Arkansas Tech University-Ozark Campus

Act 1131 of 2015 Regional Workforce Implementation Grant Application

05/31/2016

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ARKANSAS DEPARTMENT OF HIGHER EDUCATION

Act 1131 of 2015

Regional Workforce Implementation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2016

To:	Arkansas Department of Higher Education	
Requesting Institution:	Arkansas Tech University-Ozark Campus	
Title of Project:		
Project Partners:	1. Arkansas Tech University 2. Arkansas Tech Career Center 3. Bridgestone America's Tube Business 4. Clarksville School District 5. Cloyes Gear & Products, Inc.	6. Olin Blue Cube Oper., LLC 7. Paris School District 8. Tyson Foods, Inc. 9. Western Arkansas Workforce Development Region 10. West-Central Arkansas Workforce Development Region
Requested Budget:	$722,006.00	
Date Submitted:	5/31/2016	
Applicant Contact:	Bruce Sikes, Chancellor	
Applicant's Information:	1700 Helberg Lane Ozark, AR 72949	
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	bsikes1@atu.edu	

Authorized Signatures for Institution

Arkansas Tech University-Ozark Campus
Lead Institution

Authorized Official

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. 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:

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

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

Introduction

Arkansas Tech University (ATU), Arkansas Tech University - Ozark Campus (ATU-O), Arkansas Tech Career Center (ATCC) in Russellville including satellite locations at Paris and Clarksville proposes to develop, enhance, and equip Industrial Automation Technology pathways. This proposal will support the development of the Arkansas Tech University Career Training Alliance linking secondary and post-secondary populations to the training needs of our respective Local Workforce Development Regions of Western and West-Central Arkansas. This proposal will also serve to provide opportunities to enhance current and new automation pathways while meeting the SREB's call to action. It is our intention to serve secondary and postsecondary students attending one of our (ATCC) partners currently serving 17 public schools. This proposal will build upon secondary training, industry credentials, and post-secondary degree attainment through Arkansas Tech University-Ozark Campus and Arkansas Tech University at Russellville.

As shown from ATU-Ozark survey data of partner industries, skill sets in industrial automation technology are of current and anticipated need. We also know through workforce development region data how manufacturing and production jobs are among the highest projected growth sectors across both regions our Alliance encompasses. We have found through collected empirical data shown in this application that automation technology is a top 3 need at partner industry facilities.

The Ozark Campus serves a number of industries reliant on these identified skill sets. It should also be noted that access at the secondary level is limited due to the equipment utilized in the automation industry. Arkansas Tech University has in place the partnerships which if equipped will enable access developing a structure to address the skills gap in automation technologies.

Through the alliance, ATU will enhance linkages in the Industrial Automation Technology career pathways by providing access to secondary and post-secondary students. These accessible points enable ATU to serve students in both the Western and West-Central Workforce Development Region utilizing (ATCC) in Russellville and its satellite locations in Clarksville and Paris. Students may enter into this program through our secondary tech center earning concurrent credit building upon stackable degrees and industry credentials leading to an Associate of Applied Science Degree. The University will establish a linear path beginning with courses leading to Certificates of Proficiency through a Technical Certificate in Industrial Control Systems through an Associate of Applied Science degree in Automation Technology and through a bachelor degree offering at Arkansas Tech University. This proposal builds upon the current and viable program of study enhancing the University's ability to serve industry with certifications and stackable degrees. Equipment will be purchased to support the specific strategic instructional needs identified by location and supporting career degree attainment.

Geographic impact of the Arkansas Tech University Career Training Alliance

The Ozark Campus of Arkansas Tech University is located in the eastern portion of the Western Arkansas Workforce Development Region. Arkansas Tech Career Center (ATCC) is located in the northeast portion of the West-Central Workforce Development Region and is housed under the ATU-Ozark authority. In combination, these entities provide career training leading to certificates of proficiency, technical certificates, and Associate of Applied Science degrees. Arkansas Tech University in Russellville completes the educational continuum through its offerings of a bachelor's and master's level degree.

The training alliance seeks to enhance and build career training paths in service to the communities of the Arkansas Tech University industry and economic region. With all campuses located on Interstate 40, Arkansas Tech University in Russellville, Arkansas Tech University-Ozark Campus and Arkansas Tech Career Center enable both Workforce Development Regions multiple access points to educational training. As an educational entity, Arkansas Tech University serves its mission through its variety of bachelor's, master's, and doctoral programs. The Ozark Campus currently serves its mission through its viable and industry recognized two-year programs. Combining the missions and programs of study, Arkansas Tech University and the Ozark Campus are identified as a regional provider of education to the Arkansas River Valley region and beyond. ATCC as a secondary tech center partner, provides access to Arkansas Tech University serving 17 public schools in both the Western and West-Central Workforce Development Regions. With its satellite entities in Danville, Clarksville, and Paris, ATCC enables our River Valley secondary partners access to relevant and specific career training supporting the economic and employment needs of both regions.

Labor Needs Overview

In the Western and West-Central Regions, manufacturing is an economic engine. To support this industry, manufacturing has a need for skilled technicians. Maintaining sustainability and advancement of future processes, the manufacturing sector requires a diverse set of STEM skillsets. Automation in the industry continues to drive the industries' ability to compete in a global marketplace. Currently, access to training in the River Valley is limited in automation technology. With the advancement in technology, employers are seeking entry level employees skilled in this diverse aspect of industrial automation.

On a national level, the skills gap in manufacturing mirrors what we see in the Western and West-Central Workforce Development Regions. Today's 21st century manufacturing facilities have ushered a new wave of manufacturing with an array of technologies from advanced robotics to fully integrated production systems. With this new environment on the production floor, manufacturers are moving towards a new level of interconnected and intelligent manufacturing system which incorporates the latest advances in sensors, robotics, big data, controllers, and machine learning. This allows every aspect of the plant to be constantly accessible, monitored, controlled, designed, and adapted for real-time adjustments. The higher reliance on automation in these smart factories is going to make manufacturing more efficient and productive. (Manufacturing Institute, 2015).

Industries in the Western and West Central Arkansas Workforce Development Regions, in order to keep pace with the future in new automated technologies require highly skilled workers to manage the increasing complexity. Today's modern manufacturing workers need a variety of skills: Strong problem-solving skills can equate to the ability to autonomously adjust robots and production systems real-time. Math skills can translate into applied competencies in measurement and spatial reasoning. Technical skills have practical application in areas such as metallurgy, and technical system operations such as fluid power electrical controls. Understanding algorithms and advanced computing can translate into the ability to develop advanced technologies such as 3D-modeling and advanced robotics. Overall, as product development and manufacturing systems become more interwoven and cycle times shorten, workers need to have higher levels of STEM and analytical skills in order to influence design changes as well as production efficiency. (Manufacturing Institute, 2015).

The sophistication of today's and tomorrow's factories places greater onus on new and existing workers to increase their skillset, and to come to the table with the STEM skills necessary to operate in an advanced manufacturing facility. "And with the skills gap becoming an increasingly troublesome trend, manufacturers must act now in order to reap the benefits that smart manufacturing, alongside a smart skillset, can provide" (Manufacturing Institute, 2015). The Manufacturing Institute also shows results of a survey centered around skills in which manufacturing employees are most deficient. The results show that 70% of manufacturing employees are deficient in technology/computer skills, 69% deficient in problem solving skills, 67% deficient in basic technical training, and 60% deficient in math skills (Manufacturing Institute, 2015).

In ten years, it is projected that the skills gap in manufacturing at a national level will reach a deficit up to 3.5 million jobs. Unless a training system is developed, it is projected up to 2 million of those jobs will go unfilled (Manufacturing Institute, 2015). "We cannot fully realize the renaissance of U.S. manufacturing unless and until we solve the manufacturing skills gap. Manufacturers are the key to solving this problem. By aligning together and clearly defining their needs—and speaking with one voice, they can work with secondary and post-secondary schools and government to create a system that attracts, develops, and retains skilled manufacturing talent." (Dr. Charles Blankenship, President and CEO, GE Appliance & Lighting).

As noted by a national survey of The Manpower Group, 3 of the top 10 most difficult jobs to fill are manufacturing related (Manpower Group, 2015). Our industry alliance partners have indicated this shortage at the local level. Through support letters and answers to ATU Ozark designed surveys, these industry partners have indicated that entry level employees are difficult to recruit with the skillsets required in today's manufacturing environment.

Regional Data from Workforce Development Regions

According to data provided by Discover Arkansas and the Arkansas Department of Workforce Services, production occupations in the Western Arkansas Workforce development region have the highest number of annual openings due to growth over the short term at 303 annual openings due to growth. This does not include annual openings due to replacements which is at 289. Also, food manufacturing has the highest projected employment over the short term in Western Arkansas over any other industry, with paper manufacturing also in the top 10 (Discoverarkansas.net, 2016).

In the West-Central Workforce Development Region, production occupations are in the top 10 short term growth occupations at 170 annual openings due to growth and 246 due to replacements (Discoverarkansas.net, 2016). Also, wood product manufacturing and food manufacturing rank in the top 10 for growth industries over the short term as well in this region. Food manufacturing also ranks in the top 10 growth industries over the long term (Discoverarkansas.net).

Many jobs across various sectors involve handling equipment that has automated technology within it and requires a higher level skill set than equipment of the past. When looking at Arkansas Department of Workforce Services data from Discover Arkansas, several occupations across both Western and West-Central Arkansas regions that will utilize automation technology are shown in growth mode over the long term as far as year 2022. Those occupations include: production occupations, installation/maintenance and repair occupations, food processing occupations, industrial machinery mechanics, inspectors/testers/sorters, plant and system operators, electricians, computer occupations, packaging/filling machine operators, machinists, and electrical/electronic equipment installers and mechanics.

The following data from DiscoverArkansas.net also supports the need for training and education in automation technology. In the Western Workforce Development Region, the following occupations are shown through long term projections by year 2022 as growing: Productions workers at 374 annual openings, Installation/Maintenance/Repair at 166 annual openings, Food processing workers at 83 annual openings, Industrial Machinery Mechanics 24 annual openings, Computer occupations 23 annual openings, Machinists 22 annual openings, Inspectors/testers/sorters with 21 annual openings, Packaging/filling machine operators 14 annual openings, Plant and system operators at 13 annual openings.

In the West-Central Workforce Region, the following data was collected from DiscoverArkansas.net: Production occupations at 357 annual openings, Installation/Maintenance/Repair occupations at 165 annual openings, Food processing workers at 96 annual openings, Industrial Machinery Mechanics at 23 annual openings, Inspectors/testers/sorters at 23 annual openings, Plant and system operators at 17 annual openings, Electricians at 17 annual openings, Computer occupations at 17 annual openings, Packaging/Filling Machine Operators at 15 annual openings, Machinists at 8 annual openings. Electrical/Electronic Equipment Installers and mechanics at 6 annual openings.

When looking at the electronic and precision equipment repair and maintenance as an industry instead of as an occupation, it is expected to grow by almost 10% by 2022. This helps to show that precision automated equipment is a growing trend on the production floor of manufacturers (DiscoverArkansas.net). When looking at the manufacturing industry in West-Central Arkansas, it is expected to grow by more than 6% and over one thousand jobs by 2022 (DiscoverArkansas.net). In terms of short term growth, food manufacturing in Western Arkansas is ranked #1 as the industry with the most net growth projected in the short term by 2016 at 475 new jobs (DiscoverArkansas.net). Paper manufacturing ranks 5th in Western Arkansas with 209 new jobs in the short term. Overall in Western Arkansas, three of the top 10 growth industries involve a form of manufacturing. In West-Central Arkansas, two of the top 10 growth industries over the short term involve a form of manufacturing. Food manufacturing is also ranked in the top 10 in terms of net growth over the long term.

The data shows that manufacturing and production remain strong in Western and West Central Arkansas and will continue to be a top job growth sector for both areas. As these industries rely more and more on computer automated systems in their production lines, having operators with advanced training in how to both maintain and control complicated pieces of manufacturing equipment will be essential to keeping these companies competitive. These industries will draw from a larger pool of qualified workers which helps Arkansas retain industry and attract new growth.

Survey Data

We also feel it is important to include data we collected prior to the planning grant phase of the grant. As noted in our planning grant, Arkansas Tech University-Ozark campus conducted a survey of several large manufacturers across Western and West-Central Arkansas including the following industries who responded: ConAgra, Bridgestone Americas Tube Business, Dow Chemical, International Paper, Baldor Electric Company, Cloyes Gear and Products, Vire Control Systems, and two other companies who wished to remain anonymous. Here are the summary results of the survey taken approximately 9 months ago. When asked how difficult it is to find qualified workers with the right skillsets in industrial automation, 70% of respondents claimed it was very difficult to find these type of workers and 30% saying somewhat difficult. None of the companies responded as saying it was easy to find these types of workers. When asked how important automated equipment will be to their facility over the next 5 years, 70% of respondents said it would be very important to their plans over that time frame, and 20% saying it was somewhat increasing in need. In terms the skills gap, 100% of companies who responded said that the lack of available skilled labor in automated technology or other computer automated equipment was a top 3 skill gap issue for their facility. A majority of companies also responded that it was more difficult today to find skilled workers in automated technology than in the past. Finally, as noted in the planning grant and through the survey conducted for that phase, our industry partners responded overwhelmingly that the top jobs which are hardest to fill include those with technical expertise in instrumentation, machining, maintenance, automation, programmable logic controllers, and other electrical knowledge based jobs, all of which have a strong relationship to automation.

ATU-Ozark also conducted a new survey before this Implementation application was submitted to further show the need in the Western and West-Central regions. For this survey, a questionnaire was deployed to gain quantitative data on the need for automation technology skill sets in local industry. A large number of industries within the manufacturing sector were sent the questionnaire. Of those, responses came from industries including Entergy-Nuclear One, City Corporation of Russellville, West Fraser, Hanesbrands Inc., Vire Control Systems, JW Aluminum, International Paper, MAHLE Engine Components USA, Inc., Virco Manufacturing, Tyson Foods, Baldor Electric Company, Olin Chemical, and three others who remained anonymous.

Within this new survey, the following data was collected:

1) Would the implementation of automation technology programs be of benefit to your business in the future in terms of recruitment and access to skilled labor? 100% responded as “Yes”, 0% responded as “No.”
2) How difficult is it to find qualified workers with the right skillsets in industrial automation including electrical, mechanical, and computer automation skillsets? 62.5% Very difficult; 37.5% Somewhat difficult; 0% Neither difficult or easy; 0% Not difficult

3) On a scale of 1 to 10, please indicate the difficulty of finding workers in the Arkansas River Valley with skill sets in automated technology or other advanced industrial operator technology (10 being the most difficult to find, 0 being easiest to find)? 31.25% gave a rating of "9"; 43.75% gave a rating of "8"; 18.75% gave a rating of "7"; 6.25% gave a rating of "6."
4) Do you see the lack of available skilled labor in either industrial automated technology or other computer automated equipment as a top 3 skill gap issue in regards to hiring or training workers at your facility? 93.75% responded as "Yes"; 6.25% responded as "No."
5) Would you be willing to explore partnership ideas with Arkansas Tech University-Ozark Campus in regards to our new automation programs? 87.5% responded as "Yes"; 12.5% responded as "Not sure at this time."
6) In regards to the jobs at your facility that involve skills in industrial automation or other computer automated equipment, do you expect these jobs to grow or decline over the next 10 years? 81.25% responded as "Grow"; 18.75% responded as "Not sure at this time"; 0% responded as "Decline."
7) What is the entry level salary for a position in automation technology? The following answers were obtained as open ended responses:
    - $60K to $90K annually depending on background and experience
    - Base salary starts at $14 per hour for a maintenance tech and up to $22 per hour depending on skill set
    - $30,000 annually
    - $17 per hour
    - $13.11 per hour
    - $45K to $75K based on experience
    - $22.92 per hour
    - $40,000 annually
    - $20.00 per hour
    - Entry level positions begin at $12.75, but can top out around $20
    - $25K to $45K annually depending on department
    - $14 per hour
    - $11 to $17 per hour for entry level

Data in both Western and West Central Workforce Development Regions as identified by industries have demonstrated automation technology as a top need. By providing these skill sets beginning in secondary education with a continued track through two-year and four-year options, we can fill now fill the skills gap and provide a continued flow of workers to our industries.

SECTION 2 – PROGRAM PLAN **25 Points**

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

- Detailed project timeline and overview- provide a month-by-month overview of the critical convenings, activities, and actions that will comprise the project.

- Measurable objectives for each phase of the project- detail the metrics utilized throughout the project to track how credentialed job candidates possessing the skills needed by employers will be provided.

- Project governance and accountability plan- clearly describe the plan for governance, meetings, and decision-making structure; identify a project director; and identify members of a project steering committee that will maintain oversight throughout the project period.

- Pathways articulation and support- clearly describe the educational pathway(s) and support services that will be developed, or existing pathways that will be enhanced, to meet the identified workforce needs. Pathways should incorporate all appropriate student outcomes from short-term industry-recognized credentials through the highest certificate or degree programs appropriate to the identified career goals and include career step-out points at the completion of each credential.

- Role of equipment request- required only for those proposals seeking equipment purchases. Outline how equipment purchase will specifically address local labor market needs; provide detailed description of equipment, educational value of equipment in preparing workforce, and justification for purchase.
  NOTE: Equipment may not be purchased during the planning phase

- Performance assessment- clearly define measurable outcomes to be achieved through implementation of the plan and strategies to measure and report achievement of those outcomes. Priority will be given to programs which prepare candidates for high wage jobs or which create capacity to move candidates from unemployment to employment.

- Program plans must be designed to meet the goals and core requirements of the Regional Workforce Grants program. At a minimum, the plan must include a detailed project timeline and overview, measurable objectives for each phase of the project, a project governance and accountability plan, pathways articulation and support, the role of any equipment requested, and a performance assessment.

Keep the following rubric in mind when completing this section:

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

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

Program Plan

Arkansas Tech University's Training Alliance proposal is an effort to meet the defined need in Automation Technology at a local, regional, and state level. This proposal closes the skill gap by developing a pipeline of skilled workers beginning at the secondary level as they acquire credentials through the Arkansas Tech University system.

In phase I, the Arkansas Tech University Career Training Alliance explored and verified an accurate need to properly represent in the lab environment technologies supported by the industry. The Alliance also identified a curriculum supporting skill sets required to meet the skills gaps outlined through our industry partners. As part of the planning phase, a review of recognized industry credentials and professional training was initiated to assist in the development of a regional educational model which represents the future of automation in industry. The Alliance also explored other out of state models that represent this STEM initiative. The Alliance reviewed during this phase all programs and linkages to accentuate and enhance current offerings outlined in the recommendations of the Southern Regional Education Board (SREB). The SREB outlines in the full report, Credentials for All: An Imperative for SREB States, eight educational actions which they recommend to transform education. To meet this challenge, the Alliance has begun to implement these recommendations during Phase I and will continue its enhancement in Phase II of current program offerings developing pathways and credentials supporting local, regional, and our state's workforce.

The Arkansas Tech University Career Training Alliance currently has appropriate equipment in place to meet the desired outcomes in its program offerings at the secondary and post-secondary levels with the exception of Automation Technology programs to be housed at ATCC, ATCC Paris Satellite, and ATCC Clarksville Satellite. In Phase II, The Alliance is requesting support to construct laboratory infrastructure at ATCC and its satellites to compliment the certification and degree offerings in Automation Technology Science. This configuration provides access points with attention to underserved rural students at the secondary level. The Paris Satellite will focus on entry level skill sets in the mechanics, electronics and hydraulic systems of Automation Technology. The Clarksville Satellite will provide entry level training in the computer communications utilized in the automation

systems components. The ATCC location will serve as the main access point for rural secondary students into the automation field. It also serves as a complete lab setting with the ability to transition secondary concurrent students to Associate of Applied Science degrees in Automation Technology. In all locations, access to post-secondary students will utilize equipment and facilities to gain access to training leading to degrees or to serve industry in noncredit training applications as needed.

The Alliance over the last 5 years has developed the partnerships and structure to support the skills gap training in our river valley region. Arkansas Tech University – Ozark Campus has built partnerships through its relationships with the public schools. This relationship is centered on the local community / school district providing the space required to house and provide training at the secondary level. Industry and relevant skills sets is focal in this partnership. The Ozark Campus is responsible for the instructor and curriculum. As noted this type of arrangement provides access to underserved rural populations. It is strategic in its inception devoted to skills training relevant to local industry needs.

The Paris Satellite is a joint venture between Paris Public Schools, the City of Paris, local industry and the Ozark Campus. It is supported by Arkansas Career Education, Arkansas Tech University and has obtained industry funding to build appropriate facilities to support the automation training.

The Clarksville Satellite is in partnership with Clarksville Public Schools which provides the facilities required to access the computer communications skills utilized in automation technology.

Both satellite locations support the introduction of the identified skills in Automation Technology. The partnerships build a quantifiable and qualifiable workforce serving the regions of both West and West Central Workforce districts. In combination with ATU – Ozark, ATCC, ATU and the schools served by our educational partners, local and regional industries will have access to a pipeline of employable students ready for entry level employment.

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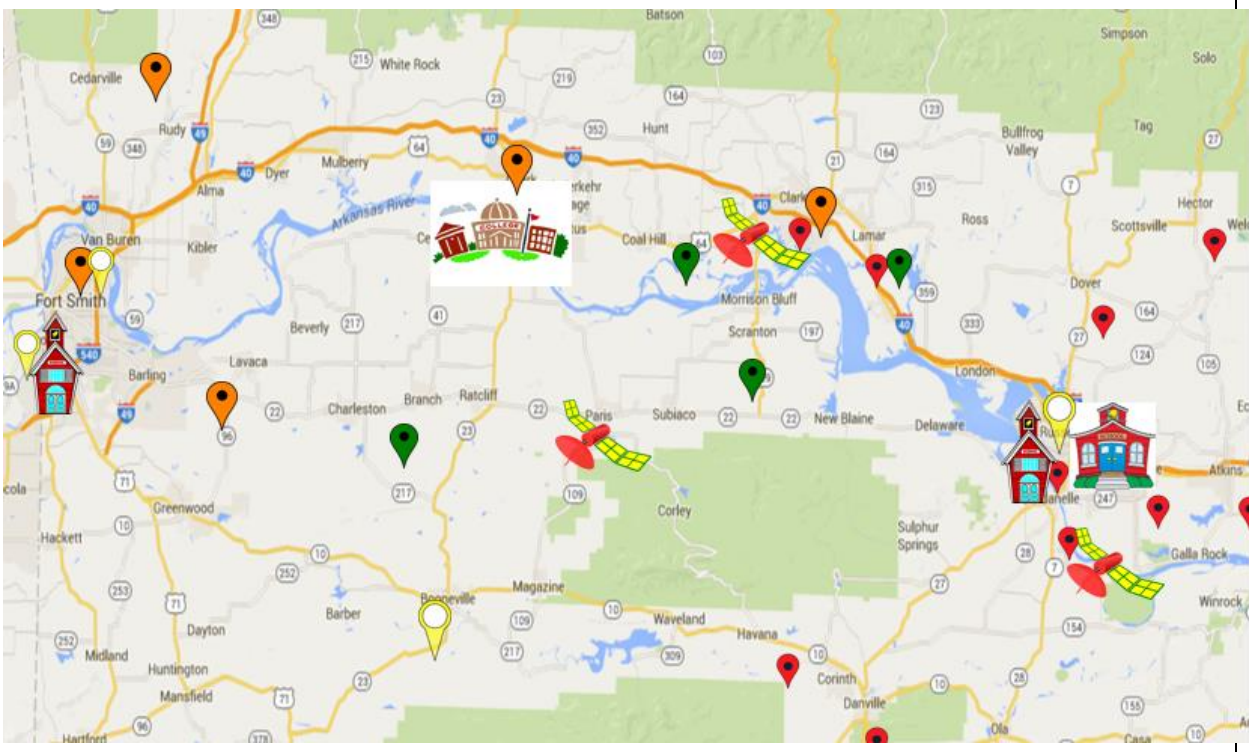
Institution and Facility Locations

Arkansas Tech University merged with Arkansas Valley Technical Institute in 2003 to become Arkansas Tech University - Ozark Campus. Since its merger with Arkansas Tech University, ATU-Ozark has become an extension of the main campus. Arkansas Tech University in Russellville, Arkansas Tech University-Ozark Campus, and Arkansas Tech Career Center (ATCC) are all governed by one board of trustees and operate under the direction of Dr. Robin E. Bowen, President of Arkansas Tech University. Arkansas Tech University has built a reputation and history of service to industries in the Western and West-Central Arkansas Workforce Development Regions. It is also recognized for work with its secondary partners throughout both regions. The Alliance will work to develop and enhance automation technology sciences providing fully equipped lab environments through its tech center (ATCC) and its Clarksville and Paris satellites. Access to these credit bearing automation learning labs will be available to the secondary schools served through ATCC as well as entry level training at the post-secondary level at ATCC. It is the intent of the alliance to also provide specialized noncredit industry training utilizing the facilities and equipment to better serve current and future industry partners.

The Arkansas Tech University Career Training Alliance initiative will enhance program offerings providing to better organize the educational structure of workforce training offered through ATCC, Arkansas Tech University Ozark Campus, and Arkansas Tech University. The alliance's vision is to develop a comprehensive plan implementing recommendations as outlined by the Southern Region Educational Board Commission on Career and Technical Education in its April 2015 report "Credentials for All: An Imperative for SREB States". These recommendations will apply to Automation Technology Science and all current and future program offerings meeting workforce needs through Arkansas Tech University Ozark Campus, Arkansas Tech Career Center (ATCC), and Arkansas Tech University.

The illustration below identifies the Alliance secondary partners and locations providing access to educational centers in the Western and West Central Workforce Development Regions. The educational access points are noted in the locations of: Arkansas Tech Career Center (Russellville), Clarksville High School (Clarksville), Paris High School (Paris), Arkansas Tech University – Ozark Campus (Ozark), and Arkansas Tech University (Russellville). Also identified are other educational partners and access points utilized by the Ozark Campus of Arkansas Tech University.



Arkansas Tech University Career Training Alliance
Expected Outcomes / Goals for All Programs

The Arkansas Tech University Career Training Alliance proposal is focused on four (4) overreaching goals:

Goal One: Establish and enhance curriculum and educational equipment in Automation Technology Science supporting the workforce labor needs as recognized by local, state, and national data.

Goal Two: Implement and enhance career training and educational structure supporting the recommendations and actions outlined by the Southern Region Education Board, "Commission on Career and Technical Education".

- Build high school to post-secondary bridges and 2 year to 4 year degree linkages
- Identify college readiness standards necessary for career and educational success
- Provide relevant and stackable industry recognized assessments preparing workers for rapid entry into the workforce
- Provide and enhance career education instructors' professional development
- Increase career offerings and opportunities to earn concurrent credit
- Enhance and align secondary and post-secondary career education curriculum leading to industry credentials and degrees
- Develop retention and bridge programs to encourage secondary students to complete structurally guided pathways
- Increase the number of high school students entering relevant career training programs.

These action steps will facilitate an educational design structure enhancing instruction, curriculum alignment, and student outcomes leading to careers.

Goal Three: Provide industry access to valued career training opportunities in Automation Technology Science utilizing up to date and recognized equipment and facilities.

Goal Four: Provide strategic marketing and career path information beginning at the middle school level to continue through post-secondary level bachelor's degree. This marketing will be centered on career pathways to industry recognizing a diverse population and the job opportunities for this diverse population. Marketing includes completing the bridge from secondary career path to post-secondary career path to industry. The alliance will facilitate these efforts through:

- Career Development Facilitator working with student support services
- Enhancing career academic advising
- Providing employment and financial data
- Establishing clear and defined career pathway marketing

Project Timeline
Phase II

- July 2015 –
  - Hired Industrial Control Systems instructor for Paris Satellite location
- August 2015 –
  - Paris Satellite starting of instruction/classes began for secondary concurrent students

- March 2016 –
  - Began annual college Readiness Bridge Program to assist with college entrance, financial aid, remediation, and college orientation
- April 2016 –
  - Conducted enrollment for fall classes for secondary concurrent students at the ATCC Clarksville satellite location
  - Enrolled secondary students at the ATCC Paris satellite location
  - Enrolled secondary students at the ATCC location in Russellville
- June 2016 –
  - Advertise for automation systems instructors at ATCC and at the Clarksville satellite
  - Paris satellite instructor attends professional training in automation curriculum
- July 2016 –
  - Bid equipment for ATCC and the Clarksville and Paris satellite locations
  - Hire ATCC Automation Technology instructor
  - Hire Clarksville Automation Technology / Computer Science instructor
  - Advertise for (1) Career Development Facilitator to be located at ATCC
  - Develop proposal for submission to ADHE requesting Bachelors of Applied Science at Arkansas Tech University
- August 2016 –
  - Train and orient new Automation Technology faculty
  - Start classes in Automation Technology at ATCC, Clarksville, and Paris
  - Career Development Facilitators will be hired
  - Career Development Facilitators will recruit, advise, and place students
  - Transition high school students to college or the workplace assisting college
  - Recruit students into career programs and develop marketing materials
  - The facilitator will be placed at ATCC coordinating with the ATU-Ozark campus
- October 2016 –
  - Automation Technology equipment delivery for ATCC, Clarksville, and Paris
  - Host Automation Technology Advisory Board assessment meeting
- November 2016 –
  - Enroll degree seeking adult students at ATCC and the Paris satellite location
- January 2017 –
  - Instruction begins for adult degree seeking students at ATCC and Paris
  - Bachelors of Applied Science to ADHE for approval, linking AAS two year degrees to a four year Bachelor's degree
- February 2017 –
  - Annual Spring Advisory Board assessment meeting
- March 2017 –
  - Annual college Readiness Bridge Program to assist with college entrance, financial aid, remediation, and college orientation
- April 2017 –
  - Enrollment for Summer/Fall classes begins for adult degree seeking students
  - Enrollment for 2017 secondary concurrent students also begins
- June 2017 –
  - Annual Summer faculty training on automation technology curriculum

    - Recognized industry credential embedded into the AAS Automation Technology program
- December 2017 –
    - Award Technical Certificates for adult degree seeking students
- February 2018 –
    - Annual Spring Advisory Board assessment meeting
- March 2018 –
    - Annual college Readiness Bridge Program to assist with college entrance, financial aid, remediation, and college orientation
- April 2018 –
    - Enroll concurrent Certificate of Proficiency enrolled students into Automation Technology as adult degree seeking students
- May 2018 –
    - Award Certificates of Proficiency for secondary concurrent students at all locations. Award Associate of Applied Students for adult degree seeking students
- October 2018 –
    - Employers will complete a satisfaction survey of job skills acquired from students employed completing an Automation Technology Associate of Applied Science Degree and/or Technical Certificate

Project Governance and Accountability
The Arkansas Tech University Career Training Alliance will fall under the governance structure currently in place at Arkansas Tech University as outlined by state law, and the Alliance will coordinate and oversee all industry and educational partnerships.

Program offerings will be accountable to the Board of Trustees at Arkansas Tech University through the Arkansas Department of Education Coordinating Board. Programs housed at the secondary level will meet the accountability and regulatory guidelines as defined by Arkansas Career Education. Credit earned concurrently will also meet the regulatory guidelines as outlined by state law and the Arkansas Department of Education.

The Career Training Alliance will hold bi-annual meetings and serve as a career pathway advisory board. The Alliance will be made up of Arkansas Tech University-Ozark Campus administrative unit, Arkansas Tech University Academic Affairs, the director of Arkansas Tech Career Center, member superintendents under the alliance, automation technology faculty, and industry representatives from partner industries utilizing automation technology systems.

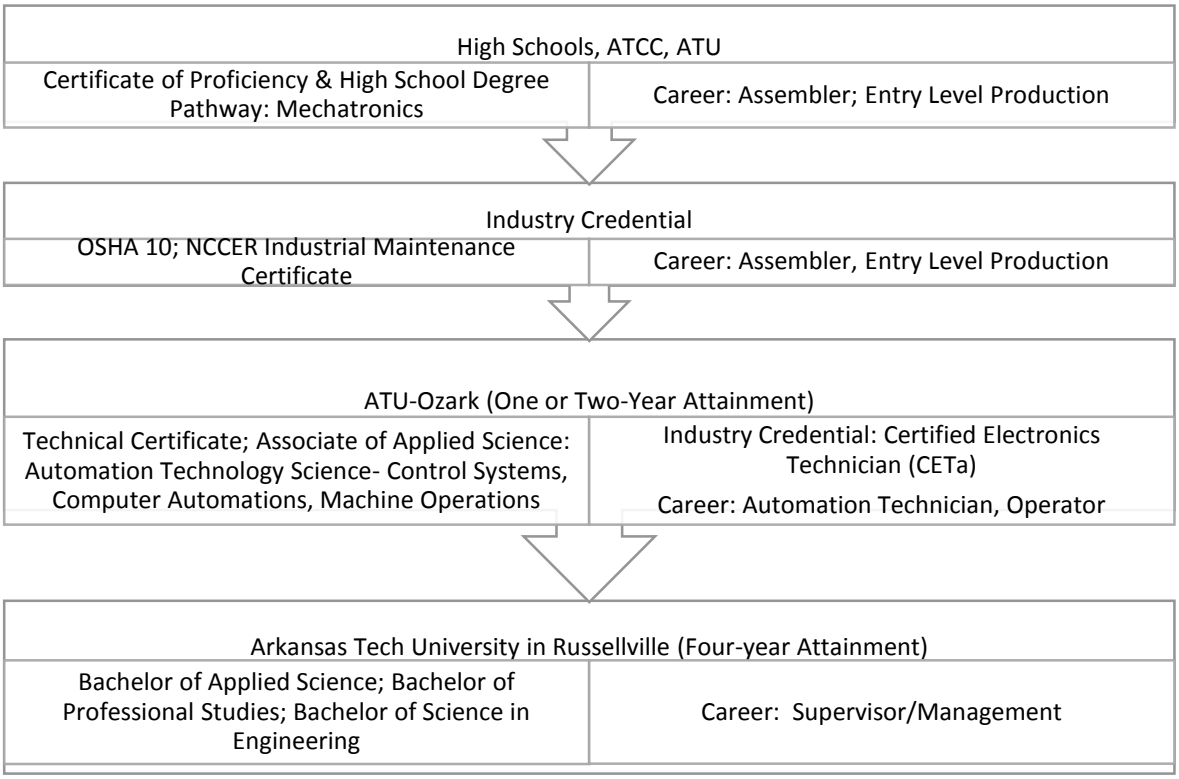
Project Director: Mr. Bruce Sikes, Chancellor, Arkansas Tech University-Ozark Campus
Project Steering Committee: Mr. Mike Murders - Chief Academic Officer at Arkansas Tech University-Ozark Campus, Mr. Justin Smith – Chief Business and Community Outreach Officer at Arkansas Tech University-Ozark Campus, Mrs. Pat Edmunds – Director of Arkansas Tech Career Center, Mr. David Hopkins – Superintendent Clarksville Public Schools, Wayne Fawcett-Superintendent Paris Public Schools.

Core Requirements Automation Technology
The Automation Technology Program supported by the Arkansas Tech University Career Training Alliance will obtain at minimum one recognized industry credential and a certificate

of proficiency leading to a Technical Certificate or Associate of Applied Science degree offered through Arkansas Tech University Ozark Campus. After completing 36 credit hours in Automation Technology, students will be eligible to sit for the "Certified Electronics Technician" exam as recognized by the International Society of Electronics Technician Association. Upon completion of the Associate of Applied Science in Automation Technology, Students will also have the ability to continue their career path through a bachelor's level degree offering at Arkansas Tech University.

Career Pathways

Arkansas Tech University Career Training Alliance Career Pathway
Automation Technology Science



Student Support

Career Facilitators will be requested through the grant to support Phase II activities to recruit students into career path programs including Automation Technology. They will support students with job coaching, educational financial planning, advising and transition into career path and / or continued educational training into Technical Certificate, Associate of Applied Science degrees leading into Bachelor's level training. The Career Facilitator will assist students with access to all support services offered through the university as they continue their degree training. The Career Facilitator will support faculty embedding soft skills job training enhancing students' potential for employable workforce skills regarded by industry.

Equipment Needs

The Arkansas Tech University Career Training Alliance is requesting equipment in Automation Technology to support secondary and post-secondary instruction at the Arkansas

Tech University Career Center and its satellite at Paris. The equipment listed below with instructional justifications will support creation of the Automation Technology laboratory infrastructure at ATCC and at the Paris satellite complimenting the certification and degree offerings in Automation Technology. All equipment listed below represents items that may be purchased and include product descriptions and pricing as identified at this time, however prices or needs may change based on the program development. Therefore, individual line items or prices are listed as estimates and may change at the time of purchase. Based on those adjustments, purchases for this equipment will not exceed the total amount listed at the end of the table below.

Course #	Equipment Description	Educational Value	Justification	Estimated Costs	
ICS 1163/1173	AC / DC Electrical Learning System	This equipment supports fundamental principles of AC and DC Circuits	Support ATCC instruction in course # ICS 1163/1173	$5,244.00	
ICS 1163/1173	AC / DC Electrical Learning System	This equipment supports fundamental principles of AC and DC Circuits	Support Paris Satellite instruction in course # ICS 1163/1173	$5,244.00	
ICS 1123	Power and Control Electronics Learning System	This equipment supports instruction in semiconductors or solid state components.	Support ATCC instruction in course # ICS 1123	$12,950.00	
ICS 1123	Power and Control Electronics Learning System	This equipment supports instruction in semiconductors or solid state components.	Support Paris Satellite instruction in course # ICS 1123	$12,950.00	
ICS 1123	Oscilloscope	This equipment supports instruction in semiconductors or solid state components.	Support ATCC instruction in course # ICS 1123	$1,130.00	
ICS 1123	Oscilloscope	This equipment supports instruction in semiconductors or solid state components.	Support Paris Satellite instruction in course # ICS 1123	$1,130.00	
ICS 1143	Electric Relay Control Learning System	This system supports introduction to digital logic, basic digital logic gates, truth tables, numbering systems, and different types of TTL integrated circuits.	Support ATCC instruction in course # ICS 1143	$3,433.00	
ICS 1143	Electric Relay Control Learning System	This system supports introduction to digital logic, basic digital logic gates, truth tables, numbering systems, and different types of TTL integrated circuits.	Support Paris Satellite instruction in course # ICS 1143	$3,433.00	
ICS 1143	Electric Motor Control Learning System	This system supports introduction to digital logic, basic digital logic gates, truth tables, numbering systems, and	Support ATCC instruction in course # ICS 1143	$11,366.00	

		different types of TTL integrated circuits.			
ICS 1143	Electric Motor Control Learning System	This system supports introduction to digital logic, basic digital logic gates, truth tables, numbering systems, and different types of TTL integrated circuits.	Support Paris Satellite instruction in course # ICS 1143	$11,366.00	
ICS 2213	Power and Control Electronics Learning System	This equipment supports the study effect transistors, thristors, and linear integrated circuits.	Support ATCC instruction in course #ICS 2213	$12,950.00	
ICS XXX3	Fanuc Robotic Trainer	This equipment will support instruction in the operation, programming, and service involving modern industrial robots.	Support ATCC instruction in course # ICS XXX3	$35,054.00	
ICS XX43	Mechanical Drives Learning System	This equipment supports instruction in the troubleshooting and maintenance of robots.	Support ATCC instruction in course # ICS XX43	$15,150.00	
ICS XX43	Mechanical Drives Learning System 2	This equipment supports instruction in the troubleshooting and maintenance of robots.	Support ATCC instruction in course # ICS XX43	$6,657.00	
ICS XX43	Viscosimeter	This equipment supports instruction in the troubleshooting and maintenance of robots.	Support ATCC instruction in course # ICS XX43	$635.00	
ICS XX43	Mechanical Drives Learning System 3	This equipment supports instruction in the troubleshooting and maintenance of robots.	Support ATCC instruction in course # ICS XX43	$6,500.00	
ICS 2123	Basic Fluid Power Learning System	This system supports basic knowledge and application of hydraulic and pneumatic principles.	Support ATCC instruction in course # ICS 2123	$17,526.00	
ICS 2123	Basic Fluid Power Learning System	This system supports basic knowledge and application of hydraulic and pneumatic principles.	Support Paris Satellite instruction in course # ICS 2123	$17,526.00	
ICS 2123	Intermediate Hydraulics Learning System	This system supports basic knowledge and application of hydraulic and pneumatic principles.	Support ATCC instruction in course #ICS 2123	$6,858.00	

ICS 2123	Intermediate Hydraulics Learning System	This system supports basic knowledge and application of hydraulic and pneumatic principles.	Support Paris Satellite instruction in course # ICS 2123	$6,858.00	
ICS 2123	Intermediate Pneumatic Learning System	This system supports basic knowledge and application of hydraulic and pneumatic principles.	Support ATCC instruction in course # ICS 2123	$2,467.00	
ICS 2123	Intermediate Pneumatic Learning System	This system supports basic knowledge and application of hydraulic and pneumatic principles.	Support Paris Satellite instruction in course # ICS 2123	$2,467.00	
ICS 2116/2153/2163	Mechatronics Learning System (8 stations)	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$35,096.00	
ICS 2116/2153/2163	PLC Programming Software (8 stations)	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$4,256.00	
ICS 2116/2153/2163	Pick and Place Feeding Station	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$10,095.00	
ICS 2116/2153/2163	Gauging Station	This system supports instruction in DC Motor	Support ATCC instruction in	$10,275.00	

		controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	course # ICS 2116		
ICS 2116/2153/2163	Orientation Processing Station	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$11,985.00	
ICS 2116/2153/2163	Sorting Buffering Station	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$8,255.00	
ICS 2116/2153/2163	Servo Robot Assembly Station	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$16,630.00	
ICS 2116/2153/2163	Fanuc Robot Integration	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output	Support ATCC instruction in course # ICS 2116	$3,807.00	

		transducers, instrumentation, process control, AC Motor controls.			
ICS 2116/2153/2163	Fanuc Cert LR Mate Conversion	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$2,950.00	
ICS 2116/2153/2163	Fanuc LR Mate Robotics Training Package	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$35,054.00	
ICS 2116/2153/2163	Torque Assembly Station	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$9,075.00	
ICS 2116/2153/2163	Inventory Storage Station	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$10,055.00	

ICS 2116/2153/2163	Electro hydraulic Station	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$14,650.00	
ICS 2116/2153/2163	Hydraulic Oil 10 Gallons	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$345.00	
ICS 2116/2153/2163	Fanuc Robot Integration Engineering Services Startup and Installation	This system supports instruction in DC Motor controls, electro mechanical devices, three phase power, open and closed loop motor control, robotic input and output transducers, instrumentation, process control, AC Motor controls.	Support ATCC instruction in course # ICS 2116	$6,375.00	
ICS XX53	Fanuc LR Mate Fenceless Cert Cart	This equipment supports instruction in basic robot programming.	Support ATCC instruction in course # ICS XX53	$49,795.00	
ICS XX63	Motion Control Learning System	This system supports instruction in the programming and application of industrial robots and general purpose synchronized motion control. This course broadens knowledge by using different programming languages to initiate and control motion sequences.	Support ATCC instruction in course # ICS XX63	$16,007.00	

ICS 2113/2133	Portable PLC Learning System	This equipment supports instruction in Programmable Logic Controllers used to control mechanical machinery, energy management systems, computer integrated manufacturing, and robotic applications.	Support ATCC instruction in course # ICS 2113/2123	$18,908.00	
ICS 1163, 1173, 1123, 1143, 1103, XXX3, XX43, XX53, XX63, 2113, 2133, 2143, 2123	E-learning Group Subscription (25 seats)	This subscription supports industrial safety and electronic learning libraries providing support and essential knowledge in a broad range of technology skills.	Support ATCC instruction in course # ICS 1163, 1173, 1123, 1143, 1103, XXX3, XX43, XX53, XX63, 2113, 2133, 2143, 2123. Share subscriptions at Paris Satellite.	$6,000.00	
ICS 1163, 1173, 1123, 1143, 1103, XXX3, XX43, XX53, XX63, 2113, 2133, 2143, 2123	Workstation Hand Tool and Options (2 stations X $1,200.00) Hand Tool Package Motor Control (2 X $380.00) Hand Tool Package 2 Mechanical (2 X $723.00) Hand Tool Package Hydraulic Systems (2 stations X $1,300.00) Hand Tool Package Pneumatic Systems (2 stations X $580.00) Hand Tool Package Mechatronics	This support equipment is essential to all learning applications in automation technology.	Support ATCC and Paris Satellite locations in course #s ICS 1163, 1173, 1123, 1143, 1103, XXX3, XX43, XX53, XX63, 2113, 2133, 2143, 2123, 2123.	$2,400.00 $760.00 $1,446.00 $2,600.00 $1,060.00 $1,760.00	

	Systems (2 stations X $880.00)				
	Computer equipment to support Automation Technology	This support equipment is essential to all learning applications in automation technology.	Support ATCC and Paris Satellite locations in course #s ICS 1163, 1173, 1123, 1143, 1103, XXX3, XX43, XX53, XX63, 2113, 2133, 2143, 2123, 2123.	$3,420.00	
			Shipping	$ 8,000.00	
			Tax	$ 44,096.00	
			Total	$534,049.00	

Performance Assessment

Measurable Objectives and Metrics

- **August 2016**
  Enroll 15 Automation Technology students at ATCC,
  Enroll 15 Automation Technology students at Clarksville,
  Enroll 15 Automation Technology students at Paris.
  Responsible Parties include: Chief Student Officer, Director ATCC, Counselors at Paris and Clarksville.

- **November 2016**
  Enroll 15 adult degree seeking students in Automation Technology at the ATCC At Arkansas Tech Career Center.
  Responsible Parties: Chief Student Officer

- **May 2017**
  Enroll 15 secondary concurrent Automation Technology students at ATCC,
  Enroll 15 secondary concurrent Automation Technology students at Clarksville,
  Enroll 15 secondary concurrent Automation Technology students at Paris.
  Responsible Parties: Chief Student Officer, Director ATCC, Counselors at Paris and Clarksville.

- **August 2017**
  90% of concurrently enrolled secondary students at the Arkansas Tech Career Center (ATCC) will be retained in the Automation Certificate of Proficiency career path.

90% of concurrently enrolled secondary students at the Paris satellite will be retained in the Automation Certificate of Proficiency career path.
90% of concurrently enrolled secondary students at the Clarksville satellite will be Retained in the Automation Certificate of Proficiency career path.
90% or greater of adult degree seeking students completing the Spring and Summer term will be retained for the final term of the Technical Certificate.
Responsible Parties: Chief Academic Officer, Director ATCC, Automation Technology Program Chair, Career Facilitator.

- **January 2018**
  Award 14 Technical certificates to adult degree seeking students at the ATCC site.
  90% or greater of adult degree seeking students completing the Spring and Summer term will be retained for the final term of the Associate of Applied Science Degree in Automation Technology.
  Responsible Parties: Chief Academic Officer, Chief Student Officer, Associate Registrar, Automation Technology Program Chair.

- **April 2018**
  50% of enrolled concurrent Certificate of Proficiency students will enroll into Automation Technology as adult degree seeking students.
  Responsible Parties: Chief Student Officer, Career Facilitator, Automation Technology Program Chair.

- **May 2018**
  Award 14 Certificates of Proficiency to concurrently enrolled students in Automation Technology at ATCC,
  Award 14 Certificates Proficiency to concurrently enrolled students in Automation Technology at Clarksville,
  Award 14 Certificates Proficiency to concurrently enrolled students in Automation Technology at Paris.
  Responsible Parties: Chief Academic Officer, Chief Student Officer, Associate Registrar, Automation Technology Chair
  Award 15 industry recognized credentials to concurrently enrolled students in Automation Technology at ATCC.
  Award 15 industry recognized credentials to concurrently enrolled students in Automation Technology at Paris Satellite.
  Award 15 industry recognized credentials to concurrently enrolled students in Automation Technology at Clarksville Satellite.
  Award 13 Associate of Applied Science degrees in Automation Technology to adult degree seeking students at the ATCC site.
  Responsible Parties: Chief Academic Officer, Chief Student Officer, Associate Registrar, Automation Technology Chair

- **August of 2018**
  50% of students who earned a Certificate of Proficiency will be employed in automation technology career paths.
  Responsible Parties: Chief Academic Officer, Program Chair Automation Technology, Director ATCC, Automation Technology Instructor, Career Facilitator.

- **October 2018**
  As measured by the employer satisfaction survey, 100% of employers surveyed will rate job skills satisfaction of automation technology students at 80% or greater.
  As measured by the employer satisfaction survey, 100% of employers surveyed will rate automation technology curriculum at 80% or greater satisfaction.
  As measured by the employer satisfaction survey, 100% of employers surveyed will rate automation technology equipment at 80% or greater satisfaction.
  As measured by the student satisfaction survey, 100% of students who completed the automation technology program will rate their career training at 80% or greater satisfaction.
  Responsible Parties: Chief Academic Officer, Program Chair Automation Technology, Director ATCC, Automation Technology Instructor, Assessment Coordinator.
- As measured by student satisfaction survey, 90% or greater of students earning an AAS in automation technology will be placed in an industry utilizing their job skills training.
- As measured by student satisfaction survey, 50% of concurrently enrolled students earning a certificate of proficiency will be placed at the ATCC location as adult degree seeking students.
  Responsible Parties: Chief Academic Officer, Program Chair Automation Technology.
  Director ATCC, Automation Technology Instructor, Assessment Coordinator.

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

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

Essential Components:

- Detailed description of role of each partner in implementation of the project- describe how each partner will carry out components of the grant project; provide a description of assigned tasks for each of the mandatory partners; identify specific personnel and the roles they will play throughout the project; describe the integration of each role into the overall project; and describe the process for implementing fully articulated pathways from K-12 through a baccalaureate degree, as appropriate.

- Capabilities of each partner in ensuring project success- discuss the unique strengths of each partner in executing planned proposal; describe how each partner is qualified to participate in the proposed project and how each partners strengthens the overall partnership.

- Consideration of all potential partners in the region – describe the process for identifying each selected partner, including the consideration of regional community colleges, universities, public schools, education service cooperatives, businesses and industries, career and technical education programs, multidistrict vocational centers, and private partnerships.

Keep the following rubric in mind when completing this section:

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

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

Partnership Introduction

The Arkansas Tech University Career Training Alliance brings together partners from industry, secondary education, higher education, and local Workforce Development Regions. The Arkansas Tech University Career Training Alliance has partnered with local industries which are economic engines throughout Western and West-Central Arkansas and have shown a need for automation technology to help their facilities grow and remain strong in Arkansas. Our Arkansas Tech Career Center (ATCC) is the Career and Technical Education link at the high school level through its satellites Paris and Clarksville and the 17 high schools served by those locations. Our Alliance also stretches across two Workforce Development Regions and we have obtained support from both the Western and West-Central Regions. Furthermore, Arkansas Tech University-Ozark Campus and our Russellville campus provide stackable options for those wanting to advance through the automation technology pathway.

Role of Industry Partners and Capability of Ensuring Success

Arkansas Tech University-Ozark Campus has received positive feedback and support from the following industries partners who will serve in various capacities in support of this grant: Cloyes Gear and Products, Inc. (Paris and Subiaco,), Baldor Electric Company (Ozark), Green Bay Packaging, Inc. (Morrilton), Olin Corporation (formerly Dow Chemical in Russellville), Tyson Foods (Dardanelle Complex), Tyson Foods (Scranton), Vire Control Systems, LLC (Clarksville), Bridgestone Americas Tube Business (Russellville), ConAgra (Russellville), International Paper (Russellville), Entergy-Nuclear One (Russellville), JW Aluminum (Russellville), West Fraser (Russellville), City Corporation (Russellville), Hanesbrands, Inc. (Clarksville), MAHLE Engine Components, USA Inc. (Russellville), Virco Manufacturing Corporation (Conway) and Glatfelter (Fort Smith). The above listed industries have given either written or verbal support and have been given the opportunity to review curriculum and hire qualified and credentialed students from automation technology programs. These industries are also given the opportunity to sit on the automation technology advisory board to provide key communication as to the specific skill needs of industry.

- Tyson Foods Foundation –
  $266,000 contributed to Paris satellite and Paris Public Schools, Arkansas to build facility housing automation technology.
- Tyson Foods, Inc. (Scranton) –
  Tyson representative will serve on advisory board to Automation Technology.
  Tyson will hire when appropriate entry level Automation Technology students.
- Cloyes Gear and Products, Inc. (Paris) –
  Cloyes Gear has indicated that they may also donate funds or equipment to the Paris Public Schools for automation technology.
  Cloyes Gear will serve on advisory board to Automation Technology
  Cloyes Gear will hire when appropriate entry level Automation Technology students.
- Baldor Electric Company (Ozark) –
  Baldor representative will serve on advisory board to Automation Technology.
  Baldor will hire when appropriate entry level Automation Technology students.

- Green Bay Packaging, Inc. (Morrilton) –
  Green Bay Packaging representative will serve on advisory board to Automation Technology.
  Green Bay Packaging will hire when appropriate entry level Automation Technology students.
- Olin Corporation (Russellville) –
  Olin Corporation representative will serve on advisory board to Automation Technology.
  Olin Corporation will hire when appropriate entry level Automation Technology students.
- Tyson Foods, Inc. (Dardanelle Complex)–
  Tyson Foods (Dardanelle) representative will serve on advisory board to Automation Technology.
  Tyson Foods (Dardanelle) will hire when appropriate entry level Automation Technology students.
- Vire Control Systems, LLC (Clarksville) –
  Vire representative will serve on advisory board to Automation Technology.
  Vire will hire when appropriate entry level Automation Technology students.
- Bridgestone Americas Tube Business (Russellville) –
  Bridgestone representative will serve on advisory board to Automation Technology.
  Bridgestone will hire when appropriate entry level Automation Technology students.
- ConAgra (Russellville) –
  ConAgra representative will serve on advisory board to Automation Technology.
  ConAgra will hire when appropriate entry level Automation Technology students.
- International Paper (Russellville) –
  International Paper representative will serve on advisory board to Automation Technology.
  International Paper will hire when appropriate entry level Automation Technology students.
- Entergy-Nuclear One (Russellville) –
  Entergy representative will serve on advisory board to Automation Technology.
  Entergy will hire when appropriate entry level Automation Technology students.
- JW Aluminum (Russellville) –
  JW Aluminum representative will serve on advisory board to Automation Technology.
  JW Aluminum will hire when appropriate entry level Automation Technology students.
- West Fraser (Russellville) –
  West Fraser representative will serve on advisory board to Automation Technology.
  West Fraser will hire when appropriate entry level Automation Technology students.
- City Corporation (Russellville) –
  City Corporation representative will serve on advisory board to Automation Technology.
  City Corporation will hire when appropriate entry level Automation Technology students.
- Hanesbrands, Inc. (Clarksville) –
  Hanesbrands representative will serve on advisory board to Automation Technology.
  Hanesbrands will hire when appropriate entry level Automation Technology students.

- MAHLE Engine Components, USA Inc. (Russellville) –
  MAHLE representative will serve on advisory board to Automation Technology.
  MAHLE will hire when appropriate entry level Automation Technology students.
- Virco Manufacturing Corporation (Conway) –
  Virco representative will serve on advisory board to Automation Technology.
  Virco will hire when appropriate entry level Automation Technology students.
- Glatfelter (Fort Smith) –
  Glatfelter representative will serve on advisory board to Automation Technology.
  Glatfelter will hire when appropriate entry level Automation Technology students.

Role of Educational Partners in Arkansas Tech University Career Training Alliance
Arkansas Tech University, Arkansas Tech University – Ozark Campus, and ATCC and its satellites will make available the following:

- Operational governance and fiscal oversight of operational budget
- Educational governance over the Ozark Campus and ATCC
- Bachelor's level pathway to transition Automation Technology from Industry Credential to Certificate of Proficiency to Technical Certificate to Associate of Applied Science to Bachelor's degree
- Leadership in instructional support to Automation Technology program
- Curriculum support to Automation Technology program
- Support governance structure of Arkansas Tech University
- Support fiscal oversight of operational budget
- Maintain Memorandums of Understanding with Arkansas Tech Career Center and Satellite locations of Paris and Clarksville
- Perform and maintain assessment data of Automation Technology program
- Linkage to AAS degree, Technical Certificate, and Certificate of Proficiencies
- Instructional salary of Automation Technology instructor at ATCC
- Access to support systems that assist the transition of students through degree paths
- Support gainful employment of students into the workforce
- Leadership in instructional support to Automation Technology program
- Governance structure of Arkansas Tech University
- Oversight in instruction to Paris and Clarksville satellites
- Housing for, and facilitation of instruction in Automation Technology and Computer Science providing access to students from: Pottsville, Russellville, Dover, Dardanelle, Danville, Yell County Westside, Two Rivers, Hector, Atkins public schools
- Instructional salary of Automation Technology instructor at Paris satellite
- Instructional salary of Automation Technology /Computer Science instructor at Clarksville satellite
- Classroom space housing and facilitate instruction in Automation Technology
- Access to rural students in Scranton, Magazine, and Countyline schools supporting Automation Technology instruction
- Leadership and supervision oversight of Automation Technology instruction
- Classroom space housing and facilitate instruction in Automation Technology focused in computer communications
- Automation Technology program access to rural students in Lamar, Johnson County Westside, and Clarksville

- Leadership and supervision oversight of Automation Technology /computer science instruction

Arkansas Tech University – Ozark Campus has a history of providing instruction directed at meeting the needs of the industries served in the River Valley region. Each partner listed and roles identified provide essential components to providing access to quality training. Industry partners were selected based on their ability to employ entry level workers and have a long history of service in our workforce regions. The Tyson foundation recognized the training benefit of the Ozark Campus partners by providing dollars to support the physical location of the Paris Training Site. Cloyes Gear, Inc. was an initial jumpstart to the training site plan as one provider of a quantifiable and qualifiable workforce at the local level.

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:

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

Section 4.1 – Budget Plan Detail

Please provide your detailed financial plan in the box below.

Workforce Initiative Act of 2015
Arkansas Tech University Workforce Implementation
Grant Application
Budget
Narrative
May, 2016

			Total Cost
A.	**PROGRAM LEADERSHIP SUPPORT COSTS**		
1.	Personnel/Stipend		$ 79,957.00
	Career Development Facilitator Salary ($27,000 year 1, $27,810 year 2)	$ 54,810.00	
	Benefits	$ 25,147.00	
	(see Career Development Facilitator under Student Support on pg. 18) for explanation of responsibilities.		
2.	Travel		$ 18,000.00
	Description	Total cost	
	Travel expenses will include but are not limited to: meeting costs in support of the academic programs, mileage, conference travel, food for meetings. This cost is budgeted at $4,000 x 2 years. Other travel may be included as needed for program support. Meetings and other activities may include food items for attendees such as grant partners and others who support the academic and grant efforts. Meetings including food will be working meetings designed to disseminate information, ensure that the Workforce Implementation grant goals are met and maximize the use of attendees' time.	$ 8,000.00	
	Travel expenses - Career Development Facilitator Mileage and other travel expenses for Career Development Facilitator to visit employers, educational partners and other related activities. Expenditures will include but are not limited to mileage, conference travel and food for hosting meetings. This cost is calculated at $2,000 x 2 years. All conference travel will be related to the grant goals as well as the responsibilities of the Career Development Facilitator.	$ 4,000.00	

	Conference registration and travel expenses for faculty training is calculated at 3 faculty x $2,000 each = $6,000. Expenses are anticipated for year one only to provide appropriate training for new faculty in a Career Center setting. This is necessary to ensure continuity in the academic program provided by the grant.	$ 6,000.00	
3.	Other (see below) Not Applicable		$ -
	TOTAL PARTNER PARTICIPANT COSTS		$ 97,957.00
B.	**Other Direct Costs**		
1.	Equipment		$ 534,049.00
	Educational Equipment - see detailed list beginning on pg. 18. Specific equipment items may vary based on program need and actual equipment costs may vary at the time of purchase. Equipment will support secondary and post-secondary instruction leading to certification and degree offerings in Automation Technology, and will be located in a facility offering the program. These locations may include Arkansas Tech University locations including its campuses and satellite locations, which include high schools.	$ 534,049.00	
2.	Materials and Supplies		$ 21,000.00
	Supplies for program instruction during coursework $3,000 per year - for use during Welding coursework $6,000 total provides an additional $1,000 x 3 locations x 2 years	$12,000.00	
	Recognized industry credentials will not exceed 40 units at $75 each. Exam units will be purchased for students who will be tested for the industry credential as a part of the curriculum in Automation Technology Science.	$ 3,000.00	
	Supplies and technology equipment for Career Development Facilitator calculated at $1,500 x 2 years for supplies, plus $3,000 in year 1 for technology equipment.	$ 6,000.00	
3.	Publication Costs/Documentation/Dissemination		$ 6,000.00

	Marketing expenses for development, print and materials costs to promote the program. Costs are calculated as $2,000 development in year 1, plus $2,000 print materials each year.	$ 6,000.00	
4.	Consultant Services Not Applicable		$ -
5.	Other ABET accreditation application for the Automation Technology Science program. Cost includes initial application costs only.	$ 13,000.00	$ 13,000.00
B.	**TOTAL OTHER DIRECT COSTS**		$ 574,049.00
C.	**TOTAL DIRECT COSTS (A+B)**		$ 672,006.00
D.	**COST SHARING (Minimum 10% of C; up to $50,000)** Tyson Foundation grant totals $266,000 and is donated to the Paris Schools for the purpose of constructing the building that will house the Automation Technology Sciences program at the Paris, AR location.		$ 50,000.00
Total Implementation Grant Budget			$ 722,006.00

Other Notes:

The Arkansas Tech University Career Training Alliance partners are committed to the educational outcomes and service to the needs of the industry. In addition to the budget funds requested as well as the Cost Sharing identified above, other resources may be made available to carry out the goals of the training alliance and the Regional Workforce Implementation Grant. Additional details about specific partner responsibilities beginning on page 29 of the grant document.

These Include:

* New faculty members may be hired by Arkansas Tech Career Center to provide instruction at the Clarksville, Paris, and Russellville locations. It is anticipated that there may be as many as three new faculty members to support the academic program.

* Student Support will be made available to all students in the program to assist the Career Development Facilitator as well as other student support functions which may include financial aid, registration, academic advising, and tutoring.

* Industry representatives from partner industries will lend support by sharing their expertise to assist with curriculum development, serve on advisory boards and be willing to hire graduates from the program.

* Secondary partners may make available access to training for students and space for instruction in the respective school districts.

Section 4.2 – Budget Plan Template

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

Requesting Institution:	
Title of Project:	Arkansas Tech University Career Training Alliance

A. PROGRAM LEADERSHIP SUPPORT COSTS	
1. Personnel/Stipend	$79,957.00
2. Travel	$18,000.00
3. Other (Explain Below)	$0.00
Briefly Explain Other Costs0	
TOTAL PARTNER PARTICIPANT COSTS	$97,957.00
B. OTHER DIRECT COSTS	
1. Equipment	$534,049.00
2. Materials and Supplies	$21,000.00
3. Publication Costs/Documentation/Dissemination	$6,000.00
4. Consultant Services	$0.00
5. Other (Explain Below)	$13,000.00
0	
TOTAL OTHER DIRECT COSTS	$574,049.00
C. TOTAL DIRECT COSTS (A & B)	$672,006.00
D. COST SHARING (Minimum 10% of C; up to $50,000)	$50,000.00
Total Implementation Grant Budget	$722,006.00

Other Notes

SECTION 5 - SUSTAINABILITY **20 Points**

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

Essential Components:

- Detailed plan for sustaining the program beyond the twenty-four (24) month implementation grant funding period- describe how the work supported by this grant will continue beyond the grant period; outline the roles and funding sources of each partner after the grant period.

- Detailed plan for maintaining communication and sharing resources among all the program partners beyond the twenty-four (24) month funding period;

- Identify availability of long-term resources to maintain and/or repair any equipment requested.

- Describe plan for redistribution of equipment to meet additional workforce needs once the employer needs addressed by the proposal have been satisfied.

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

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

Detail in Sustainability

The sustainability of the alliance project reaches further than the dollars requested for equipment. Due to the developed infrastructure of Arkansas Tech University and Arkansas Tech University – Ozark Campus to include Arkansas Tech Career Center this program project has the resources in place to sustain instruction provided there is a student enrollment response and a continued industry need. The investment in the instruction supported by enrollment growth at ATCC, Paris and Clarksville satellite, and the Ozark Campus should generate the monies needed to continue and sustain instruction of the program. As the data indicates, a program in Automation Technology is a need in the local, region, and state. The skillsets utilized in this program are current and will continue to have a future in the economic development of these regions.

Shared Resources

The equipment obtained and utilized for training will serve credit and noncredit training for both secondary and post-secondary students. Lab space will be scheduled to service career path students with availability to industry at scheduled time slots.

The Chief Academic Officer (CAO) will oversee the credit schedule in partnership with the Director of Arkansas Tech Career Center to include the instructors supporting the curriculum. The Chief Business and Community Outreach Officer will work with industry to determine training needs specific to their skill development needs. This position will develop a schedule which supports industry requests and working with the CAO will make lab and equipment available at appropriate times.

The relationship between student, industry, and career is a constant in the mission of the Ozark Campus. As it states in our mission, the Ozark Campus is to serve students, industry, and community with quality career educational opportunities. Access to the Automation Technology lab, advisory roles in assessing program quality, and service will continue past the 24 month period as occurs in most programs of study relevant to the needs of our communities. The equipment is a starting point to providing the initial implementation of Automation Technology in the Western and West Central workforce regions. The data indicates that this service will continue to be needed past the 24 month period.

Long Term Resources

Arkansas Tech University – Ozark Campus has two main funding sources that may be used to maintain or repair equipment for academic programs, and may use one or both resources on equipment purchased through this grant source. These include:

1. Budgeted technology or academic program expenditures through Educational and General funds
2. Equipment reserve funds designated for equipment repair.

Plan of Redistribution

Arkansas Tech University – Ozark Campus intends to retain on an ongoing basis the equipment purchased with this grant for educational purposes in Automation Technology, or related programs, as long as the programs are viable and relevant to the educational needs at the local, regional, and state levels. If Arkansas Tech University can no longer utilize the equipment, the equipment will be made available to other agencies within the state of Arkansas through the Office of Marketing and Redistribution, based on applicable State policies and procedures.

SUBMIT BY JUNE 1, 2016

Email to ADHE.Workforce.Grant@adhe.edu

Applications will only be accepted for projects that were awarded a planning grant.

IMPLEMENTATION GRANT SCORING RUBRIC

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

References

Arkansas Department of Workforce Services. (2015). Discover Arkansas. Retrieved from http://www.discoverarkansas.net/

Manpower Group, 10th Annual Talent Shortage Survey. (2015). *2015 Talent Shortage Survey*. Retrieved from http://www.manpowergroup.com/talent-shortage-explorer/#.Vd0q_8vbKM9

Manufacturing Institute and Deloitte. (2015). *The Skills Gap in U.S. Manufacturing 2015 and Beyond.* Retrieved from http://www.themanufacturinginstitute.org/~/media/827DBC76533942679A15EF7067A704CD.ashx

Southern Region Education Board, The Report of the SREB Commission on Career and Technical Education. (April 2015). *Credentials for All: An Imperative for SREB States.* Retrieved from http://www.sreb.org/page/1945/cte_commission.html

Appendix

Regional Workforce Implementation Grant Application

Funding Letters

Support Letters

Tyson Foods, Inc.

March 11, 2016

Paris Schools
Lee Lane – Economic Development Chair
3714 E. Walnut St.
Paris, Arkansas 72855

Dear Dr. Lane:

Thank you for your grant application to Tyson Foods, Inc. On behalf of our Charitable Giving committee and our Arkansas Team Members, I'm pleased to inform you that Paris Schools has been awarded a grant of $266,000.

This grant should be used by Paris Schools to help support the Logan County Career Center, as outlined in your grant application.

Recognition of this grant is requested as follows:

- Tyson Foods Naming/Logo Placement – "Tyson Foods Career Center"
- Recognition in the local newspaper, company newsletter, social media or other methods of established recognition.
- Potential press release and/or check presentation photo opportunity with local Tyson officials – A Tyson Foods PR representative will contact you within the coming weeks

As a follow up to this grant of $266,000 awarded March 2016, Paris Schools will be required to submit the attached Grant Impact Report in April 2017. A reminder will be sent.

We're pleased to provide this support, and thank you for the services you provide to our Team Members and the surrounding community.

Best Regards,

Annetta Tirey
Director, Corporate Social Responsibility

TYSON FOODS, INC. 2200 W. DON TYSON PARKWAY SPRINGDALE, ARKANSAS 72762
TEL 479.290.4000 ANNETTA.TIREY@TYSON.COM

Tyson Foods, Inc.
Making Great Food. Making a Difference.™

Charitable Giving

Grant Impact Report

1. Provide a summary of the goals and expected outcomes for the project/program for which you were awarded funding, and steps taken to achieve those objectives.

2. Describe the measurable outcomes achieved during the period of current grant funding. (i.e., how many people were impacted and in what ways?, etc.)

3. Were any of those directly affected by this program/grant (or indirectly affected through the work of your organization) Tyson Foods Team Members? If so, please quantify if possible.

4. If measurable outcomes were not achieved, explain what obstacles were encountered and how the organization plans to address those?

5. Provide an overview of project budget that was originally submitted with your request, as well as actual budget spend for the project. Explain any differences in actual project spend, versus that projected.

6. If this is a project/program that has need to continue, how will it be sustainable and what are your expected sources of funding and/or plans for maintaining funding?

7. Attach promotional materials or copies of media mentions/materials related to the funded project.

8. Provide detail on how Tyson Foods' funding/sponsorship was promoted within your organization, to those you serve, and within the community.

0001-355999 **Tyson Foods Inc.** AS

Voucher Number	Invoice Number	Invoice Date	Amount	Discount	Net Amount
[redacted]	[redacted] GRANT FOR FUNDING LOGAN C	03/11/2016	266,000.00	0.00	266,000.00
		Totals	266,000.00	0.00	266,000.00

Check No. [redacted]

VERIFY THE AUTHENTICITY OF THIS MULTI-TONE SECURITY DOCUMENT. THERMOCHROMIC INK SECURE MARK ON BACK, CHANGES COLOR WITH HEAT.

Void after 90 Days

CHECK NO. [redacted]

Tyson

P.O. BOX 2020
SPRINGDALE, ARKANSAS 72765-2020

DATE
03/29/2016

JP Morgan Chase Bank NA
Syracuse, NY 13206
Controlled Disb. Acct.
50-937 / 213

CHECK AMOUNT
$**266,000.00*

PAY *** TWO HUNDRED SIXTY-SIX THOUSAND USD and 00/100***

TO THE ORDER OF
CITY OF PARIS
P.O. Box 271
PARIS AR 72855

COPY

Treasurer

⑈100556120⑈ ⑆021309379⑆ 6018739614⑈

Paris School District

an Equal Opportunity Employer

R Wayne Fawcett, Superintendent
602 N 10th ST
PARIS AR 72855

1-844-963-3243 (District Phone)
1-479-208-7554 (Fax)

May 25, 2016

Dear Mr. Sikes:

The Paris Public School District understands, and agrees, that the Tyson Foods Grant, of $266,000, may be used as matching funds to assist the Arkansas Tech University Regional Alliance in the grant application to the Arkansas Department of Higher Education.

Please do not hesitate to contact me for any questions.

Sincerely,

Wayne Fawcett
Superintendent
Paris Public Schools

Alan Anderson, Principal – Paris Elementary School, 479-208-5898 (Fax)
Mike Nichols, Principal – Paris Middle School, 479-208-7482 (Fax)
Bryan Hutson, Principal – Paris High School, 479-208-7564 (Fax)

Brenda Shoop

From: Tara Smith <Tara.Smith@adhe.edu>
Sent: Wednesday, May 25, 2016 10:36 AM
To: Sandra Cheffer
Cc: ADHE Workforce Grant
Subject: RE: Confirmation of Matching funds

Sandy:

Thank you for the follow up email and a written documentation of the explanation of the match. This match can count towards the match requirement for the Implementation Grant. It will just be important to document how the Tyson funds will support the program that is also supported by this Workforce grant program.

Thanks and let me know if you need any additional information.

Tara

From: Sandra Cheffer [mailto:scheffer@atu.edu]
Sent: Tuesday, May 24, 2016 1:39 PM
To: Tara Smith <Tara.Smith@adhe.edu>
Subject: RE: Confirmation of Matching funds

Good Afternoon Ms. Smith.
I am requesting your assistance to confirm via email our discussion yesterday. My question for you was about matching funds for the Arkansas Tech University Workforce Implementation Grant. The grant is a partnership between Arkansas Tech University, the Clarksville, Paris and Russellville K-12 school districts, industry and regional workforce centers. Tyson Foods, Inc. has awarded $266,000 toward the Paris Schools for the purpose of supporting the Arkansas Tech Career Center and the Workforce Planning Grant. Is the $266,000 an acceptable source for matching funds for the Arkansas Tech University grant submission for the Workforce Implementation Grant? Could you please confirm by responding to this email?
I appreciate your assistance and would be happy to provide additional information if needed.

Thank you again,
S.Cheffer

Sandra Cheffer
Sent from my iPhone

Sandra Cheffer
Sent from my iPhone

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the Arkansas Tech University-Ozark Campus application for the Implementation grant phase of the Regional Workforce Grant Program. The program offerings in automation will greatly assist our facility in hiring qualified entry level personnel. Skill sets in automation technologies are of need in our region and will benefit the regional economy by helping to fill jobs and create a pipeline of available workers with these types of skills.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Rick W. Smith, Plant Engineer
Bridgestone Americas Tube Business
2700 East Main Street
P.O. Box 10730
Russellville, AR 72812

CLOYES®
Gear & Products, Inc.
615 West Walnut, P.O. Box 528, Paris, Arkansas 72855, Phone 479/963-2105

Precision Timing Components

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the Arkansas Tech University-Ozark Campus application for the Implementation grant phase of the Regional Workforce Grant Program. The program offerings in automation will greatly assist our facilities in hiring qualified entry level personnel. Skill sets in automation technologies are of need in our region and will benefit the regional economy by helping to fill jobs and create a pipeline of available workers with these types of skills.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Ronnie Adkison
Human Resources Director
Cloyes Gear & Products Inc.

Green Bay Packaging Inc.

• ARKANSAS KRAFT DIVISION
338 Hwy. 113 • MORRILTON, ARKANSAS 72110
501-354-4521

May 13, 2016

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the Arkansas Tech University-Ozark Campus application for the Implementation grant phase of the Regional Workforce Grant Program. The program offerings in automation will greatly assist our facility in hiring qualified entry level personnel. Skill sets in automation technologies are of need in our region and will benefit the regional economy by helping to fill jobs and create a pipeline of available workers with these types of skills.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Gary Sams

Manager of Training and Governmental Affairs
Green Bay Packaging Inc.
Arkansas Kraft Division
Office: 501-354-9279
Fax: 501-354-9520
Mobile: 501-499-0164
GSams@gbp.com

GLATFELTER
Beyond Paper

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the proposed regional workforce training and skills initiative proposed by Arkansas Tech University Ozark Campus. The program offerings in Industrial and Computer Automation trainings will assist our business in hiring qualified entry level personnel. The programs represent current growth industries and will provide high-skill and high-wage employment opportunities for graduates.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Laurie Donahoue

Laurie Donahoue
HR Director AMBU & Global Organizational Development

Corporate Office 96 S George Street, Ste 420, York, PA, 17401 • USA • Phone 717-225-4711 • Fax 717-225-5400
www.glatfelter.com

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the Arkansas Tech University-Ozark Campus application for the Implementation grant phase of the Regional Workforce Grant Program. The program offerings in automation will greatly assist our facility in hiring qualified entry level personnel. Skill sets in automation technologies are of need in our region and will benefit the regional economy by helping to fill jobs and create a pipeline of available workers with these types of skills.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Rodney Adams
Maintenance Field Planner
Olin
Blue Cube Operations, LLC*

WAPDD
Western Arkansas Planning & Development District

Bruce Sikes, Chancellor
Arkansas Tech University – Ozark Campus
1700 Helberg Lane
Ozark, AR 72949

RE: Regional Workforce Planning Grant

Dear Mr. Sikes:

I am writing to express my support for the proposed Arkansas Tech University Career Training Alliance. Manufacturers across the region and the state are in need of a highly skilled technical labor pipeline of workers to enter a very technologically-driven, manufacturing environment. Industries in the region and across Arkansas are utilizing computers and other automated equipment that requires a unique skillset for which training is limited. The educational model that ATU-Ozark is proposing will allow students to enter into a high-demand, well-paying, career path in manufacturing. This model has multiple entry points across the River Valley and meets the needs expressed by industry. Fulfilling this need can also assist with economic development efforts in showing we have a technically trained, skilled workforce for both new and expanding industries.

Sincerely,

Tracy Chapple
WIOA Administrator
Western Arkansas Planning & Development District, Inc.

1109 South 16th Street P.O. Box 2067 Fort Smith, Arkansas 72902 Phone 479 785-2651 / Fax 479 785-1964
serving crawford, franklin, logan, polk, scott and sebastian counties

West Central Arkansas
Workforce Development Board
Marvin Gerlach, Chairperson

Letter of Support

August 18, 2015

Re: Arkansas Tech University Career Training Alliance

Dear Arkansas Department of Higher Education:

On behalf of the West-Central Arkansas Workforce Development Board, I am writing to express our strong support for the proposed Arkansas Tech University Career Training Alliance. We see a strong need in the West Central Workforce Area for manufacturers to have access to education which supports industrial automation technology and the skills that come with a more technology driven manufacturing environment. A program such as this can begin to fill the skills gap and worker shortage in manufacturing due to a shortage of skilled labor and the attrition of an aging workforce. The proposed Alliance allows students across the River Valley to have access to in-demand education starting in high school technical centers and continued through ATU-Ozark and Arkansas Tech University in Russellville. A student going through this program can gain the knowledge that leads to a high skilled, high wage technical career path in industry while at the same time helping industries in Arkansas to be retained and expand as needed.
Best regards,

Marvin Gerlach, Chair
West Central Arkansas Workforce Development Board

P.O. Box 6409, Hot Springs, AR 71902 -- Phone: (501) 525-7577 -- Fax: (501) 525-7677

ARKANSAS TECH UNIVERSITY

Office of the President
Administration Room 210
1509 North Boulder Avenue
Russellville, Arkansas 72801

Office: 479-968-0228
Fax: 479-890-6493
www.atu.edu

August 31, 2015

Mr. Bruce Sikes
Chancellor, Ozark Campus
Arkansas Tech University
1700 Helberg Lane
Ozark, AR 72949

Dear Mr. Sikes:

On behalf of Arkansas Tech University, I am writing to express my support of the Workforce Educational grant proposing an avenue to build a regional workforce educational training alliance. The Arkansas Tech Career Training Alliance will create a regional workforce supporting the recommendations of the Southern Region Education Board providing skills training for the River Valley region. Arkansas Tech University stands ready alongside Arkansas Tech University-Ozark Campus and Arkansas Tech Career Center to help fill the state's recognized skills gaps.

Again, Arkansas Tech University looks forward to being a partner with our Ozark Campus and the Career Center in this grant opportunity. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Robin E Bowen

Dr. Robin E. Bowen
President

ARKANSAS TECH UNIVERSITY
CAREER CENTER

2201 South Knoxville Avenue
Russellville, Arkansas 72802

Office: 479-968-5422
Fax: 479-968-7918
www.atu.edu/careercenter

August 27, 2015

Bruce Sikes, Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

On behalf of the Arkansas Tech Career Center, I am writing to express my strong support for the proposed Arkansas Tech Career Training Alliance and their regional program involving automation technology science. This program will be of great benefit to the students we serve through the Arkansas Tech Career Center and its satellite locations. Students will be able to gain concurrent credit for these in-demand industrial automation fields and will be better prepared for high skill jobs in industry should they go on to the workforce or decide to further their automation technology education at ATU-Ozark or Arkansas Tech in Russellville. We are excited to be a partner in this grant opportunity.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an educational partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Pat Edmunds

Pat Edmunds, Director

BALDOR
A MEMBER OF THE ABB GROUP

July 27, 2015

Bruce Sikes

Chancellor

1700 Helberg Lane

Arkansas Tech University-Ozark Campus

Ozark, AR. 72949

Dear Chancellor Sikes,

On behalf of Baldor Electric Company's Ozark facility I wish to express my strong support for the proposed regional workforce training and skills initiative proposed by Arkansas Tech University's Ozark Campus. More and more, Industrial and Computer Automation training is becoming an essential skillset of our industrial technicians. The proposed program offerings in these related fields should greatly enhance our opportunities to hire qualified entry level personnel. Furthermore, these programs represent current growth industries which will continue to provide high-skilled, excellent wage employment opportunities for graduates.

As I have shared with many applicants in recent years, gone are the days when a technician would respond to a call for assistance with tool bag or box. Now they respond with a laptop. Mr. Dylan summed it up pretty good many years ago when he sang, "The times, they are a changin'." Indeed they are, and programs of this nature are what will ultimately help assure the success of student and business alike.

Again, I wholeheartedly support the proposal of Arkansas Tech University Campus and would gladly provide direction as an industry partner to the proposal. If I may be of further assistance toward that goal please do not hesitate to contact me.

Respectfully,

Chris Campbell

HR Manager

Baldor-Ozark

CLOYES®
Gear & Products, Inc.
615 West Walnut, P.O. Box 528, Paris, Arkansas 72855, Phone 479/963-2105

Precision Timing Components

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my support for the proposed Arkansas Tech University Career Training Alliance. Manufacturers such as Cloyes Gear and Products, Inc. are in need of highly skilled technical labor that allows a pipeline of workers to enter a very technologically driven manufacturing environment. By using computers, robotics, and other automated equipment, we require a skillset that can be difficult to find enough qualified workers for, but something ATU-Ozark is preparing to do through their satellite center in Paris and other offerings throughout the River Valley. Being able to recruit talent from this Arkansas Tech model is something that will help Cloyes Gear to remain a strong economic engine in Logan County and the surround region.

Sincerely,

Ronnie Adkison
Human Resources Manager
Cloyes Gear & Products, Inc.

Tyson Foods, Inc.

Mr. Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the proposed regional workforce training and skills initiative proposed by Arkansas Tech University Ozark Campus. The program offerings in Industrial and Computer Automation trainings will assist our business in hiring qualified entry level personnel. We as well as other employers in the area that I am aware of have struggled to find the skill levels in Industrial Automation required by our new generation production equipment. The programs represent current growth industries and will provide high-skill and high-wage employment opportunities for graduates.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Marvin A. Gerlach
Complex Human Resources Manager

Tyson Foods, Inc. PO Box 638 Dardanelle, AR 72834
479-229-2586 Fax: 479-229-8791 www.tyson.com

VIRE
CONTROL SYSTEMS

8320 Highway 103
Clarksville, AR 72830
Phone: 479.705.8473
Email: info@virecontrols.com

August 18, 2015

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the proposed regional workforce training and skills initiative proposed by Arkansas Tech University Ozark Campus. The program offerings in Industrial and Computer Automation trainings will assist our business in hiring qualified entry level personnel. The programs represent current growth industries and will provide high-skill and high-wage employment opportunities for graduates.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

John Vire
President/Owner
Vire Control Systems, LLC
8320 Highway 103
Clarksville, AR 72830

Mr. Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the proposed regional workforce training and skills initiative proposed by Arkansas Tech University Ozark Campus. The program offerings in Industrial and Computer Automation trainings will assist our business in hiring qualified entry level personnel. The programs represent current growth industries and will provide high-skill and high-wage employment opportunities for graduates.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Rick W. Smith
Plant Engineer
Bridgestone Americas Tube Business
2700 East Main
PO Box 10730
Russellville, AR 72812

smithrickw@bfusa.com

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the proposed regional workforce training and skills initiative proposed by Arkansas Tech University Ozark Campus. The program offerings in Industrial and Computer Automation trainings will assist our business in hiring qualified entry level personnel. The programs represent current growth industries and will provide high-skill and high-wage employment opportunities for graduates.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,

Rodney Adams
Dow Chemical
Maintenance Field Planner

Green Bay Packaging Inc.

• ARKANSAS KRAFT DIVISION
338 Hwy. 113 • MORRILTON, ARKANSAS 72110
501-354-4521

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

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Sincerely,

Gary Sams

Manager of Training and Governmental Affairs
Green Bay Packaging Inc.
Arkansas Kraft Division
Office: 501-354-9279
Fax: 501-354-9520
Mobile: 501-499-0164
GSams@gbp.com

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

Dear Mr. Sikes:

I am writing to express my strong support for the Arkansas Tech University-Ozark Campus application for the Implementation grant phase of the Regional Workforce Grant Program. The program offerings in automation will greatly assist our facilities in hiring qualified entry level personnel. Skill sets in automation technologies are of need in our region and will benefit the regional economy by helping to fill jobs and create a pipeline of available workers with these types of skills.

Again, I support the proposal of Arkansas Tech University Ozark Campus and would provide direction as an industry partner to the proposal. If I can be of further assistance, please contact me. Thank you.

Sincerely,
Jim Rofkahr
Jim Rofkahr
Plant Manager Tyson Foods Inc.

Bruce Sikes
Chancellor
1700 Helberg Lane
Arkansas Tech University – Ozark Campus
Ozark, AR 72949

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