McGehee campus to offer the two-year Electromechanical Technology-Instrumentation program totals \$465,257.19. Fortunately, the Clearwater Pulp and Paper Corporation has verbally agreed to provide some of that needed equipment for the McGehee campus. Although the exact amount of approval for that contribution will have to come from corporate level, the initial response was that assisting with the purchase of equipment for the program would be supported. Additionally, the diesel companies who have persistently pursued the development and approval of the diesel technology technical certificate have pledged support of that program through contributions of equipment and materials.

It is anticipated that maintaining and repairing the equipment will be manageable through program revenue and contingency funds. In addition to the revenue provided by tuition and fees, the interest and enthusiasm of the supporting employers is encouraging and an indication that they will be amenable to making additional contributions in the future. The Georgia-Pacific Crossett Federation of Advanced Manufacturing Education (GP Crossett FAME) program has been approved for \$150,000 for the first year with implied continuance at the same annual amount for two and one-half years in total. Furthermore, it is the ambitious hope of the Alliance that the two-year continuation of the Implementation Grant will be granted for program years 2018-2019 and 2019-2020. Obviously, new and advanced equipment as well as maintenance and repairs would be undertaken with those additional funds.

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

#### **PLAN FOR MAINTAINING COMMUNICATION AND SHARING RESOURCES:**

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

A major contributor to the continuation of the ACT® Work Ready Communities (WRC) initiative comes in support from the Delta Regional Authority (DRA) who has already supplemented our ADHE planning grant with \$25,000 for county teams to participate in academy training sessions. In the next few months, DRA projects opening another round of funding for regional grants to support the WRC initiative at a maximum of \$150,000 each. In the new DRA grant, in addition to travel, additional funds will be requested for "stakeholder" meetings,

marketing, and the training and employment of part-time “profilers” who will go into partnering businesses and industries to complete “job task analyses.” Those profiles determine the true skill levels required in specific jobs and assist companies in establishing realistic skills requirements in the areas of: reading for information; locating information; and applied mathematics. These three skill areas have been determined through the analysis of more than 20,000 job profiles to be the common skills for most jobs. Without the jobs task analyses, companies cannot establish appropriate skills level requirements. In the event that the forthcoming DRA grant does not materialize, the Work Ready Communities initiative will be continued with support from each local community. Based on the extensive training completed to date, the teams formed, and partnerships set in place, a foundation for continuation of the initiative has been solidly established.

Also of note, the Delta Regional Authority has determined and assigned a full-time staff member the responsibility of marketing the value of the ACT® National Career Readiness Certificate to employers in the Delta “footprint.” The coordination and emphasis that this individual will bring to the credential and its significance to employers is critical to the success of the initiative.

#### **PLAN FOR REDISTRIBUTION OF EQUIPMENT:**

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

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

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

<b>Critical Elements</b>	<b>Exemplary</b>	<b>Superior</b>	<b>Adequate</b>	<b>Needs Improvement</b>	<b>Value</b>
<b>Program Need</b>	Significantly addresses a top 3 workforce need in the region. (18–20 Pts)	Addresses in a more limited way a top 3 workforce need in the region. (15–17 Pts)	Addresses in a limited way a less critical workforce need in the region. (11–14 Pts)	Identified labor need is too narrow or not in a critical area. (0–10 Pts)	20 Pts
<b>Program Plan</b>	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (13–15 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (10–12 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (7–9 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–6 Pts)	25 Pts
<b>Strength of Partnership</b>	Plan includes broad representation and each partner has a defined role with identified critical contributions. (18–20 Pts)	Plan includes broad representation but partner roles are not clearly defined. (15–17 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan. (11–14 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully. (0–10 Pts)	20 Pts
<b>Budget Plan</b>	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (13–15 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (10–12 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (7–9 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–6 Pts)	15 Pts
<b>Sustainability</b>	Identifies existing resources to continue the program with no reduction in services at the end of grant funding period (18–20 Pts)	Identifies significant resources to continue the program with limited reduction in services at the end of grant funding period (15–17 Pts)	Identifies limited resources to continue the program or proposes significant reduction in services at the end of grant funding period (11–14 Pts)	New funding sources must be identified for continuation of program at the end of grant funding. (0–10 Pts)	20 Pts
<b>Total Points Possible</b>					<b>100 Pts</b>



Georgia-Pacific Crossett LLC  
P.O. Box 3333  
Crossett, AR 71635

May 20<sup>th</sup>, 2016

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

Dear Linda:

I am writing to express support of UAM-CTC grant proposal. The multifaceted initiative will continue to strengthen the foundation for a student-friendly environment, allowing students to learn and launch their careers focused in manufacturing. Creating a center of excellence will provide real-life; simulation and classroom instruction that will help create a pipeline of work-ready, multi-skilled graduates. It will help improve the image of the manufacturing industry and promote manufacturing-related career pathway opportunities.

Crossett Paper Operations has been an active supporter of the college for years. We have served as a member on the Industry Advisory Board, made donations for the purchase of equipment and provided opportunities for employment of the graduates. There is a shortage of technically skilled workers in manufacturing. Developing additional technical curriculum and demonstrating an innovative commitment to develop a highly skilled labor pool in the area is essential to our continued growth and success.

The quality of our workforce is an important economic development driver. The availability of a skilled and productive workforce is the primary concern of business and this investment will help ensure that our manufacturing workforce will be competitive for years to come.

Sincerely,

A handwritten signature in black ink, appearing to read 'Chris L. Clark', written in a cursive style.

Chris L. Clark  
Sr. Human Resources Manager



May 20, 2016

Potlatch Corporation  
Bethany Brukardt  
810 W. Pine Street  
Warren, AR 71671

To Whom It May Concern,

Potlatch Corporation is a verified leader in sustainable forestry with over 1.4 million acres of third-party certified forest lands, four lumber mills and a plywood facility spread across the nation. Here at our lumber mill and resource department in Warren, Arkansas, we employ over 170 hourly and 26 salaried employees. In today's manufacturing environments, it is becoming an ever greater challenge to find highly skilled and technical employees. The market for these employees is becoming increasingly more demanding, and the candidate pools do not meet the needs of employers like us. As a Company, we support endeavors at all levels within the community and state to promote elevating education to create a higher skilled workforce to meet the needs and skills required by our industry.

I am writing this letter to express my support and continued personal involvement in all aspects of the implementation grant that the Workforce Alliance of Southeast Arkansas is working on. We wish to be an industry partner to make this endeavor successful. I have participated in the process so far and am excited with the opportunities this will provide to strengthen the ties between local education and industries to make the students of today better, more competitively employable manufacturing applicants in the future.

Sincerely,

Bethany Brukardt  
Human Resources Manager



Clearwater Paper Corporation  
Cypress Bend Mill  
P.O. Box 727  
McGehee, AR 71654-0727  
870.877.2662  
[www.clearwaterpaper.com](http://www.clearwaterpaper.com)

May 20, 2016

Clearwater Paper has partnered with UAM College of Technology-McGehee over the years, and are we looking forward to continuing that relationship in the future as retirement of our current employees will continue to be an issue in the next five years. Clearwater will experience a loss of many years of experience leaving the company in retirement.

- Clearwater Cypress Bend Mill will need educated electrical and instrumentation (E & I) mechanics ready to go on "day one" as C level or entry level mechanics. These mechanics will need working knowledge of the types of equipment that is to be maintained at our site as part of the training offered.
- Clearwater Paper will need educated millwright mechanics ready to go "day one" at a C level or entry level position. These mechanics must have a good working knowledge of the types of equipment that is to be maintained at our site as part of the training offered.
- Clearwater Paper will continue to participate in local high school career fairs and visit with students about a career in E&I and millwright careers, along with promoting the opportunities being offered at UAM Colleges of Technology.
- UAM College of Technology will need instructors and the training equipment to make this happen. The payback for home-growing our own mechanics will be tremendous for the students, our company and the entire delta region.

Sincerely

A handwritten signature in black ink that reads "Bill Horne". The signature is fluid and cursive, with the first and last names being clearly legible.

Bill Horne  
Mill Manager



## JB's Diesel Doctor

357 E. Bolling Avenue

Monticello, AR 71655

(870) 723-5054

Email: [jbaptiste1978@yahoo.com](mailto:jbaptiste1978@yahoo.com)



May 23, 2016

Dear Grant Selection Committee,

My business supports workforce development and job creation in Southeast Arkansas. We wish to be an industry partner in the proposed project by the Workforce Alliance of Southeast Arkansas that will include bringing a diesel technology program to the University of Arkansas at Monticello College of Technology McGehee. As you are probably aware, there is an extreme shortage of diesel technicians, and CDL drivers in this area and all over the state of Arkansas. It is only through programs like this that we will begin to interest high-school students in technical programs which will lead to us growing our pipeline of workers. I commend the efforts of the Workforce Alliance and support their endeavors.

Sincerely,

Jeremy Baptiste

Owner JB's Diesel Doctor



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

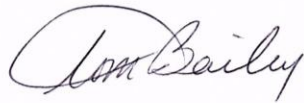
May 23, 2016

Grant Committee:

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

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

Thank You,

A handwritten signature in blue ink that reads "Tom Bailey". The signature is fluid and cursive, with the first name "Tom" and last name "Bailey" clearly distinguishable.

Tom Bailey

Owner -Monticello Diesel



A HIGHER STANDARD OF VALUE

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

March 26, 2016

Dear Selection Committee,

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

Thank you,

A handwritten signature in dark ink that reads "Curtis DeHart".

Curtis DeHart

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





ARKANSAS  
DEPARTMENT  
OF EDUCATION



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

May 31, 2016

Arkansas Department of Higher Education  
Workforce Regional Grant Review Committee

Dear Grant Review Committee:

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

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

Thank you for your consideration of this request,

**Andy Blackwell**

School Bus Transportation Inspector  
Arkansas Department of Education



***Business matters.***

May 20, 2016

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

Dear Dr. Powell,

Last week I had the distinct pleasure of speaking to the Workforce Alliance of Southeast Arkansas, a partnership formed and sponsored by your department's Regional Workforce Grant initiative. My experience with the Governor's Cabinet and legislators who wrote and passed Act 1131 of 2015 gives me the insight that this group is fulfilling all the expectations of that legislation. In fact, Senator Eddie Cheatham who co-sponsored the bill with Senator Jane English was at our meeting, and he espoused the verification that the partnership through UAM and the Southeast Arkansas counties was carrying out the intent of their efforts. The business and industry-driven criteria was evident that day, and commitments made by major industries in the region were exciting.

I want you and others on the review committee for the Regional Workforce Implementation Grant proposals to be assured that the work already being done through the UAM group is exemplary. I look forward to a continuing relationship with these business and industry and educator partners for years to come. The opportunities which the Regional Workforce Implementation Grant can provide for students in both our public schools and higher education institutions will help build a highly skilled workforce for the region and enrich the lives of our citizens.

Sincerely,

Randy Zook  
President & CEO  
Arkansas State Chamber of Commerce/  
Associated Industries of Arkansas



THE UNIVERSITY OF ARKANSAS AT MONTICELLO

School of Education  
(870) 460-1062 / FAX (870) 460-1563  
UAM Box 3608  
Monticello, AR 71656

May 18, 2016

To Whom It May Concern,

I am writing this letter of support for the Southeast Workforce Alliance Partnership Implementation Grant proposal. The Southeast/UAM Education Renewal Zone has worked collaboratively with the partners in this grant to provide new and innovative educational opportunities for southeast Arkansas. The collaboration between public schools, industry, community, and the two technical schools with the University of Arkansas at Monticello is bringing the area together with a focus to impact education, workforce, and the economy in southeast Arkansas.

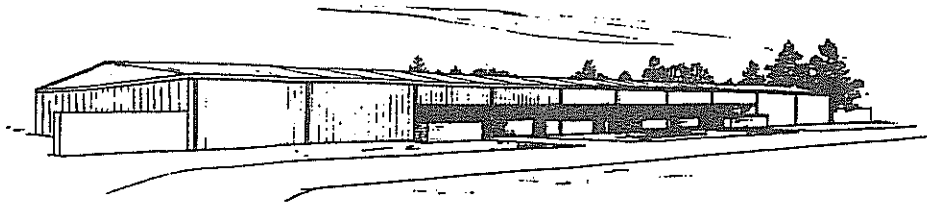
The Southeast/UAM Education Renewal Zone is ready to assist in any way possible. It is our hope the grant is funded for the Southeast Workforce Alliance Partnership that can benefit the region and connect workforce programs for seamless transitions P-16.

Sincerely,

A handwritten signature in black ink that reads 'Tracie A. Jones'.

Tracie A. Jones, Director

UAM/Southeast Education Renewal Zone



741 Scogin Drive  
Monticello, AR 71655  
Phone: (870) 367-4060  
Fax: (870) 367-1385

## MONTICELLO OCCUPATIONAL EDUCATION CENTER

May 20, 2016

To whom it may concern,

I am writing this letter in total support for the Workforce Regional Implementation Grant being submitted by the University of Arkansas-Monticello. The Monticello Occupational Education Center, with its school district partners, has been working closely and collaboratively with the University of Arkansas-Monticello in the conceptual phase of this great opportunity for the students of the Southeast Arkansas Cooperative service area. We look forward to collaborating with those schools and UAM in the implementation process. The Workforce Regional Implementation Grant will provide students in this cooperative area with new and innovative educational opportunities.

The Monticello Occupational Education Center staff and faculty stand ready to assist in any way possible. It is our hope that this grant is awarded to UAM so that the good work we have established in the Monticello Occupational Education Center program can be expanded to include many more students who can benefit from a regionally connected workforce program.

Sincerely,

Mr. Randy Lay, Director

Monticello Occupational Education Center

741 Scogin Drive

Monticello, AR 71655

870-367-4060



No person in the United States shall, on the basis of race, color, national origin, sex, or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

