



Act 1131 of 2015

Regional Workforce Implementation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2016

To:	Arkansas Department of Higher Education	
Requesting Institution:	Philander Smith College	
Title of Project:	Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE-P3)	
Project Partners:	1. Big River Steel 2. AVest Bank 3. Tyson Foods 4. Shorter College 5. Entergy Arkansas 6. Urbam League of Arkansas 7. Arkansas Department of Workforce Services 8. Central Arkansas Workforce Development Board 9. Little Rock Workforce Development Board 10. Jacksonville-North Pulaske County School District	
Requested Budget:	\$999,800.00	
Date Submitted:	June 1, 2016	
Applicant Contact:	Glenn Sergeant	
Applicant's Information:	900 West Daisy Bates Drive Little Rock, AR 72206 501-975-8536 gsergeant@philander.edu	

Authorized Signatures for Institution

Lead Institution Philander Smith College

Authorized Official Dr. Roderick Smothers, President

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.

Section 1: Program Need

Philander Smith College proposes to launch the Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (**WISE-P3**) in response to the Workforce Initiative Act of 2015 Regional Workforce Grant Program. The WISE-P3 Center will identify and collaborate with an alliance of partners including higher education institutions, public school districts, and employers to offer short-term career and technical training. We have enlisted team of current and former business advisors who are knowledgeable of existing and emerging job markets. There will be a specific focus on the fields of technology, science, healthcare, telecommunications, engineering, clean energy and finance to create a mix of 8-12 week certificates and two-year and four-year technical and applied degree programs to meet workforce needs in the community. WISE-P3 will also offer Certificates of Proficiency and Work-Readiness. This model will differ from 4-year traditional degree programs because of 1) its strategic alignment to workforce demands; 2) its accelerated training approach; and 3) its unique blend of public, private partnerships with government and business.

Overview of Labor Needs

Governor Asa Hutchinson's vision to create a statewide culture of innovation, entrepreneurial activity and economic growth inspired the creation of The Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE-P3). The WISE-P3 Center is designed to prepare traditional and non-traditional Arkansas students, including students from the Philander Smith College STEM program who may be first-generation college graduates. We place emphasis on minority and Hispanic students to fill occupations in existing and emerging industries by strategically aligning business training and academic preparation to respond directly to the needs of employers in the state of Arkansas. This will be accomplished by responding directly to the needs of employers in the state of Arkansas, utilizing data to drive programming.

The 2015 Little Rock Labor Market and Economic Report projects the following high growth occupations and industries in Little Rock using local economic and workforce data: general finance, computer and information systems, include healthcare, logistics and distribution, and weatherization/green energy. Within those categories, occupations that require post-secondary education and moderate skill levels include: heavy and tractor-trailer truck drivers, licensed practical and vocational nurses, nursing assistants, computer user support specialists, emergency medical technicians and paramedics, firefighters, medical assistants, hairdressers, cosmetologists, heating, air conditioning and refrigeration mechanics, medical records and health information technicians.

WISE-P3 has identified Arkansas' top projected employment opportunities for 2015-2016 occupational titles, which are (sample Classification of Instructional program titles in parenthesis).

- 1) General and Operations Managers: (General Finance; Retail Management; General Business and Commerce; Parks, Recreation and Leisure Facilities Management)
- 2) Computer and Information Systems Managers: (Information Technology; Computer Science; Computer and Information Systems Security/Information Assurance; Management Information Systems, General; Knowledge Management)
- 3) Food Service Managers (Restaurant, Culinary and Catering Management/Manager; Hospitality Administration/Management; Hotel/Motel Administration Management)
- 4) Healthcare Practitioners and Technical Occupations (Health Information/Medical Records Technology; Health Aides; Dental Assisting/Assistant; Medical Office Assistant; Physician Assistant; Surgical Technology/Technologist)

Source: Projected Employment Opportunities List, 2015-2016

2014-2016 Occupational Projections by Major Group – Little Rock and Central Arkansas Region

Computer and Mathematical Occupations– 5.29%
Food Preparation & Serving Related – 4.41%
Healthcare Practitioners and Technical – 3.59%
Protective Service– 3.24%
Personal Care and Service – 3.22%
Building and Grounds Cleaning and Maintenance – 3.20%
Sales and Related – 2.29%
Farming, Fishing and Forestry – 2.22%
Business and Financial Operations – 2.11%
Life, Physical and Social Science – 2.03%

Top 10 Growth Industries – Little Rock and Central Arkansas Region

Social Assistance – 8.6%
Nursing and Residential Care Facilities – 7.29%
Ambulatory Health Care Services – 5.93%
Management of Companies and Enterprises – 5.76%
Telecommunications – 5.26%
Food Services and Drinking Place – 4.69%
Administrative and Support Services - 3.96%
Professional, Scientific and Technical Services – 3.91%
Insurance Carriers and Related Activities – 2.60%
State Government, excluding education and Hospitals – 1.09%

Source: Local Workforce Investment Areas Short-term Industry and Occupational Projections 2014-2016

Regional Skills Gaps

Researchers at the Georgetown University Center on Education and the Workforce found that by 2018, the national economy will create 46.8 million jobs, 64% of those jobs will require some college. Only 36% of those jobs will require a high school diploma or less. By 2020, at least 30% of jobs will require some college, a certificate or an associate's degree. Employers in the Little Rock region, like the rest of Arkansas and the nation, have difficulty finding qualified workers at all skill levels, despite the size of the local labor pool. In Arkansas, middle-skill jobs account for 59% of the state's labor market, but only 48% of the state's workers are trained in the middle-skill level. (Arkansas Workforce Funding Model and The Middle-Skill Jobs Gap, 2012).

In 2015, Forbes magazine reported that fewer engineering degrees are awarded today than in the early 1980s..., and, "... the USA lacks the capacity to educate a generation of engineering talent." Philander Smith College and its WISE-P3 initiative are part of the solution. WISE-P3 is designed to prepare traditional and nontraditional students to fill occupations in existing and emerging industries by strategically aligning business training and academic preparation to respond to the needs of employers in Arkansas. Depending upon the specification, the US department of labor predicts a need for more engineers ranging from a high of 39 % for computer engineers to a low of 9% for mechanical engineers.

In addition to offering a solutions-based approach to a statewide challenge, the Arkansas WISE-P3 Center facilitates an accelerated approach to training and a job placement model that significantly increases the chances of graduates moving immediately into the job market. For those participants who are prepared to continue their education and training, many in a degree-granting program at Philander Smith College or our 2-year college partner, Shorter College. Where possible, we will share facilities and faculty with our partners, including community colleges and public secondary schools for CTE training. Our recruitment area will encompass Pulaski, Union, Lee and St. Francis Counties. We will enroll both traditional and non-traditional students and will offer training for Spanish speaking and/or ESL learners.

Alignment with Arkansas Economic and Workforce Goals

In combination with the newly minted partnership with The Arkansas Coding Academy (ACA), a collaborative effort to address the need for IT employees, PSC is building the foundation to launch a PSC Registered Apprenticeship program and become qualified for funding through Apprenticeship USA. The apprenticeship programs are designed to prepare students for entry and mid-level jobs. Students will earn certification and acquire skills to enter the workplace and be a valuable member of the team.

During the implementation phase, PSC was invited to collaborate in a public-private consortium (Arkansas Coding Academy) to offer classes in computer coding beginning with the Fall semester. The consortium includes Acxiom, Hewlett-Packard, Matoba (optical supercomputing), Tyson, J. B. Hunt, and ten additional companies. Also included are the Chamber of Commerce, University of Central Arkansas, the Arkansas Department of Workforce Services, and the U.S. Department of Labor. With this offer of training and education opportunities, tech-focused events and a variety of workspace options, our network of colleges-businesses will grow into a focus point for digital innovators and entrepreneurs.

PSC is also engaged in a partnership with Tyson to create an entrepreneurship academy. The first offering is the Bridge Youth Farming and Entrepreneurship Project that will model small plot farming activities to develop an entrepreneurial mind-set and teach entrepreneurship in the Arkansas Delta. The primary mission of the project is to inspire young entrepreneurs, provide youth with opportunities to create their own companies, advance their education and provide employment opportunities through developing community gardens that potentially provide households, and businesses in the area alternatives with locally grown fresh produce. Participants will receive Certificates.

In collaboration with WISE-P3, PSC is a partner with the Arkansas Apprenticeship Pathway Initiative (AAPI), a 48-month venture funded by the US Dept. of Labor. AAPI is the first in the state to focus on information technology. AAPI will utilize PSC's facilities as a site for the Software Architect training coursework. Upon concluding the 18-month apprenticeship, participants will receive certificates and can expect to earn yearly wages exceeding \$60,000. Partners include Arkansas Apprenticeship Coalition, the National Apprenticeship Training Foundation (NATF) and its coalition of business partners, Arkansas Department of Workforce Services, Central Arkansas Planning and Development District, Arkansas Community Colleges (ACC) and others.

PSC is also collaborating with the College's Business Advisory Council to the Division of Business and Economics to offer internships to our students. The purpose is to prepare students for internships with businesses in energy, finance, transportation.

Our partnership with Big River Steel will provide research-stipends, guaranteed internship and practicum experiences to Engineering Cohorts.

Grant Activities Aligned to Occupational Projections and Growth Industries*	
2014-2016 Occupational Projections by Major Group – Little Rock and Central Arkansas Region	WISE-P3 Program Activities
Computer and Mathematical Occupations– 5.29%	The Arkansas Coding Academy (ACA); Arkansas Apprenticeship Pathway Initiative (AAPPI) software architect apprenticeship collaboration; PSC Registered Apprenticeship program; Internships offered through Business Advisory Council; Bridge Programs from high school to Industrial and STEM
Healthcare Practitioners and Technical – 3.59%	Philander Smith College Division of Allied and Public Health; Bioinformatics; Health Information Courses available on campus; 4.1 program articulation agreement with UAMS
Protective Service– 3.24%	Criminal Justice online degree program; Weekend college continuing education/professional development and on-campus training
Sales and Related – 2.29%	Big River Steel (BRS) partnership includes a comprehensive corporate leadership program: Internships with Business Advisory Board; Undergraduate Research program; Tyson Foods partnership; Big River Steel
Farming, Fishing and Forestry – 2.22%	Tyson Foods; Bridge Youth Farming and Entrepreneurship Project
Business and Financial Operations – 2.11%	Big River Steel (BRS) partnership includes a comprehensive corporate leadership program: Internships with Business Advisory Board; Undergraduate Research program
Life, Physical and Social Science – 2.03%	Philander Smith College Division of Social Sciences and Social Work degree programs
*WISE-P3 will offer programming to address seven of the top ten growth industries during Implementation Phase I.	

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.

Section 2: Program Plan

Arkansas Department of Workforce Services (ADWS) program goals are:

- 1) Creating career pathways that encompass apprenticeship training and align with other postsecondary educational offerings
- 2) Using strategies to significantly increase apprenticeship opportunities for job seekers and workers, particularly for women and other underrepresented populations including, including young men and women of color, people with disabilities; low-skilled workers; and veterans, including transitioning service members.

WISE-P3 Strategic Foci:

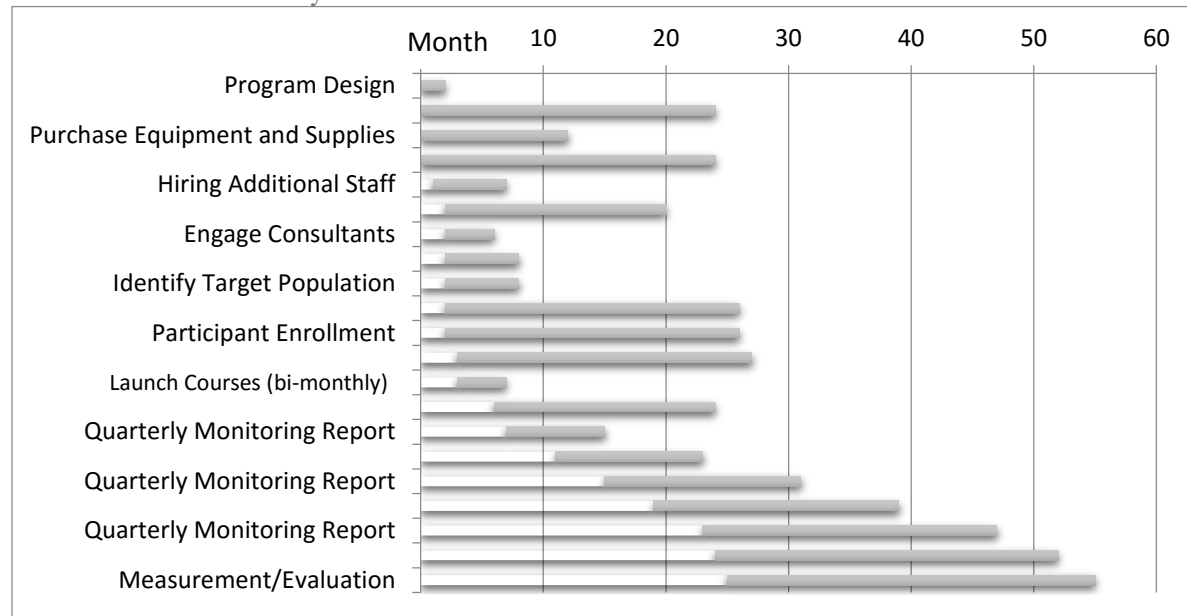
- 1) Align education, career training and workforce development to focused, industry-identified opportunities.
- 2) Improve educational achievement and prepare workers to succeed in the Central Arkansas economy and continuously improve their skills.
- 3) Provide guidance and ongoing support to participants to compliment and complete their work-readiness
- 4) Develop industry partnerships to ensure preparation and training programs are matched to employer needs.

WISE-P3 will connect participants to 2- and 4-year degree programs both at Philander Smith College and at our partner higher education institutions. We will continue to



work closely with Career and Technical Education staff at regional public schools to map the pipeline from K-12 education to career success. Our industry-driven programs will address the needs of employers including: 1) limited pool of highly skilled applicants; 2) limited or lacking basic educational skills; and, 3) limited soft skills (communication, attitude and enthusiasm; teamwork; problem solving and critical thinking, and, professionalism). One outcome will be a secondary CTE program whereby students completing the curriculum will leave high school and immediately sit for state board examinations in a variety of technical fields or prepared for complex technical training without remediation upon graduation. In addition to soft skills training, we will work closely with employers to design appropriate curriculum and ensure a match between industry-identified needs and worker skill sets. We will utilize work-based learning, combining classroom education with paid, real-time work to ensure that, as new skills are learned, participants gain work experience. Detailed curriculum maps are included in the Appendix.

WISE-P3 Timeline – Key Events



Measurable Objectives

We will evaluate the program both at the participant level and at the program or process level. Employability and entry into the workforce are important criterion for assessing the performance of WISE-P3. Because employers often use the ETS Proficiency Profile and ACT's Key-Works Tests for business, industry, and government, the College will use its students' test results to gauge proficiency of work readiness skills. We will engage an external evaluator to review the program, with design input from our President, who is well versed in evaluation methodology, administrators, faculty, staff and external partners.

As part of delivery, we evaluate the program at the student/participant level and at the employer or industry partner level. We will also conduct a comprehensive evaluation at the process level. In addition, we will work with all faculty and administrators involved in the planning and delivery of the program to evaluate and make in-course adjustments to the program. We will evaluate our program based on the metrics identified in the Expected Outcomes section above. At its foundation, the evaluation will utilize Kirkpatrick's Four Levels of Evaluation: 1) Reaction, 2) Learning, 3) Behavior, and 4) Results. See also "Instructional Design and Assessment on page 7 and the WISE P3 "Assessment" Plan found in the Appendix.

Returns on investment in learning and programming will be considered, as well. To ensure that our partner employers continue to hire our students, we will evaluate our work to ensure that our program is effectively closing the skills gap and fostering economic mobility.

- Data collection and student tracking across the entire lifecycle: from entrance, through school

leavers, graduates entering the workforce or continuing their education

- Data collected from:
 - Senior survey
 - Graduate survey
 - Employer survey
 - Industry Partners
 - Norm-referenced exams used by employers, such as the ETS Proficiency Profile

WISE-P3 Benchmarks:

- **Identify the workforce skills necessary for success in the targeted industries: banking, finance and financial services; technology and communications, including information security; engineering; and, health care/ambulatory health care services**
- **High School Graduation Rate:** Increased high school graduation rate for WISE-P3 participants
- **College Enrollment:** 25% of participants will continue job training and pursue higher education (Associate's or Bachelor's degrees) through Philander Smith College or our partner institution, Shorter College.
- **Employment Rates for Graduates:** 75% of participants obtain or retain jobs within one year of training completion; increase to 80% by 2020.
- **Bridge Program Certification Rates:** Train 250 participants for each industry segment identified. Technology (literacy and study skills; Soft Skills, Foundational coding skills) 75% of trainees will graduate from the training program and earn certification. Credentials may include the following CompTIA and Cisco Certifications: C+, Java, A+, Net+, Security+, Healthcare IT, Mobility+, Cisco Certified Network Associate (CCNA)
- **Retention Rate at One Year Post-Placement:** 75% of participants will still be with the same employer one-year post-placement by 2020.
- **Industry Partnerships:** Increase the number of industry partnerships to 50 by December 2017 and increase by at least 25% each year thereafter.
- **Career Advancement:** Provide ongoing support and enhanced skills training to 50% of graduates beginning year 2 of their post-placement employment.
- **Metrics and Data Collection:** By 2018, the campus will upgrade and integrate technology and connectivity to ease data collection and assessment.

Instructional Design and Assessment:

Working together in sponsored workshops by Academic Affairs, faculty members have attended performance criteria and rubric writing workshops as well as numerous follow-up sessions. The same faculty members will work with Academic Affairs to create an inventory of performance criteria and rubrics as well as video-taped sessions for "college to career" courses such as English, mathematics, reading comprehension, technical writing; for non-verbal skills such as professionalism, attention to details, situational reasoning and problem solving, and interdisciplinary teams. The inventory of performance criteria and rubrics as well as videotaped modeling sessions will be located in General Education's Resource Center for Teaching, Learning, and Assessment. The inventory for "college to career" teaching and learning is expected to also increase as the need for student preparation increases--e.g., fluency in Spanish, listening skills, spatial awareness, organization and planning. Longitudinal measures of program assessment will be charted (see attachment) to include the 1) ACT pre-KeyWorks Assessment tests; 2) locally-made intermediate tests which will be used to correct and/or to reinforce work readiness skills, weeks into the courses and before mid-term and finals; 3) focus group assessment (made up of faculty and members of government, industry, and business at the time of application and synthesis of skills and prior to completing the courses); 4) ACT post-Key Works

Assessment tests; and 5) other norm-referenced measurements specific to job readiness in government, industry or business (e.g., Bank Assessment Test; Excel Assessment Test; EEEI (industry) Test; or ETS' ParaPro Assessment Test. During the implementation of the grant, efforts will to expedite the transformation of a truly revised "college to career" general education curriculum by reforming methodology, strategies and practices in teaching and learning, and the assessment of both. Required will be faculty development workshops and follow-up sessions on

- pedagogy (e.g., shifting paradigms to "college to career" paradigms);
- instructional designs (e.g., writing performance criteria via Bloom's Taxonomy in order to achieve depth and breadth in the courses, and to align performance criteria and assessment with student learning outcomes in order to maintain consistent quality of expectations in teaching and learning);
- accountability of student learning (e.g., writing uniformed rubrics that align performance criteria and assessment with student learning outcomes in order to maintain consistent quality of expectations in teaching and learning and consistent *metric* measurements of achievements within the same courses); and
- Video modeling and coaching of teaching and learning, especially when addressing non-verbal expressions such as situational judgment or professionalism, or processes such as critical thinking (e.g., moving from literal, analytical, to synthesizing) or attention to details.

In order to get the most out of the grant, the College also proposes extending faculty development across disciplines, especially among faculty from major courses in political science, criminal justice, business, biology and chemistry, and especially outside of the classroom to include input from consultants from government, industry, and business.

Assessment Equipment

Accelerated courses will require technology to enhance teaching and learning and assessment of both at introduction, application and synthesis of skills levels.

- "Clickers," a technology that allows teachers to measure individual and/or group achievements within the same classroom and within a matter of minutes.
- Docu-cameras, an apparatus which allows teachers to scan and copy information and upload onto a DVD for later use in the classroom or by the students outside of the classroom
- calculators
- website licenses for retrievals of self-paced reviews, practices, and assignments inside and outside of the classroom; and
- Scantron's Student Feedback Questionnaires and Surveys; Quick (Tutorial) Referral in Math Forms; Quick (Tutorial) Referral in English and Critical Thinking Forms.

Assessment will seek a direct correlation between desired student performances and teachers' pedagogical development for student-centered teaching and learning (i.e., their pedagogical and paradigm shifts to "college to career" student-centered teaching and learning). The results will challenge general education faculty, interdisciplinary faculty, and consults to determine *how* and *how well* all are improving and assessing student learning, prior to internships and to employment.

Governance and Accountability

Executive Director

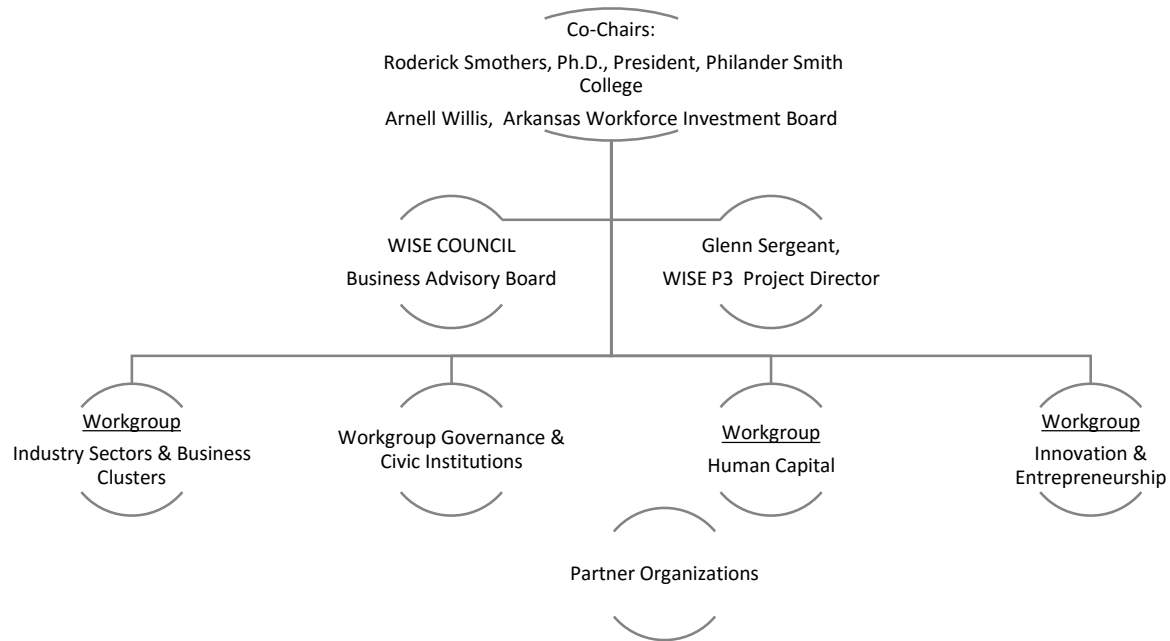
Longtime Arkansas Department of Workforce Services employee, Mr. **Glenn Sergeant**, was hired as Executive Director of WISE P3. He will manage the WISE-P³ Center. Mr. Sergeant is knowledgeable in human capital development and training in at least two of the following areas: technology, healthcare, engineering, science, energy and finance. The Center's Executive Director will design programming in concert with a business advisory board and the Leadership of Philander Smith College.

WISE-P3 Staff will include the following individuals (TBH) Business Outreach Specialist, Educational and Community Outreach Specialist, Accountability Specialist, Administrative Analyst and Curriculum Specialists. We will hire part time instructors to teach all courses designed by PSC faculty.

The WISE Council members will be drawn from business and industry, local government, education (secondary and post-secondary) and civic organizations. WISE Council members will also inform and advise the work of the WISE P3 Director, help to implement solutions to the skills gap and inform public policy to address the skills gap.

Governance and Accountability Structure

Wise Council



WISE-P3 Business Advisory Council

1. **Marvin Childers**, President and Chief Lobbyist, The Poultry Federation
2. **Ray Dillon**, President and CEO, Deltic Timber Corporation
3. **Randy Henderson**, Inventory/Safety Coordinator, Nucor- Yamato Steel Company
4. **Jean Lacefield**, Chairman, Economic Development Committee, Women's Chamber of Commerce, Hot Springs, Arkansas
5. **Bob Roberts**, Senior CFO, Baptist Health Medical Center
6. **Mike Ross**, former Representative, Arkansas's 4th Congressional District
7. **Maria Bunting Smedley**, Vice President-Human Resources, Arkansas Electric Cooperative Corporation
8. **Sherman Tate**, Chair, Southern Bancorp Bank
9. **Oscar Washington**, Vice President of Customer Service, Entergy
10. **Walter Bryan**, Center Point Energy
11. **Randy Zook, President/CEO**, Arkansas State Chamber of Commerce and the Associated Industries of Arkansas
12. **Greg Polydore**, Information Services Manager, J.B. Hunt Transport Services
13. **Olivia Farrell, Chairman and CEO**, Arkansas Business Publishing Group
14. **Arnell Willis**, Director, Arkansas Workforce Investment Board

Pathways Articulation and Support

Program features and curriculum maps are included in the appendix.

5-week Program and Bridge Programs

Student Tuition Assistance and Readiness Tracks/Pathways (S.T.A.R.T.) Summer Bridge Program is designed to give incoming Philander Smith College freshmen a smooth transition from their high school environment into their collegiate experience. Similar to Governor's School programs offered in many states, students selected to participate in S.T.A.R.T. are immersed in campus life, take credit courses and connect with faculty, counselors and mentors. During the five-week program, students will live on campus and participate in social, cultural, professional and spiritual activities. Scholars can earn up to nine (9) credit hours during the summer while taking college-level or developmental courses. They will have access to tutors and personal counseling, participate in academic enrichment, self-improvement and leadership workshops, and attend faculty and student presentations.

Academic sessions will address intentional and corrective skills-based competencies in academics. Scholars are introduced to resources and strategies to help with academic success and develop their professional and leadership skills. S.T.A.R.T. will provide those students with sessions including study skills training, mentoring, problem-solving techniques, and team building and leadership training.

The Charles W. Donaldson Scholars Academy aims to improve educational achievement for all students, to African American students and others who are at-risk of academic failures due to socioeconomic disadvantage, or other factors. This is a bridge program that engages high school students through college enrollment and beyond. The Pulaski County Special School District has collaborated with CWDSA to invest in students' success. The program is paid for by a grant from the Arkansas Department of Education, and students in the Little Rock and North Little Rock school districts are now eligible for the program as well. The Donaldson Scholars Program goals are to prepare students for success beyond high school, eliminate the need for remediation while increasing not only high school graduation rates, but college graduation rates as well.

8-12 week Certificate Programs

- Basic computing
- Work readiness
- Financial literacy

- Coding academy (12-weeks)

Philander Smith College-WISE-P3 is a partner in The Arkansas Coding Academy (ACA), a collaborative effort to address the need for IT employees. Beginning with the Fall 2016 semester, the ACA will initiate a class in Little Rock on the campus of PSC. The estimated entry-level salary for a beginning coder would be between \$55,000 and \$70,000. ACA will focus on creating a pipeline of talent for IT and IT-related industries, including cyber security. The Academy will provide an Apple or PC laptop and access to high-speed wireless internet to ensure students have the right equipment to be successful. The goal of the program is for those who complete the course(s) to be prepared for immediate placement in the following occupations:

- mobile device app developers
- database administrators
- cyber security analysts
- software code developers
- web application developers

We have launched, and will continue to expand the WISE P3 Delta HBCU Ecosystem Initiative. This program prepares student entrepreneurs, develop a centralized location or economic hub for the identification of entrepreneurial resources, identifying strengths and weaknesses of the ecosystem, enhance the development of a stronger entrepreneurial ecosystem, and serve as hub for entrepreneurial training in Central Arkansas and the Delta regions. The primary lead will be Bruce James, Division Chair of Business and Economics at Philander Smith College.

The HBCU Program Initiative at Philander Smith College will focus on the following:

- **Developing a pipeline of educated and skilled entrepreneurs**

The initiative will focus on developing well-trained, highly skilled and academically accomplished entrepreneurs. The program will seek to do this by developing a strategic academic related plan to expand entrepreneurship across the disciplines in a variety of ways. Examples include an entrepreneurship based summer bridge program that offers college credit and expansion of the Division of Business and Economics Business Plan/Shark Tank Competition.

- **Cultivating technology exchange and innovation**

We will host the Little Rock training site for technology and technology innovation in conjunction with Axiom and the department of Computer Science. Axiom has selected the Philander Smith College campus as the training partner.

- **Improving access to capital**

Provide basic financial literacy and credit information to student entrepreneurs. Provide information and create opportunities for entrepreneurs to learn about various sources of funding and to meet funders through on-campus lectures and other funding-related pitch competitions.

The program also proposes a micro seed fund to help young entrepreneurs start businesses.

- **Promoting awareness and advancing market opportunities**

The initiative will promote awareness and advance marketing opportunities by developing programs that focus on entrepreneurial development. We will collaborate with the local SBA, SCORE, Elevate Youth, and other entrepreneurial service providers, Division of Business faculty and other volunteers. We will offer bi-monthly training related to promotion and awareness of opportunities. We will advertise these training sessions on campus, on other campuses, and in the community through social media and other media sources.

- **Optimizing the regulatory environment**

The initiative will collaborate with the Southern Region Minority Supplier Development Council and other agencies to collect information related to legal and regulatory issues that affect entrepreneurs. The initiative will also have meetings with local and state agencies as well as the Governor's office in Arkansas to discuss the impact of these legal and regulatory issues.

The Bridge Youth Farming and Entrepreneurship Project

The Bridge Youth Farming and Entrepreneurship Project empowers young people through a skills acquiring program that allow them to realize their full potential.

The primary mission of the project is to inspire young entrepreneurs, provide youth with opportunities to

create their own companies, advance their education and provide employment opportunities through developing community gardens that potentially provide households, and businesses in the area alternatives with locally grown fresh produce for a healthy and active Arkansas.

The Bridge Youth Farming and Entrepreneurship Project is an entrepreneurial knowledge and activity based program that uses community gardening/farming activities to develop an entrepreneurial mindset, teach entrepreneurship and basic financial literacy through the creation of community gardens in the delta regional counties of Lee, Phillips and Crittenden counties of Arkansas. These gardens will be developed by area youth who are selected for the program and led with the aid and assistance of professionals who possess experience in entrepreneurship and business development, marketing, and Agra development.

Division of Business and Economics Shark Tank Competition

The Business Plan/Shark Tank pitch presentation competition is held each semester in the Division. The project is now in its second year. Four new start-ups were developed from the competition and one company; Fox Hound Hunting Apparel, has qualified for an SBA backed loan in excel of \$1,000,000. The loan will cover expenses related to the development of a prototype and to start marketing and production of high-end women's hunting apparel.

Entrepreneurship Training

The Division of Business and Economics hosts several workshops and training aimed at entrepreneurial development, personal finance, credit awareness, and venture financing each year. The Division collaborates with a variety of community partners, and faculty to provide this training to students and the public.

Philander Smith College Undergraduate Programs

In the Fall of 2015, the Arkansas Department of Higher Education awarded Philander Smith College's Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE P3) with a Planning Grant for \$89,000. These funds, along with investments from the College supported the review and revision of our general education curriculum in order to rethink its workforce readiness demands of government, industry, and business. The College's traditional four-year degree programs which require a model of student development that is hierarchal in teaching and learning will remain unchanged, but required will be a model of student development that strategically aligns general education curriculum, training, and assessment of student learning and preparation with workforce readiness skills and requirements of government, industry, and business.

During the winter break of 2015, the Vice President for Academic Affairs and seven faculty conducted a clean-slate review of the College's curriculum in anticipation of "college to career" training and placement. Faculty (two in English, two in mathematics, one in biology, one in chemistry, and one in computer science) were required to use a variety of ACT Work -Key Assessment Tests that are often used by PSC's private and public partners to evaluate, to place and/or to promote employers in order to create the context of its reviews. The PSC group focused on the ACT tests to determine from such tests which "college to career" skills proficiencies in the PSC general education curriculum should remain unchanged and should be revised, and which "college to career" skills proficiencies needed to be added via new courses.

Based on the comparative studies of content in the ACT Work-Key tests, Philander's group determined that a "college to career" model of student development would require the familiar general education curriculum: composition, mathematics, reading comprehension, computer science and critical thinking. However, the "college to career" model of student development would require *revisions* of the general education courses. To begin, the general education courses for "college to career" would serve less as introductions to the majors. Instead, "college to career" courses were revised to function as follows:

- mathematics course must definitively focus on, among others, proficiency in basic numeracy with emphasis on reading, interpreting and solving problems using tables and graphs; on word

problems, logic, and geometric analogies;

- critical thinking course must definitively focus on, among others, spatial reasoning, ethic and values, situational judgment, professionalism, conflict management, logical reasoning, attention to details, teamwork and conflict management;
- computer science course must definitively focus on, among others, locating, inserting and/or extracting information from graphics such as tables, charts, maps, diagrams, floor plans, flow charts, etc. to complete data analysis;
- reading comprehension course must definitively focus on, among others, recalling information, summarization, analysis and conclusions; and
- composition course must definitively focus on, among others, verbal fluency, spelling, clarity of expression, grammar and punctuation for the workforce.

Needed also in the "college to career" model of student development is a curriculum that emphasizes *simulations and training* of the following skills requirements:

- scientific reasoning, abstract thinking, non-verbal reasoning, situational judgment and problem solving, attention to details, logical reasoning, professionalism, planning and organization, teamwork, self-management, ethics and values, and conflict management.

The PSC group determined that during implementation of the WISE-P3 grant, the aforementioned skills would require embedded interdisciplinary modules in the required courses in order to better introduce and reinforce the above skills requirements. For instance, composition faculty would require team planning of course modules with biology and chemistry faculty in order to emphasize scientific reasoning and technical writing, or comprehensive reading faculty would require team planning of course modules with philosophy faculty, and consultants from government, industry and business in order to emphasize, for instance, situational judgment and problem solving, professionalism, and teamwork.

Curriculum Mapping

As demonstrated in the attached curriculum maps, the revised general education courses and added courses will begin with an introduction of skills and end with application and synthesis of skills (often in the form of demonstration projects prior to internships or to employment). *Each curriculum map also reveals that the "college to career" model of student development (from introduction to synthesis of skills and demonstration projects prior to internships or employment) can be adjusted for either 1) bridge programs for middle school and high school constituents; 2) accelerated weeks programs; or 3) semesters for 2 years or longer. As mentioned, faculty will shape pedagogy and deliver instructions as individuals; as a team in interdisciplinary modules with other faculty; or as a team in interdisciplinary modules along with consultants from government, industry, or business.*

Bridge Programs

Bridge programs with middle and high schools will offer summer and dual credit opportunities that become pathways to computer and mathematical occupations; sales and related occupations; protective services; farming, fishing, and forestry; and business and financial operations. Pre-Work-Key assessment will be used to help profile the strengths and weaknesses as well as interests of students. Individual faculty and interdisciplinary groups will use curriculum mapping to model teaching and learning. We will use the Academic Affairs Assessment Plan to monitor learning (correcting and reinforcing throughout the process). Instruction will be delivered utilizing classroom technology, including distance learning.

Accelerated Programs

Accelerated learning will be offered via 6-week summer sessions (longer Saturday sessions) and 12- to 18-month sessions, especially for occupations in sales and related occupations; protective services; farming, fishing, and forestry; and business and financial operations. Pre-Work-Key assessment will be used to help profile the strengths and weaknesses as well as interests of participants. Curriculum mapping will be used to model teaching and learning by individual faculty and interdisciplinary groups. The Academic Affairs

Assessment Plan will be used to monitor learning (correcting and reinforcing skills throughout the process) and to weigh performance prior to internships or employment. Classroom technology, including distance learning, will be used to deliver instructions.

Two-Year Programs or Longer

Because of partnerships with two-year colleges and technical institutions, students will be admitted to Philander, receiving credit for general education curriculum and using the next two years achieving the 4-year degree. Because students will enter the "college to career" pathway, students will follow a curriculum map that focuses more on application and synthesis of skills in majors that would lead to computer and mathematical occupations; sales and related occupations; protective services; farming, fishing, and forestry; and business and financial operations. Intermediate Work-Key assessment will be used to monitor the strengths and weaknesses of transfer students in knowledge and demonstration of workforce skills. Curriculum mapping will be used to model teaching and learning by individual faculty and interdisciplinary groups in the major. The Academic Affairs Assessment Plan will be used to monitor learning (correcting and reinforcing skills proficiency throughout the process, especially prior to required internships and any shadowing by students. Classroom technology, including distance learning, will be used to assist with deliver of instructions.

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.

Role of Partners

Partnering businesses have agreed to provide and maintain up-to-date postings of entry-level or new-hire technical positions. Several of our partner businesses have existing paid intern programs that employ dozens of students on a part-time basis. All classes featured in the proposed curricula are specific to current available positions in Central Arkansas as follows.

- Acxiom will provide curriculum development and participant mentorship.
- Black Oak Analytics will provide curriculum development, OJT, and mentoring.
- Ensono will provide paid internships and hiring preferences for program graduates.
- Metova will provide curriculum development, loaned instructors/executives, OJT, paid internships, hiring preferences for graduates of the program, and mentorships.
- Rock-Pond will provide curriculum development and paid internships

Along with Philander Smith College/WISE-P3, Arkansas Coding Academy business partners include the Acxiom, Hewlett-Packard Enterprise, Ensono, Metova, Tyson, J. B. Hunt, Black Oak Analytics, Enoso, Metova, Rock-Pond, Field Agent, First Orion, Innovate Arkansas, SEAs, and RevUnit. Also included are the Chamber of Commerce, University of Central Arkansas, the Arkansas Department of Workforce Services, the Central Arkansas Planning Development District, and the U.S. Department of Labor.

In combination with the newly minted partnership with The Arkansas Coding Academy (ACA), a collaborative effort to address the need for IT employees, PSC is building the foundation to launch a PSC Registered Apprenticeship program and become qualified for funding through Apprenticeship USA. WISE-P3 also partners with the Arkansas Apprenticeship Pathway Initiative (AAPI), a 48-month venture funded by the US Dept. of Labor. AAPI is the first in the state to focus on information technology. AAPI will utilize PSC's facilities as a site for the Software Architect training coursework. Upon concluding the 18-month apprenticeship, participants can expect to earn yearly wages exceeding \$60,000. Partners include Arkansas Apprenticeship Coalition, the National Apprenticeship Training Foundation (NATF) and its coalition of business partners, Arkansas Department of Workforce Services, Central Arkansas Planning and Development District, Arkansas Community Colleges (ACC) and others.

The "IT Talent Hotspot." Project brings together employers, training programs, and workforce leaders that prioritize the IT sector and make a commitment to recruit and train the workforce to help Arkansas' IT industry grow and attract more jobs from overseas. In addition, the Talent Hotspot will serve as a base of operations for the newly minted Health care-IT hybrid, the Bioinformatics program. Bioinformatics is the application of computer technology to the management of biological information. Computers are used to gather, store, analyze and integrate biological and genetic information that can then be applied to gene-based drug discovery and development. The IT Talent Hotspot will also support the clean energy initiative of the WISE-P3 partners, Entergy and Big River Steel.

The Nat'l Science Foundation is encouraging and working with Dr. Deidre Coleman to develop a proposal that will involve STEM interested, especially mathematics, high school students in a PSC venture. This endeavor and the (hoped for Tyson funded) Bridge Youth Farming and Entrepreneurship Project are two "bridge efforts to pre-collegiate setting---a goal of the WISE-P3.

*PSC has developed a partnership with **Tyson Foods** to create an entrepreneurship academy. The first offering is the Bridge Youth Farming and Entrepreneurship Project (BYF) that will model small plot farming activities to develop an entrepreneurial mind-set and teach entrepreneurship in the Arkansas Delta. Partners include:*

- Philips County University of Arkansas, Division of Agriculture, Cooperative Extension Service, sponsor of the county 4-H clubs
- Pine Bluff High School
- Marvell-Elaine School District
- Arkansas Department of Workforce Services
- Workforce Investment Board
- Urban League of Arkansas
- State Senator Linda Chesterfield
- State Senator Joyce Elliott
- State Representative Monte Hodges
- Marvin Childers, President, The Poultry Federation

PSC's partnership with **Big River Steel (BRS)** includes a comprehensive corporate leadership program that will allow for a holistic partnership. We are building a mutually beneficial relationship, making sure investments and engagement opportunities that are also aligned with the company's goals and the College's goals, including access to top faculty, student recruitment, STEM outreach and more. In summer 2016, PSC will send up to six (6) for paid internships and up to three (3) faculty members for training in Advanced Manufacturing from the SMS Group, a multinational corporation that owns or controls 41 companies.

We have also formalized our partnership with the United Methodist Church (UMC), Shorter College and Philander Smith College. The UMC will provide resources to enable the two schools to create a focus on recruiting Latino students for degree and certification programs. Shorter College is also a key Career and Technical program partner. Additionally, we will offer a Spanish / ESL Certificate to those Spanish speakers desiring to increase English skills and others needing to learn or enhance their Spanish language skills.

Our public school partners will provide guidance for our workforce pipeline initiatives and advise on matters related to Career and Technical Education. These partners also play a pivotal role in ensuring that their students are career and/or college ready.

- Jackson/North Pulaski School District
- Marvell/Elaine School District
- McClellan High School
- J A Fair High School
- Arkansas Community Colleges

Government:

- Arkansas Department of Workforce Services
- Arkansas Workforce Investment Board
- Little Rock Workforce Development Council
- Central Arkansas Workforce Development Council

Non-Profit Organizations:

Our non-profit partners will provide wrap-around services for participants engaged in training programs and support identification of job opportunities.

- Urban League of the State of Arkansas
- Central Arkansas Planning and Development District
- Winrock International
- PARK (Positive Atmosphere Reaches Kids)
- Arkansas Conference of the United Methodist Church

<div data-bbox="207 317 298 411"></div> <div data-bbox="212 415 245 548">Business</div> <ul style="list-style-type: none"> •Big River Steel •Wal-Mart Stores •AVEST Bank •Entergy, Inc. •Tyson Foods •Southern Bankcorp •Lexicon Steel •Blue Cross/ Blue Shield, Baptist Health •CHI St Vincent •Deltic Timber Corporation •Nucor- Yamato Steel Company •Women's Chamber of Commerce, Hot Springs, Arkansas •Baptist Health Medical Center •Arkansas Electric Cooperative Corporation •Center Point Energy •Arkansas State Chamber of Commerce •Associated Industries of Arkansas •J.B. Hunt Transport Services •Arkansas Business Publishing Group 	<div data-bbox="521 317 612 411"></div> <div data-bbox="526 415 558 564">Education</div> <ul style="list-style-type: none"> •Philips County University of Arkansas, Div. of Agriculture, Cooperative Extension Service •Pine Bluff High School •Marvell-Elaine School District •Marvin Childers, President, The Poultry Federation •Jackson/North Pulaski School District •Marvell/Elaine School District •McClellan High School •J A Fair High School •Shorter College •Arkansas Community Colleges (all 22 Community Colleges in the state) 	<div data-bbox="834 317 925 411"></div> <div data-bbox="839 415 872 606">Government</div> <ul style="list-style-type: none"> •Arkansas Department of Workforce Services •Arkansas Workforce Investment Board •Little Rock Workforce Development Council •Central Arkansas Workforce Development Council •State Senator Linda Chesterfield •State Senator Joyce Elliott •State Representative Monte Hodges •Mike Ross, former Representative, Arkansas's 4th Congressional District 	<div data-bbox="1148 317 1239 411"></div> <div data-bbox="1153 415 1185 575">Non-Profit</div> <ul style="list-style-type: none"> •Urban League of the State of Arkansas •Central Arkansas Planning and Development District •Winrock International •PARK (Positive Atmosphere Reaches Kids) •Arkansas Conference of the United Methodist Church
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SECTION 4 – BUDGET PLAN**15 Points**

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

Essential Components:

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

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

Keep the following rubric in mind when completing this section:

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

Section 4.1 – Budget Plan Detail

Please provide your detailed financial plan in the box below.

Workforce Initiative Act of 2015 Implementation Grant Proposed Budget

Requesting Institution: Philander Smith College

Title of Project: Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE-P3)

Project Partners:



Business

- Big River Steel
- Wal-Mart Stores
- AVEST Bank
- Entergy, Inc.
- Tyson Foods
- Southern Bankcorp
- Lexicon Steel
- Blue Cross/ Blue Shield, Baptist Health
- CHI St Vincent
- Deltic Timber Corporation
- Nucor- Yamato Steel Company
- Women's Chamber of Commerce, Hot Springs, Arkansas
- Baptist Health Medical Center
- Arkansas Electric Cooperative Corporation
- Center Point Energy
- Arkansas State Chamber of Commerce
- Associated Industries of Arkansas
- J.B. Hunt Transport Services
- Arkansas Business Publishing Group

Education

- Philips County University of Arkansas, Div. of Agriculture, Cooperative Extension Service
- Pine Bluff High School
- Marvell-Elaine School District
- Marvin Childers, President, The Poultry Federation
- Jackson/North Pulaski School District
- Marvell/Elaine School District
- McClellan High School
- J A Fair High School
- Shorter College
- Arkansas Community Colleges (all 22 Community Colleges in the state)

Government

- Arkansas Department of Workforce Services
- Arkansas Workforce Investment Board
- Little Rock Workforce Development Council
- Central Arkansas Workforce Development Council
- State Senator Linda Chesterfield
- State Senator Joyce Elliott
- State Representative Monte Hodges
- Mike Ross, former Representative, Arkansas's 4th Congressional District

Non-Profit

- Urban League of the State of Arkansas
- Central Arkansas Planning and Development District
- Winrock International
- PARK (Positive Atmosphere Reaches Kids)
- Arkansas Conference of the United Methodist Church

IT Hotspot Partners

- Big River Steel
- Entergy
- Acxiom
- First Orion
- Innovate Arkansas
- RevUnit
- Arkansas Department of Workforce Services
- Central Arkansas Planning Development District
- Arkansas Apprenticeship Coalition
- Black Oak Analytics
- Ensono
- Metova
- Rock-Pond
- Chamber of Commerce
- University of Central Arkansas
- U.S. Department of Labor
- Arkansas Community Colleges (ACC)
- Tyson Foods
- Hewlett Packard Enterprise
- J. B. Hunt Transport
- Field Agent
- National Apprenticeship Training Foundation (NATF) and its coalition of business partners

Program Start Date: August 1, 2016

Project Budget:

A. PROGRAM LEADERSHIP SUPPORT

1. Personnel

- a. Executive Director oversees all aspects of the WISE-P3 initiative. He is charged with establishing and enforcing the vision of the initiative; supervising office staff; maintaining a productive relationship with the PSC leadership, and business and community partners.
 $\$65,000.00 \times 2 \text{ years} = 130,000.00$
 Fringe (22%) $14,300 \times 2 \text{ years} = 28,600.00$
- b. Business Outreach Specialist coordinates initiatives designed to promote WISE-P3 and its services to the business community. Supports organizational programs aimed at addressing the needs of the surrounding area. Develops relationships with Business and community leaders and may serve as the WISE-P3 organization's liaison with various constituents.
 $\$45,000 \times 2 \text{ years} = 90,000.00$
 Fringe (22%) $9,900 \times 2 \text{ years} = 19,800$
- c. Educational and Community Outreach Specialist coordinates initiatives designed to promote the organization and its services to the education community. The major task is to develop and support the WISE-P3 pipeline to pre-colligate setting.
 $\$45,000 \times 2 \text{ years} = 90,000.00$
 Fringe (22%) $9,900 \times 2 \text{ years} = 19,800$
- d. Accountability Specialist facilitates the development and implementation of the acquisition, reporting, interpretation, and utilization of relevant data to increase the efficiency of organization systems. Develop processes and procedures for data collection, create and securely store data backups and manage coordination of data collection, monitor data quality and integrity.
 $\$45,000 \times 2 \text{ years} = 90,000.00$
 Fringe (22%) $9,900 \times 2 \text{ years} = 19,800$

- e. Administrative Analyst performs a wide variety of professional analytical and administrative duties in support of assigned functions and operations; performs duties in support of various administrative operations and activities.

$\$30,000.00 \times 2 \text{ years} = \$60,000.00$

Fringe (22%) $6,600.00 \times 2 \text{ years} = \$13,200.00$

Total Personnel \$ 561,200.00

2. Travel

- a. In-state Staff will travel extensively in central and eastern (the Delta) Arkansas. In-state travel. Reimbursement at GSA rate of \$.41 per mile \$200.00 per month for 48 month.

$\$9,600.00$

- b. Travel for WISE-P3 staff to attend the 2017 and 2018 "P-3 Higher Educational Summit." Newly hired staff will need instruction in shepherding P-3 partnerships from concept to completion. The conference facilitators are subject matter experts. This event will offer a comprehensive program highlighting how public-private partnerships are providing end-to-end solutions for campus infrastructure projects: \$245.00 registration, 600.00 airline travel, Hotel \$200.00 for 3 nights (600.00), per diem 64.00 x 3 (192.00) Airport travel 60.00 = \$1697.00 x 2 years x 5 personnel

$\$17,000.00$

- c. Travel for WISE-P3 Executive Director to attend US DOL Sector Partnership Conferences .245.00 registration, 600.00 airline travel, Hotel \$200.00 for 3 nights (600.00), per diem 64.00 x 3 (192.00) Airport travel 60.00 = \$1697.00 x 2 years

$\$3,400.00$

Total Travel \$ 30,000.00

TOTAL PARTNER PARTICIPANT COSTS \$591,200.00

B. OTHER DIRECT COSTS

1. Equipment

Upgrade facilities to accommodate the "IT Talent Hotspot." This project consists of bringing together employers, training programs, and workforce leaders that prioritize the IT sector and make a commitment to recruit and train the workforce to help Arkansas' IT industry grow and attract more jobs from overseas. In addition, the Talent Hotspot will serve as a base of operations for the newly minted Healthcare-IT hybrid, the Bioinformatics program. Bioinformatics is the application of computer technology to the management of biological information. Computers used to gather, store, analyze and integrate biological and genetic information that can then be applied to gene-based drug discovery and development. The IT Talent Hotspot will also support the clean energy initiative of the WISE-P3 partner, Entergy and Big River Steel; the Arkansas Coding Academy

Total Equipment \$45,000.00

2. Material and Supplies

Consumable office supplies and training materials including software and software licenses for use in training sessions, USB drives, and training manuals

Total Materials and Supplies \$10,000.00

3. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION

Publication Cost includes project evaluation report, media outreach, publications, brochures, web page development and maintenance, reports, etc.

Total Publication Costs, etc. \$21,000.00

4. CONSULTATION SERVICES

- a. Consultants with experience in curriculum and assessment for workforce readiness will conduct sessions on instructional design workshops. Consultants will also agree to return to the College in order to prepare an objective report on General Education's "college to career" infrastructure

(its methods of aligning outcomes with performance criteria and assessment). The report will also focus on state expectations of workforce readiness and how well the College's "college to career" program meets state and national expectations, e.g., student-centered teaching, outcome-based pedagogy and assessment). We will also engage a consulting partner to assist with development and proposal writing.

\$30,000.00

- b. Curriculum Specialists are faculty members who, in consultation with WISE Council Board members and other industry consultants, are responsible for assisting with and supporting the development the industry specific training curriculum.

Eight (8) @ \$4,000.00 ea x 2 years = \$64,000.00

- c. Adjunct instructors will teach courses at a rate of \$2,000.00 per course.

Ten (10) @ \$2,000.00 ea x 2 years = \$40,000.00.

Fringe (22%) 440.00 x 10 x 2 years = \$8,800.00

Total Consultation Services \$142,800.00

5. OTHER

- a. The *Building Resilience through Public Private Partnerships Conference* is one-day meeting for advisory board members, applicable PSC faculty/staff, and business, school, and community partners that take place at the starting and mid-point of the funding term. The primary focus of the conference is to share actionable information, provide an opportunity to disseminate cross-sector information, offer a chance to interact and share information with other partners, refocus on goals and introduce new partners and provide face-to-face contact within the WISE-P3 structure. Faculty will also be encouraged to expand and to renew their pedagogy via national forums such as the Foundations in Critical Thinking Academy held annually in California, ACT and ETS white papers on workforce assessment. Beyond the introductions and/or reinforcement of assessment theory as well as assessment strategies and the conferences allow networking and provide more intimate learning experience. Consultants will follow-up with attendees as needed. Costs will cover facilitation, honoraria, travel and meeting expenses.

Additionally, the meetings will serve as an opportunity for program evaluators to interact with stakeholders and begin a systematic method for collecting, analyzing, and using information to access WISE-P3.

\$42,000.00

- b. Faculty Development and Training: To date, seminars and workshops for faculty of the "college to career" program take place within Academic Affairs at Philander. As stated already, consultants will be invited to the campus to conduct workforce ready workshops. Faculty will also be encouraged to expand and to renew their pedagogy via national forums such as the Foundations in Critical Thinking Academy held annually in California, ACT and ETS white papers on workforce assessment. Beyond the introductions and/or reinforcement of assessment theory as well as assessment strategies and practices, this training will allow networking and provide a more intimate learning experience.

\$ 25,000.00

- c. On-line Student Support Services: A significant number of students matriculating through WISE-P3 programs will participate in evening/night, distance learning or other types of non-traditional learning situations. The college will offer services during the evenings and weekends that range from admissions and enrollment to financial aid/student accounts and technical support. This diverse set of offerings will enhance the student experience and improve learning outcomes.

\$25,000.00

- d. Project Evaluation of WISE-P3, will employ an external program evaluator(s) to evaluate the effectiveness and efficiency of WISE-P3, and to provide recommendations to assist with improving program design and implementation. The evaluators will have two opportunities to meet formally with all stakeholders: The *Building Resilience through Public Private Partnerships Conference(s)*. Evaluators will have opportunities to interact with end-users, partners, etc. as needed. Program evaluation may be conducted at several stages during the program's lifetime.

\$48,000.00

Total Other \$140,000.00

TOTAL OTHER DIRECT COSTS \$358,800.00

C. TOTAL DIRECT COSTS (A and B) \$ 950,000.00

D. COSTS SHARING (Minimum 10% of C, up to \$50,00.00) 50,000.00

E. **Total Requested Grant Budget \$1,000,000.00**

Section 4.2 – Budget Plan Template

Please complete the budget template below. Totals will calculate automatically based on your input. Institutions may request up to \$1 million in grant funding for Phase 2 Projects.

Requesting Institution:	Philander Smith College
Title of Project:	Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE-P3)

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	\$561,200.00
2. Travel	\$30,000.00
3. Other (Explain Below)	\$0.00

Briefly Explain Other Costs

TOTAL PARTNER PARTICIPANT COSTS \$591,200.00

B. OTHER DIRECT COSTS

1. Equipment	\$45,000.00
2. Materials and Supplies	\$10,000.00
3. Publication Costs/Documentation/Dissemination	\$21,000.00
4. Consultant Services	\$142,800.00
5. Other (Explain Below)	\$140,000.00

Briefly Explain Other Costs

TOTAL OTHER DIRECT COSTS \$358,800.00

C. TOTAL DIRECT COSTS (A & B) \$950,000.00

D. COST SHARING (Minimum 10% of C; up to \$50,000) 50,000.00

Total Implementation Grant Budget \$1,000,000.00

Other Notes

"Other Costs:" The Building Resilience through Public Private Partnerships Conference, Faculty Development and Training, On-line Student Support Services, Project Evaluation of WISE-P3

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.

WISE P3 will provide a central location that is positioned to address regional economic growth and development. The Center at PSC will be equipped to provide traditional and non-traditional classes for workers, veterans, single mothers, under-employed citizens, minorities, as well as individuals from economically depressed areas throughout the region. Most importantly, the Center's focus on creating economic growth in the State of Arkansas will strategically align with the impending transformation of a college that is seeking to grow Science, Technology, Engineering and Math (S.T.E.M.), Allied Health Care, Education and Business opportunities for minority and non-minority populations in the State of Arkansas. Our emerging WISE P3 program of work will build a series of industry-driven career pathways:

- Engage WISE Council workgroups to define and detail skill requirements for each position
- Collaborate with regional public school systems to align education and training programs around the skill requirements.
- Collaborate with the Little Rock Workforce Development Board to collect and analyze data on regional workforce skill requirements, hiring trends and labor market.
- Utilize data to identify training gaps and develop innovative solutions.

The purpose of our program of work is to identify and collaborate with an alliance of higher education institutions, public school districts, and employers to offer career and technical training. This work will be guided by a Board of Directors (WISE Council) and will focus on emerging and growing industries including IT, science, healthcare, telecommunications, engineering, clean energy and finance. We will invest in staffing and material resources to facilitate and sustain the program.

We will promote sustainability of our efforts by entering formal articulation agreements with partner institutions and memoranda of understanding with our industry partners and partnerships. We will collect data, establish metrics for each component of the program, and then use the data to improve participant learning and services and discover how that influences student outcomes and general institutional development. The integration of academic preparation, high-quality training, shared training program design, ongoing evaluation, support and professional development will ensure the viability of the program and position us for sustainability and results.

Our innovative workforce agenda will be grounded in data and will guide the development of a program of work that will have significant and long-lasting consequences for our graduates in the near-term, indeed, for all students matriculating at Philander Smith College. Our partner employers and institutions have a rich opportunity to further improve alignment and achieve an effective pipeline of academically prepared, job-ready employees.

We will continue to seek support for the WISE-P3 initiatives and will pursue innovative solutions to funding. We will explore best practices in financing for workforce development, such as the Social Innovation Fund, Pay for Success model or the Community Employment Loan Program presented by the Federal Reserve Bank of St. Louis as part of the Connecting Communities series. These programs are creative partnerships between government, mainstream financial institutions, service providers, and industry and feature incentives to businesses that hire and retain from vulnerable populations. We will retain the services of a consulting firm to advise and educate on program design, performance management, and development.

Appendix: Curriculum Maps and Assessment Plan

Curriculum Map Bridge Youth Farming Entrepreneurial Project

Features:

- 1) Accelerated 12-18 Months with Embedded Assessment and Correction
- 2) Bridge: Job Readiness Skills

	General Education Faculty	Introduction of Skills Courses	Advance of Skills Courses	Application of Skills Courses	Synthesis of Skills Courses	Capstone Course
Technical Writing	English & Reading	X	X			
Quantitative Literacy	Mathematics	X	X	X		Shadowing Internship & Assessment
Critical Thinking &	English & Reading					Internship & Assessment
Problem Solving	English & Reading	X	X	X	X	Internship & Assessment
Team Building	Business Management	X	X	X	X	Shadowing Internship & Assessment
Technology	Computer Science	X				Internship & Assessment
Ethics & Values	English; Reading; Philosophy	X				Internship & Assessment
Professionalism	Business Consultants	X	X	X	X	Internship & Assessment

Curriculum Map Coding Academy

Features:

- 1) Bridge Program
- 2) Accelerated Weeks
- 3) Semesters-long Workforce Readiness Skills

	Faculty	Introduction to Skills	Advance Skills	<u>Application of Skills</u> On the Job Internships	<u>Synthesis of Skills</u> On the Job Internships	On the Job Shadowing; Internships; Assessment
Business & Technical Writing	English and Computer Science Consultants	X	X	X	X	
Reading for Information	Reading and Computer Science Consultants	X	X	X	X	
Quantitative Literacy; Algebra Word Problems; Geometric Analogies	Mathematics and Computer Science Consultants	X	X	X	X	
Server and Database Programming; Developer	Computer Science and Industry Consultants	X	X	X	X	X
Listening and Attention to Details	Reading and Computer Science Consultant	X	X	X	X	X
Reasoning and Problem Solving	Reading and Computer Science Consultant	X	X	X	X	X
Professionalism, Ethics and Values	Computer Science Faculty and Consultants	X	X	X	X	X

Curriculum Map College to Career

Features:

1. **2- Year or 4-Year Matriculation (with Ongoing Embedded Assessment 2nd, 3rd, 4th Years)**
2. **Semester: Workforce Skills**

	Faculty	Introduction of Skills	Advance Skills	<u>Application of Skills</u> On the Job Internship & Program Assessment	<u>Synthesis of Skills</u> On the Job Intern-ship & Program Assess	On the Job Shadowing (SH); Internship (Intern); Assessment (A)
Writing: Content/Unity Development; Coherence; Mechanics & Grammar	General Education English & Reading	X	X	X	X	X
Quantitative Literacy:	General Education Mathematics	X	X	X	X	X
Creative & Critical Thinking & Problem Solving	General Education English; Reading; Philosophy	X	X	X	X	X
Computer Science	Computer Science	X	X	X	X	X
Team Building	Business Consultant & Faculty	X	X	X	X	X
Ethics & Values	General Education English; Reading; Philosophy	X	X	X		
Professionalism; Situational Reasoning; Attention To Details	General Education Faculty & Consultants in Bus; Industry; Gov't	X	X	X	X	X
	2-Years	16 Hrs.	16 Hrs.	18 Hrs.	19 Hrs.	= 69 Sem. Hrs.
	4- Years	32 Hrs.	32 Hrs.	32 Hrs.	32 Hrs.	= 124 Sem.

Hrs.

Curriculum Map

Preparation for Industrial Careers in Mathematical Sciences (PIC Math)

Features:

- 1) Bridge
- 2) Accelerated Weeks;
- 3) Semester-long
- 4) Skills for Preparations for research and problem- solving in business, industry, and government

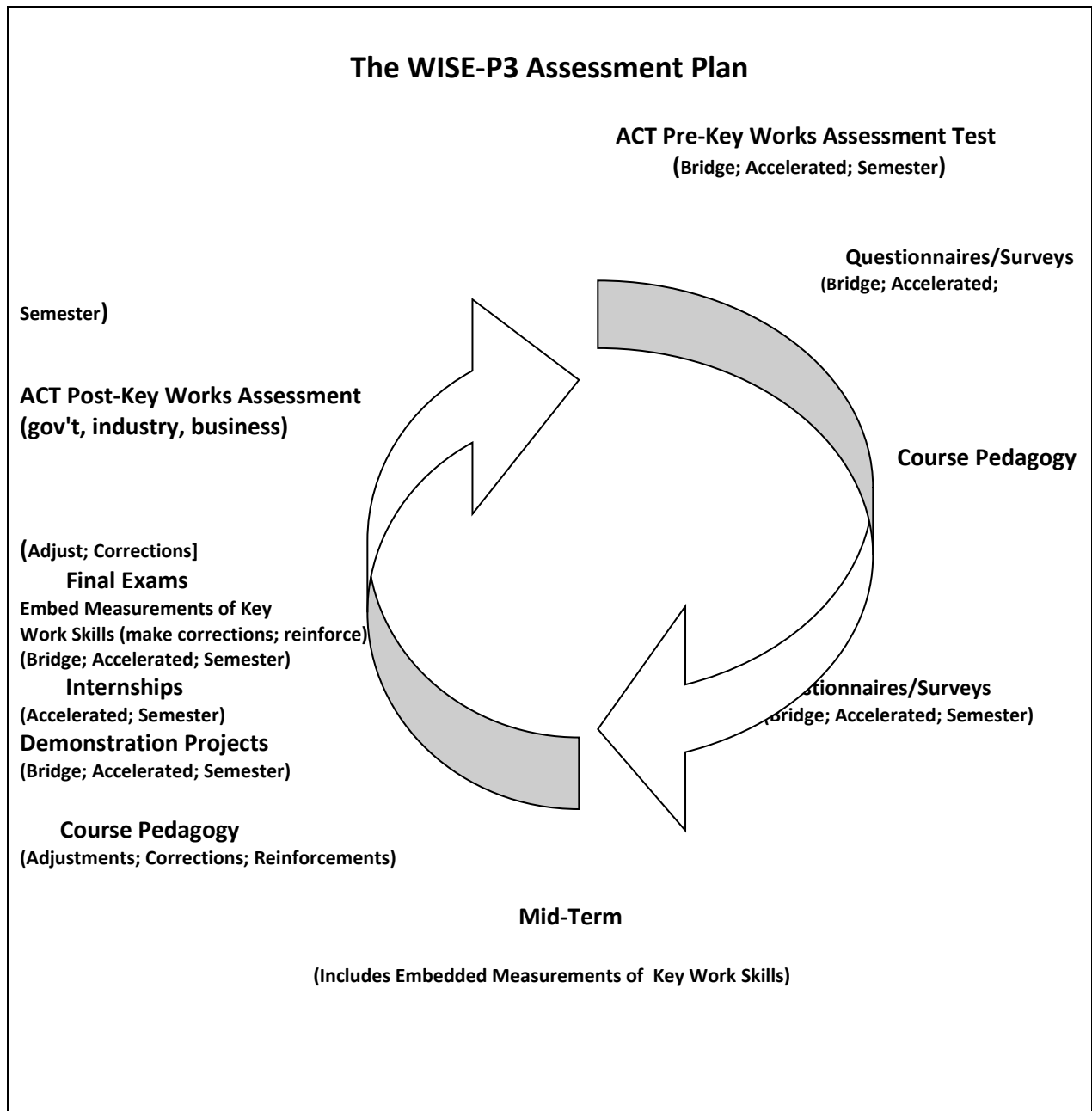
	Faculty	Introduce Skills	Advance Skills & Reinforce with business, Industry, government-type problem solving activities; Embed Assessment	Application of Skills & Reinforce with business, industry, and government-type problem solving activities; Embed Assessment	Synthesis of Skills With Real business, industry and government-type problem solving Projects; Embed Assessment	Demonstration Project focused on solving business, Industry , or government problem. Use of Advisory Group to assess project
Quantitative Literacy	Mathematics	X	X	X	X	
Technical Writing & Presentation	English	X	X	X	X	
Scientific Reasoning & problem solving	Chemistry; Biology; Physics; Computer Science	X	X	X	X	
Creative & Critical Thinking & Problem Solving	English & Philosophy	X	X	X	X	
Professionalism	Fresh-Soph Colloquium; Business Management Consultant	X	X	X	X	
Attention to details	Reading	X	X	X	X	
Specific business, Industry, & government Requirements	Business, Industry, Government Consultants with faculty					X

Curriculum Map
Pre-STEM Program for Middle School Females

Features:

- 1) Summer (6 Weeks) or Saturdays
- 2) Bridge
- 3) Pre-STEM Skills

	Faculty	Introduction of Skills	Advance Skills Reinforce Skills with Real World Activities	Application of Skills Reinforce Skills with Real World Activities	Synthesis of Skills With Real World Projects	Demonstration of Real World Project or Apprenticeship
Quantitative Literacy	Mathematics	X	X	X	X	X
Technical Writing	English	X	X	X	X	X
Scientific Reasoning	Biology; Chemistry; Mathematics; Physics; Computer Science	X	X	X	X	X
Attention to Details	Reading; Fresh-Soph Colloquium	X	X	X	X	X
Professionalism	Colloquium; Business Management Consultant and Faculty					X



SUBMIT BY JUNE 1, 2016Email 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. (22–25 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (18–21 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (14–17 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–13 Pts)	25 Pts
Strength of Partnership	Plan includes broad representation and each partner has a defined role with identified critical contributions. (18–20 Pts)	Plan includes broad representation but partner roles are not clearly defined. (15–17 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan. (11–14 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully. (0–10 Pts)	20 Pts
Budget Plan	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (13–15 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (10–12 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (7–9 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–6 Pts)	15 Pts
Sustainability	Identifies existing resources to continue the program with no reduction in services at the end of grant funding period. (18–20 Pts)	Identifies significant resources to continue the program with limited reduction in services at the end of grant funding period. (15–17 Pts)	Identifies limited resources to continue the program or proposes significant reduction in services at the end of grant funding period. (11–14 Pts)	New funding sources must be identified for continuation of program at the end of grant funding. (0–10 Pts)	20 Pts
Total Points Possible					100 Pts

JEREMY HUTCHINSON

SENATOR
33RD DISTRICT
CELL: 501-773-3760
jeremy.hutchinson@senate.ar.gov

201 EAST NORTH ST.
BENTON, ARKANSAS 72015



THE SENATE
STATE OF ARKANSAS

CHAIR:
JUDICIARY

MEMBER:
JOINT BUDGET
LEGISLATIVE COUNCIL
JOINT PERFORMANCE REVIEW
INSURANCE & COMMERCE
EFFICIENCY

June 1, 2016

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

Dear Dr. Powell:

It is my sincere pleasure to submit this letter in support of Philander Smith College as it applies for an Implementation Grant through the Regional Workforce Grant Program at the Arkansas Department of Higher Education. If granted, the funds would be used to launch the Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships, also known as the WISE-P3 Center. This entity will partner with area schools and employers in order to prepare students to meet the needs of the workforce across various targeted disciplines, including information technology, health care, engineering and finance.

I am writing to express my support for this application, and I would ask those with the power to do so to give it every possible consideration. The WISE-P3 Center will be a key opportunity for students and employers alike, and I believe it to be a worthwhile use of funding. Thank you for your time and attention in this matter. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

A handwritten signature in blue ink, appearing to be "JH", with a long horizontal stroke extending to the right.

Jeremy Hutchinson
State Senator
District 33

JH:lag



TIM GRIFFIN
LIEUTENANT GOVERNOR

June 2, 2016

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

To Whom It May Concern:

I write today to express my strong support for Philander Smith College's grant application to launch the Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE-P3). The WISE-P3 Center will focus on filling jobs in existing and emerging job markets in the fields of technology, science, healthcare, telecommunications, engineering, clean energy, and finance.

The WISE-P3 Center will provide Arkansans with two-year and four-year technical and applied degrees, offering Certificates of Proficiency and Work-Readiness to those who complete the program. Philander Smith College-WISE P-3 is a partner in the Arkansas Coding Academy (ACA), a collaborative effort among Arkansas schools and businesses that is aimed at reducing the need for IT employees in Arkansas.

Thank you for your full and fair consideration of Philander Smith College's grant request. Please contact my office at (501) 682-2144 with questions.

Sincerely,

A handwritten signature in blue ink, appearing to be "T. Griffin", written over the printed name and title.

Tim Griffin
Lieutenant Governor

FRENCH HILL
2ND DISTRICT, ARKANSAS

COMMITTEE ON FINANCIAL SERVICES
SUBCOMMITTEE ON CAPITAL MARKETS AND
GOVERNMENT SPONSORED ENTERPRISES
SUBCOMMITTEE ON OVERSIGHT AND
INVESTIGATIONS



Congress of the United States
House of Representatives
Washington, DC 20515
June 1, 2016

WASHINGTON, DC OFFICE
1229 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2506
FAX: (202) 225-5903

CONWAY DISTRICT OFFICE
1105 DEER STREET, SUITE 12
CONWAY, AR 72032
PHONE: (501) 358-3481
FAX: (501) 358-3494

LITTLE ROCK DISTRICT OFFICE
1501 NORTH UNIVERSITY AVENUE, SUITE 150
LITTLE ROCK, AR 72207
PHONE: (501) 324-5941
FAX: (501) 324-6029

Mr. Brett Powell
Director
Arkansas Department of Higher Education
423 Main St Ste 400
Little Rock, AR 72201-3828

Dear Mr. Powell:

Philander Smith College, an institution of higher education in Arkansas's Second Congressional District, has submitted an application for the Workforce Initiative Act Regional Workforce Grant Program. It would be greatly appreciated if their application could receive full and fair consideration during the review process.

Please know that I support the efforts of the Workforce Initiative Act Regional Workforce Grant Program to create a statewide, comprehensive structure enabling students in Arkansas universities, community colleges and secondary centers to participate in career and technical education programs developed with input from area employers. I wish your Department much success as it works to implement this critical Program.

Thank you for your time and consideration. Please keep me apprised of the application's progress by contacting Jill Cox in my Little Rock office at (501) 324-5941 or at Jill.Cox@mail.house.gov.

Sincerely,

French Hill
Member of Congress

Philander Smith College WISE P3

Partners Letters of Support

Act 1131 of 2015
Regional Workforce Implementation Grant

APPLICATION COVER SHEET

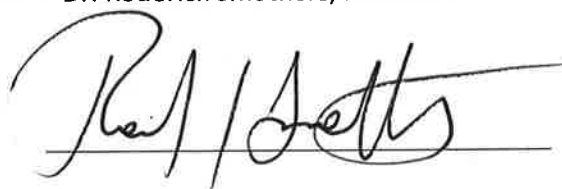
DUE JUNE 1, 2016

To:	Arkansas Department of Higher Education	
Requesting Institution:	Philander Smith College	
Title of Project:	Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE-P3)	
Project Partners:	1. Big River Steel 2. AVest Bank 3. Tyson Foods 4. Shorter College 5. Entergy Arkansas	6. Urbam League of Arkansas 7. Arkansas Department of Workforce Services 8. Central Arkansas Workforce Development Board 9. Little Rock Workforce Development Board 10. Jacksonville-North Pulaskie County School District
Requested Budget:	\$999,800.00	
Date Submitted:	June 1, 2016	
Applicant Contact:	Glenn Sergeant	
Applicant's Information:	900 West Daisy Bates Drive Little Rock, AR 72206 501-975-8536 gsergeant@philander.edu	

Authorized Signatures for Institution

Lead Institution Philander Smith College

Authorized Official Dr. Roderick Smothers, President





1425 Ohlendorf Road,
Osceola, AR 72370

June 1, 2016

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

RE: Philander Smith College WISE P3

Big River Steel LLC is happy to support the Philander Smith College (PSC) proposal to receive funding through the Arkansas Department of Higher Education. PSC will use funding for the Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private partnerships (**WISE-P3**). The WISE-P3 Center will identify and partner with an alliance of partners including higher education institutions, public school districts, and employers to offer short-term career and technical training.

WISE P-3 has a specific center of attention on the fields of technology, science, healthcare, telecommunications, engineering, clean energy and finance to create a mix of 8-12 week certificates and two-year and four-year technical and applied degree programs to meet workforce needs in the community.

Big River Steel is the future of the steel industry. We are an advanced Flex Mill™ run by an innovative group of steel visionaries. We hire and train highly skilled technicians who embrace a new way of steelmaking. We are committed to the environment, safety and sustainability because good business is responsible business. All of this is made possible by partners who want to be part of creating the steel industry of tomorrow. We view WISE P-3 as an innovative and forward-looking partner. Of specific interest are these enterprises.

As a part of their technology/STEM concentration, PSC will:

1. Establish strong JH(Junior High)-12 Pre-Engineering Pipelines through Summer and Saturday Academies (with a focus on minority female engineers)
2. Recruit and hire two (2) Engineers, trained at the Doctoral Level, to establish the curriculum, build a research foundation, consult with private and public industries, and coordinate engineering activities throughout the State of Arkansas and in strategic target areas.
3. Provide full academic scholarships to high achieving students who would become the inaugural class of the new School of Engineering.
4. Provide wrap-around minority engineering services to ensure a culture of innovation and success is created and sustained.
5. Provide research-stipends and guaranteed internship and practicum experiences to Engineering Cohorts.

PSC's partnership with Big River Steel would include a comprehensive corporate leadership program that will allow for a holistic partnership. We would build a mutually beneficial relationship, making sure investments and engagement opportunities that are also aligned with Big River's goals

June 1, 2016

Page 2

and the College's goals, including access to top faculty, student recruitment, STEM outreach and more.

Please feel free to contact me should you need any additional information at 870.559.3123.

Kind regards,

Lenore Trammell

Chief Compliance Officer

Appendix E. Implementation Grant Cover Sheet

**Workforce Initiative Act of 2015 Implementation Grant
Application Cover Sheet**

To: Arkansas Department of Higher Education

Requesting Institution: [Institution Name]

Title of Project: [title]

Project Partners: [List all partners]

Requested Budget: [Not to exceed \$1,000,000]

Date Submitted: [date]

Applicant Contact: [Contact name]

Applicant's Information: [Address]
[Phone]
[Email]

Authorized Signatures for Project Partners:

Lead Institution

Big River Steel
Partner LLC

Authorized Official

L. Grammell

Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official



September 1, 2015

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

RE: Partnership with Philander Smith College

Dear Dr. Powell:

Arvest Bank is honored to join in partnership with Philander Smith College as they move toward participating in the Regional Workforce Grant Program. We recognize the importance of Philander Smith, Shorter College, and other Historically Black Colleges and Universities to ensure equal opportunity and diversity in our workforce. These institutions have always had a special role in education for African-Americans in our state, especially those from the Delta region.

Arvest supports the planning grant that Philander Smith College is submitting under the Regional Workforce Grant Program. This legislation recognizes that public and private sector educational institutions, the business community, and state agencies must come together as stakeholders in a coordinated effort to create jobs and to prepare students for careers in new and existing businesses. This partnership is vital for putting Arkansas businesses and workers in a position to respond to opportunities in the 21st Century.

We look forward to working with Philander Smith as this process develops, and appreciate the opportunity to endorse this application.

Sincerely,

A handwritten signature in cursive script, appearing to read "John Womack", written in dark ink.

John Womack
Chairman/CEO
Arvest Bank – Central Arkansas

Workforce Initiative Act of 2015 Planning Grant Application Cover Sheet

Applicant's Information:	[Address]
	[Phone]
	[Email]

Authorized Official



Tyson Foods, Inc.

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

Dear Dr. Powell,

I am pleased to provide this letter of commitment to Philander Smith College in support of their planning grant application to the Regional Workforce Planning grant.

Tyson Foods welcomes the opportunity to partner with Arkansas's premier historic black college in the preparation of young men and women who aspire to work for Arkansas major employers. As the world's leader in poultry, pork, and beef production, we believe that diversity in our workforce is vital to our success worldwide.

It is imperative that a College like Philander join in partnerships to address the employments needs of companies who continue to grow their employment as new markets become available.

Dr. Roderick Smothers, met with John Tyson earlier this year and discussed the Workforce Initiative that this planning grant will address. John, and our colleague Archie Schaffer support this education initiative, and we want to work closely with Philander Smith to educate young black and Hispanic students who seek employment in with Tyson Foods, or our suppliers and vendors.

We are also pleased that this Workforce planning grant includes Shorter College in North Little Rock, which is near a location of a Tyson plant.

Please call upon me to discuss our endorsement of this planning grant application if you have further questions. Your favorable consideration will enable our partnership with Philander Smith College to accelerate and benefit the students we hope will become our future employees.

Sincerely Yours,

Rashad Delph
Head of Talent Acquisition

Appendix B. Planning Grant Cover Sheet

**Workforce Initiative Act of 2015 Planning Grant
Application Cover Sheet**

To: Arkansas Department of Higher Education

Requesting Institution: [Institution Name]

Title of Project: [title]

Project Partners: [List all partners]

Requested Budget: [Not to exceed \$100,000]

Date Submitted: [date]

Applicant Contact: [Contact name]

Applicant's Information: [Address]
[Phone]
[Email]

Authorized Signatures for Project Partners:

Lead Institution

Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Tyson Foods, Inc.

Partner

Authorized Official

SHORTER
LITTLE ROCK, ARKANSAS



COLLEGE
FOUNDED 1886

August 31, 2015

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

RE: Workforce Initiative Partnership with Philander Smith College

Dear Dr. Powell:

Shorter College is pleased to join in partnership with Philander Smith College and employers in Arkansas to submit an application for a planning grant under the Regional Workforce Grant Program created by the Workforce Initiative Act of 2015.

This legislation, sponsored by our own Senator Jane English, recognizes the need for partnerships with secondary schools and higher education institutions to meet the needs of Arkansas employers – current and future – and to prepare students for careers in those and other industries.

As a two-year Historically Black College, Shorter College cooperates with our sister four-year institution, Philander Smith College, to meet the educational needs of African-American students and others from disadvantaged backgrounds to obtain good jobs and reach their full potential.

We look forward to working with Philander Smith as the lead institution of higher learning in our consortium, and appreciate the opportunity to endorse this application.

Sincerely yours,

O. Jerome Green, Esquire
President of Shorter College

604 Locust Street, North Little Rock, Arkansas 27114
Office Phone: (501) 374-6305 Office Fax: (501) 374-9333
info@shortercollegearkansas.org www.shortercollegearkansas.org
"I think, therefore I am, thanks to God"

Appendix B. Planning Grant Cover Sheet

**Workforce Initiative Act of 2015 Planning Grant
Application Cover Sheet**

To: Arkansas Department of Higher Education

Requesting Institution: [Institution Name]

Title of Project: [title]

Project Partners: [List all partners]

Requested Budget: [Not to exceed \$100,000]

Date Submitted: [date]

Applicant Contact: [Contact name]

Applicant's Information: [Address]
[Phone]
[Email]

Authorized Signatures for Project Partners:

Lead Institution
Shoreline College
Partner

Authorized Official
D. Jerome Green
Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Entergy Arkansas, Inc.
Central Region Customer Service
9 Entergy Court
Little Rock, AR 72211

September 1, 2015

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

Dear Dr. Powell,

For decades, Entergy has been a proud supporter of Philander Smith College. We believe in their mission, to educate young black men, like me, for careers that would offer opportunity for advancement, a livable wage, and to care for the families we cherish. I understand, more than most the challenges we face, which is why the Philander Black Male Initiative is so important to our economy and future. All of us who care about changing the course of history, believe that here in Arkansas, Philander is on the front line of changing lives, and moving young black men toward productive futures.

You may have seen the new slogan "Philander Forward", initiated by Dr. Smothers, the new 14th President. I believe as he does that if we can move a population of African American men forward to prosper and believe in themselves, all of Arkansas will benefit. Entergy has supported Philander Smith College for many years because of our hope that this College offers the best chance for those young men (and women) to obtain college degrees and strive to reach goals never before thought possible.

Entergy is proud to partner with Philander Smith College in their application for the Regional Workforce Planning grant.

We believe that job creation and providing opportunity is vital to growing Arkansas's economy, and I applaud your efforts, and those of State Senator Jane English to promote this partnership. We are committed to work with Philander in every way possible.

Thank you for your consideration.

Sincerely Yours,



Oscar Washington
Director of Customer Service
Entergy Arkansas Inc.

Appendix B. Planning Grant Cover Sheet

**Workforce Initiative Act of 2015 Planning Grant
Application Cover Sheet**

To: **Arkansas Department of Higher Education**

Requesting Institution: [Institution Name]

Title of Project: [title]

Project Partners: [List all partners]

Requested Budget: [Not to exceed \$100,000]

Date Submitted: [date]

Applicant Contact: [Contact name]

Applicant's Information: [Address]
[Phone]
[Email]

Authorized Signatures for Project Partners:

Lead Institution

Partner

Partner

Partner

Partner

Partner

Authorized Official

Authorized Official

Authorized Official

Authorized Official

Authorized Official

Authorized Official



**Urban League of
the State of Arkansas, Inc.**

September 1, 2015

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

RE: Partnership with Philander Smith College

Dear Dr. Powell:

Last month, the Urban League opened in Little Rock, after being absent from the state for the past twenty five years. Governor Asa Hutchinson joined me on this historic occasion to lend his support and endorse the importance of the Urban League and all that we do to support the concerns of the African-American community. The newly established Urban League will also have a satellite office in Northwest office, and plans to work with the Hispanic community and other minority populations in Arkansas. Our focus will address social work, education, health, and employment opportunities for young black and Hispanic men and women. We look forward to our working relationship with Governor Hutchinson, and believe that moving forward we can address many of the issues of the minority community in Arkansas today.

My letter is to state that the Urban League is a fully committed partner and supporter of Philander Smith College and the Regional Workforce Planning grant that they will submit for your consideration. As an alumnus of the College, I can clearly state of the excellence in education that they provide to students who often would not have pursued a four-year college degree if it had not been for the community of support during their four years on campus. The fact that Philander Smith College is the URBAN College in Arkansas further attests to their strength and relevance for the downtown business community. I believe that their Workforce students, in partnership with Shorter College, will provide Arkansas companies and Industries with the employees that they are seeking within the minority population. Our industries, businesses, corporations, and small companies are truly underserved with qualified black and Hispanic employees.

Please give the Regional Workforce Planning grant your favorable consideration. The future of our state depends on it.

Sincerely yours,

Sherman E. Tate
President
Urban League of Arkansas

Appendix B. Planning Grant Cover Sheet

**Workforce Initiative Act of 2015 Planning Grant
Application Cover Sheet**

To: Arkansas Department of Higher Education

Requesting Institution: [Institution Name]

Title of Project: [title]

Project Partners: [List all partners]

Requested Budget: [Not to exceed \$100,000]

Date Submitted: [date]

Applicant Contact: [Contact name]

Applicant's Information: [Address]
[Phone]
[Email]

Authorized Signatures for Project Partners:

Lead Institution

Urban League of Arkansas
Partner

Authorized Official

Aherman E. Jato
Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official



2 Capitol Mall
P.O. Box 2981
Little Rock, AR 72203
dws.arkansas.gov

Asa Hutchinson
Governor

Daryl E. Bassett
Director

September 1, 2015

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

RE: LETTER OF COMMITMENT

Dear Dr. Powell:

The mission of the Arkansas Department of Workforce Services (ADWS) is to enable Arkansas' workforce to compete in the global economy by linking a comprehensive array of services for employers and job seekers. Embedded within that mission is our commitment to creating long-term relationships between employers and regional workforce alliances and to identifying and addressing the challenge of job candidate skills gaps in the regional workforce pools.

Philander Smith College's (PSC) proposal to the **Workforce Initiative Act of 2015 Regional Workforce Grant Program** will work with technology, communications, engineering, and finance companies to prepare students to fulfill the workforce needs in those industry sectors. PSC especially wants to assist those companies with students from their STEM program who may be first-generation college graduates, with emphasis on minority and Hispanic students. Their approach will provide the funding needed to give special attention to the needs of harder to serve students and job seekers as they aspire to enter career pathways and rewarding careers. We are excited to be a part of a strong collaborative efforts that includes Philander Smith College, workforce partners, and other stakeholders that will address the educational and employability needs of minority and Hispanic students.

The Arkansas Department of Workforce Services commits to being a partner with Philander Smith College in the implementation of this exciting venture. As a mission-driven agency committed to putting people to work, ADWS will engage the effort and participate fully with other key partners in the grant activates.

We currently partner with many of the embers this consortium for the benefit of students and job-seekers in the State of Arkansas. We see this opportunity as one to expand those partnerships. We will assist in sustaining the partnership beyond the grant period though our continued services to the community and our commitment to putting people to work.

Sincerely,

Arnell Willis, Sr.
Workforce Investment Director



CENTRAL ARKANSAS

Planning & Development District, Inc.

Serving The
Counties of:
❖ FAULKNER
❖ LONOKE
❖ MONROE
❖ PRAIRIE
❖ PULASKI
❖ SALINE

September 1, 2015

Dr. Roderick L. Smothers, President
Philander Smith College
900 W. Daisy L. Gatson Bates Drive
Little Rock, AR 72202

RE: LETTER OF COMMITMENT

Dear Dr. Smothers:

The Central Arkansas Planning and Development District, Inc. (CAPDD) commits to supporting Philander Smith College's (PSC) grant application to the Department of Higher Education for the ***Workforce Initiative Act of 2015 Regional Workforce Grant Program***.

As one of the community's workforce development partners, our mission as a local Workforce Development Board is to build a comprehensive regional workforce development system that is positive and responsive to the needs of its customers, job seekers, businesses and incumbent workers and is higher accessible, flexible and accountable.

CAPDD is excited to be asked to partner with this effort that will work with technology, communications, engineering, and finance companies to prepare students to fulfill the workforce needs in those industry sectors. The college especially wants to assist those companies with students from their STEM program who may be first-generation college graduates, with emphasis on minority and Hispanic students. Their approach will provide the funding needed to give special attention to the needs of harder to serve students and job seekers as they aspire to enter career pathways and rewarding careers.

With our existing work developing career pathways systems, programs and partnerships, the Central Arkansas Planning and Development District, Inc. recognizes the need, and would appreciate the opportunity to expand the capacity of our workforce investment area to improve employment outcomes for minority and Hispanic students that we serve by working with Philander Smith College.

Sincerely,

Rodney Larsen
Executive Director

902 N. Center Street • P.O. Box 300 • Lonoke, Arkansas 72086

Phone 501-676-2721 • FAX 501-676-5020 • TDD Only: 711

Equal Opportunity Employer / Programs

Appendix B. Planning Grant Cover Sheet

**Workforce Initiative Act of 2015 Planning Grant
Application Cover Sheet**

To: Arkansas Department of Higher Education

Requesting Institution: [Institution Name]

Title of Project: [title]

Project Partners: [List all partners]

Requested Budget: [Not to exceed \$100,000]

Date Submitted: [date]

Applicant Contact: [Contact name]

Applicant's Information: [Address]
[Phone]
[Email]

Authorized Signatures for Project Partners:

Lead Institution
Central Arkansas Planning and
Development District

Partner

Partner

Partner

Partner

Partner

Authorized Official


Authorized Official Rodney Larsen
Executive Director

Authorized Official

Authorized Official

Authorized Official

Authorized Official



August 31, 2015

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

Dear Dr. Powell:

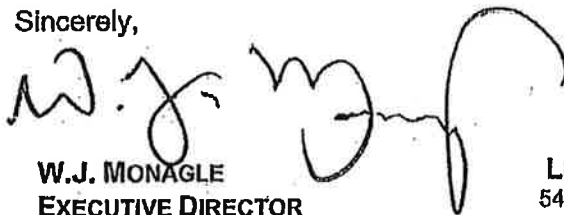
The Little Rock Workforce Investment Board is now the Little Rock Workforce Development Board and we are pleased to support the proposal and request of Philander Smith College (PSC) for planning grant funds as part of the Regional Workforce Planning Grant Initiative. As one of the community's workforce development partners, our mission as a local Workforce Development Board is "to build a comprehensive regional workforce development system that is extremely positive and responsive to the needs of its customers, job seekers, businesses and incumbent workers and is highly accessible, sensitive, flexible and accountable."

Should PSC be selected as a recipient, the Little Rock Workforce Development Board is prepared to assist with identifying and qualifying participants to be trained through this program. We understand that Philander Smith College will be working with technology, communications, engineering, and finance companies to prepare students to fulfill the workforce needs in those industry sectors. PSC especially wants to assist those companies with students from its STEM program who may be first generation college graduates, with emphasis on minority and Latino students. Its intention through this grant is to strengthen the workforce opportunity within these sectors by training to job specific skills, so graduates are prepared to meet the needs of the employers upon graduation.

In addition, we can offer participants full access to the resources available at the Arkansas Workforce Centers, including the Kuder Career & College Assessment, The Career Readiness Certificate, Microsoft Academy courses, Online Job Search and Resume Building, and potentially co-enrollment into the WIA Adult or Dislocated Worker Programs.

We have always valued the partnership that we have with Philander Smith College and are very confident in recommending its application. Thank you for your consideration of this proposal.

Sincerely,



W.J. MONAGLE
EXECUTIVE DIRECTOR

LITTLE ROCK WORKFORCE INVESTMENT BOARD
5401 S. University Ave., Ste. 146 • Little Rock, AR 72209
Phone 501-683-3843 • 501-683-3845
Mobile 501-765-2414
Fax 501-683-3851
www.lrwib.org

Appendix B. Planning Grant Cover Sheet

**Workforce Initiative Act of 2015 Planning Grant
Application Cover Sheet**

To: Arkansas Department of Higher Education

Requesting Institution: [Institution Name]

Title of Project: [title]

Project Partners: [List all partners]

Requested Budget: [Not to exceed \$100,000]

Date Submitted: [date]

Applicant Contact: [Contact name]

Applicant's Information:
[Address]
[Phone]
[Email]

Authorized Signatures for Project Partners:

Lead Institution

Authorized Official

LR Workforce Development Board

W.J. Monagle, Executive Director

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official

Partner

Authorized Official



Jacksonville North Pulaski SCHOOL DISTRICT

602 W. Main Street
Jacksonville, Arkansas 72076
Website: www.jnpsd.org

September 1, 2015

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

RE: Regional Workforce Planning Grant

Dear Dr. Powell:

As the Assistant Superintendent of Curriculum & Instruction of Jacksonville- North Pulaski School District, I am pleased to join with other local educational institutions in the central Arkansas area in giving our full support of the Regional Workforce Planning Grant submitted by Philander Smith College in partnership with Shorter College and local industry. The Workforce Innovation and Strategic Public Private Partnerships in Education Project will provide opportunities for minorities, Hispanics and first-generation college students to receive the necessary knowledge, skills, and dispositions they will need for job placement and future career advancement. This project represents a vital step toward assisting these students to overcome obstacles that have often limited their access to productive and lasting careers.

Philander Smith College has a historical legacy of producing outstanding African American achievers who have made positive contributions to the economy of our state and nation many of whom are products of the Delta region. We look forward to partnering with Philander Smith as they move forward with this vital project and are pleased to endorse this application.

Best regards,

Jeremy S. Owoh, ABD
Assistant Superintendent of Curriculum & Instruction
Jacksonville- North Pulaski School District

Appendix B. Planning Grant Cover Sheet

**Workforce Initiative Act of 2015 Planning Grant
Application Cover Sheet**

To: Arkansas Department of Higher Education

Requesting Institution: [Institution Name]

Title of Project: [title]

Project Partners: [List all partners]

Requested Budget: [Not to exceed \$100,000]

Date Submitted: [date]

Applicant Contact: [Contact name]

Applicant's Information: [Address]
[Phone]
[Email]

Authorized Signatures for Project Partners:

Lead Institution

Authorized Official

Partner


Authorized Official

Partner

Authorized Official

Workforce Investment Board Director

Partner



Authorized Official

Partner

Authorized Official

Partner

Authorized Official

LINDA PONDEXTER CHESTERFIELD

SENATOR
30TH DISTRICT
HOME: 501-888-1859
linda.chesterfield@senate.ar.gov

#12 KEO DRIVE
LITTLE ROCK, ARKANSAS 72206



**THE SENATE
STATE OF ARKANSAS**

CHAIR:
EFFICIENCY

VICE-CHAIR:
JOINT AUDIT

MEMBER:
JOINT BUDGET
LEGISLATIVE COUNCIL
JUDICIARY
STATE AGENCIES & GOVERNMENTAL AFFAIRS
CHILDREN & YOUTH
LEGISLATIVE FACILITIES

June 3, 2016

Dr. Brett Powell
Director
Arkansas Department of Higher Education
324 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Dr. Powell:

Thank you for your consideration, and that of the committee who will review the Workforce Initiative applications in July. On behalf of members of the Arkansas Legislative Black Caucus, I urge you to give favorable consideration to the application submitted by Philander Smith College. The College has developed strategic partnerships with a number of Arkansas corporations to provide employees with the skills and knowledge to contribute to their workforce and grow the economy of Arkansas. In addition, many graduating students from Philander Smith College are from rural communities across the state, and understand the great need to develop underserved communities of Arkansas.

Employers across Arkansas have reminded members of the Arkansas Legislative Black Caucus of the limited number of qualified African-American applicants. We believe Philander Smith College's workforce partnership will address this concern and provide opportunities to an underserved constituency in our state. We urge you and your colleagues on the committee to give favorable consideration to this application. If you wish to visit with any members directly, we would be happy to provide that opportunity.

Sincerely,

A handwritten signature in blue ink that reads "Linda Pondexter Chesterfield".

Linda Pondexter Chesterfield
State Senator – District 30
Chair – Arkansas Legislative Black Caucus

JOYCE ELLIOTT

SENATOR
31ST DISTRICT
PHONE: 501-603-9546
joyce.elliott@senate.ar.gov

POST OFFICE BOX 4248
LITTLE ROCK, ARKANSAS 72214



**THE SENATE
STATE OF ARKANSAS**

VICE-CHAIR:
JOINT RETIREMENT & SOCIAL SECURITY
MEMBER:
LEGISLATIVE COUNCIL
JOINT BUDGET
JOINT AUDIT
STATE AGENCIES & GOVERNMENTAL AFFAIRS
JUDICIARY
EFFICIENCY
LEGISLATIVE FACILITIES

June 3, 2016

Mr. Brett Powell, Director
Arkansas Department of Higher Education
423 Main Street
Little Rock, Arkansas 72201

Dear Mr. Powell:

It is my pleasure to submit this letter in support Philander Smith College as it proposes to launch the Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private partnerships (WISE-P3) in response to the Workforce Initiative Act of 2015 Regional Workforce Grant Program.

The WISE-P3 Center is designed to prepare traditional and non-traditional Arkansas students, with an emphasis on minority and Hispanic students, to fill occupations in existing and emerging industries by strategically aligning business training and academic preparation to respond directly to the needs of employers in the state. The WISE-P3 Center will identify and collaborate with an alliance of partners including higher education institutions, public school districts, and employers to offer short-term career and technical training. There will be a specific focus on the fields of technology, science, healthcare, telecommunications, engineering, clean energy and finance and a variety of certificate and degree programs will be available.

WISE-P3 will help create a culture of innovation, entrepreneurial activity and economic growth for the State of Arkansas and it has my full support. Thank you for your time and attention in this matter. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Joyce Elliott".

Joyce Elliott
State Senator
District 31

JE:em

JOYCE ELLIOTT

SENATOR
31ST DISTRICT
PHONE: 501-603-9546
joyce.elliott@senate.ar.gov

POST OFFICE BOX 4248
LITTLE ROCK, ARKANSAS 72214



**THE SENATE
STATE OF ARKANSAS**

VICE-CHAIR:
JOINT RETIREMENT & SOCIAL SECURITY
MEMBER:
LEGISLATIVE COUNCIL
JOINT BUDGET
JOINT AUDIT
STATE AGENCIES & GOVERNMENTAL AFFAIRS
JUDICIARY
EFFICIENCY
LEGISLATIVE FACILITIES

June 3, 2016

Mr. Roderick Smothers, President
Philander Smith College
900 West Daisy Bates Drive
Little Rock, Arkansas 72202

Dear Mr. Smothers:

Thank you for the opportunity to submit a letter in support of Philander Smith College as it proposes to launch the Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private partnerships (WISE-P3). I have enclosed the letter for inclusion in your application packet.

I wish you the best in all your future endeavors. As always, it is an honor to serve as your State Senator.

Sincerely,

A handwritten signature in blue ink that reads "Joyce Elliott".

Joyce Elliott
State Senator
District 31

JE:em

ENCLOSURE

JOHN BOOZMAN
ARKANSAS
320 HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510
202-224-4843

United States Senate
WASHINGTON, DC 20510

COMMITTEES:
AGRICULTURE, NUTRITION, AND FORESTRY
APPROPRIATIONS
ENVIRONMENT AND PUBLIC WORKS
VETERANS' AFFAIRS

June 6, 2016

Dr. Brett Powell
Director
Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201-3801

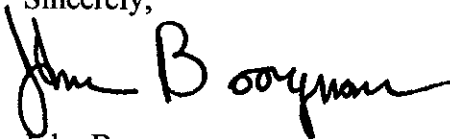
Dear Dr. Powell,

I am very happy to express my support for the Philander Smith College proposal to receive funding through the Arkansas Department of Higher Education. Philander Smith College will use funds received to launch the Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE-P3).

Philander Smith College will work with local business and community leaders to develop the WISE-P3 Center. The long term goal is to better meet the workforce needs in the community. To do this, the WISE P-3 Center will identify and partner with higher education institutions, public school districts, and employers to offer short-term career and technical training. There will be a specific focus on the fields of technology, science, healthcare, telecommunications, engineering, clean energy and finance to create a mix of 8-12 week certificates and two-year and four-year technical and applied degree programs. With the help of this grant this center can help train the future business leaders and prepare them for this competitive job market. I hope you will share my belief that this project clearly fits the application guidelines and will be beneficial to residents in Arkansas.

Thank you in advance for your time and consideration of this matter, and please keep me informed of the status of this funding request. I am grateful for the help your office provides to the people of Arkansas.

Sincerely,



John Boozman
U.S. Senator

JB: tr

106 W. MAIN ST.
SUITE 104
EL DORADO, AR 71730
870-863-4641

1120 GARRISON AVE.
SUITE B
FORT SMITH, AR 72901
479-573-0189

300 S. CHURCH ST.
SUITE 400
JONESBORO, AR 72401
870-268-6925

1401 W. CAPITOL AVE.
PLAZA F
LITTLE ROCK, AR 72201
501-372-7153

213 W. MONROE
SUITE N
LOWELL, AR 72745
479-725-0400

1001 HWY. 62 E.
SUITE 11
MOUNTAIN HOME, AR 72653
870-424-0129

620 E. 22ND ST.
SUITE 204
STUTTGART, AR 72160
870-672-6941



STATE OF ARKANSAS
ATTORNEY GENERAL
LESLIE RUTLEDGE

June 7, 2016

Tara Smith
Senior Associate Director for Institutional Finance
Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

Dear Ms. Smith:

I would like to extend my support to Philander Smith College in its grant application to create the Central Arkansas for Workforce Innovation and Strategic Economic Public Private Partnerships in response to the Workforce Initiative Act of 2015.

As labor market research indicates, Arkansas has workforce potential in technology, science, health care, telecommunications, engineering, clean energy and finance industries. However, our State also has a great need to meet the skills gap in these fields.

I commend Dr. Smothers and his leadership team at Philander Smith College for being innovative and collaborative, partnering with a number of employers to include a Business Advisory Council, higher education institutions, and school districts, as well as aligning with successful programs, such as the Arkansas Coding Academy, Arkansas Apprenticeship Pathway Initiative and Charles W. Donaldson Scholars Academy.

Public-private partnerships are imperative to long-term success, and bringing academic and businesses expertise together is an ideal partnership to train more traditional and nontraditional students with today's necessary skills and provide a pathway to lucrative employment. I believe arming our students with marketable skills will, in turn, lead to additional economic development opportunities for our great State.

It is my recommendation that Philander Smith College be awarded the requested workforce grant to allow this initiative to be implemented. Please do not hesitate to contact me at (501) 682-2007 if I may be of assistance to you.

Sincerely,

A handwritten signature in blue ink, appearing to be "LR", written over a faint, larger blue outline of the signature.

Leslie Rutledge
Attorney General



**Arkansas Center for Workforce
Innovation and Strategic Economic
Public Private Partnership
(WISE P3)**

June 29, 2016

Tara Smith
Senior Associate Director for Institutional Finance
Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

Dear Ms. Smith:

On behalf of Dr. Roderick L. Smothers and Philander Smith College, I am pleased to submit the attached addendum to our **Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnership** (WISE P3) proposal.

We believe that this addendum will bring additional clarity to our proposal and result in a robust WISE P3 workforce development program.

We appreciated the opportunity to have met with Dr. Powell and you on June 23. We value your helpful comments on our initial proposal and suggestions for further refinement. Your guidance during our conversations was instrumental in our efforts to enhance the program, and the opportunity to clarify our initial proposal has been invaluable to us as we continue to plan and prepare to launch the initiative on August 1, 2016.

We welcome your collaboration and input as we move forward.

With warmest regards,

Glenn Sergeant
Executive Director

Attachment (1)

cc: Roderick L. Smothers Sr., Ph.D.
Brett Powell, Ed.D

1. Identify the specific workforce needs that will be met through your project. This must be documented through data demonstrating that the needs are in a top three-demand area in your workforce region as communicated by the local workforce board or local employers.

Philander Smith College's WISE P3 Program has established partnerships with the following industries, businesses, and academic institutions in Central Arkansas:

Industry/Business Partners

- Big River Steel
- Tyson Foods
- ARVEST Bank
- Entergy
- Arkansas Coding Academy (a public-private collaboration that includes Acxiom, Black Oak Analytics, Ensono, Metova, Hewlett-Packard, University of Central Arkansas, Philander Smith College, Department of Workforce Services. The Academy is both an industry and an education partner)
- Lexicon, Inc.

Education Partners

- Jacksonville-North Pulaski School District
- Marvell-Elaine School District
- Shorter College
- University of Arkansas for Medical Sciences

The College's WISE P3 Program has also established partnerships with governmental organizations:

- Arkansas Workforce Investment Board
- Little Rock Workforce Development District
- Central Arkansas Workforce Development District

and community/non-governmental organizations

- Urban League of Arkansas
- Arkansas Minority Health Commission.

Following meetings and consultations with our partners, especially during the planning phase, and following research of "employment projections" from the present to 2020 via resources such as 1) *Discover Arkansas* (<http://www.discoverarkansas.net>), 2) Arkansas Workforce Investment Board, 3) Little Rock Workforce Development District, 4) Central Arkansas Workforce Development District, and 4) Lumina Foundations' *Strengthening a Stronger Nation Report*, Philander Smith College's WISE P3 has identified consistencies in specific workforce needs of its Arkansas partners. Be it in energy, banking and finance, agriculture, health or computer science, there are recurring projections of workforce needs which might be grouped as follows: *business and financial operations; cashiers; office and administrative support; sales representatives; wholesales, manufacturing, and agriculture; information, record, shipping and receiving clerks; production and operations managers; and computer and mathematical occupations.*

Job Employment Projections - Present to 2020

- Retail Sales Workers - 63,954
- Business and Financial Operations Occupations - 45,462
- Office and Administrative Support Occupations - 39,923
- Retail Salespersons - 34,566
- Cashiers - 25,497
- Material, Recording, Scheduling, Dispatching and Distribution - 18,507
- Supervisors of Sales Workers - 13,331
- Sales Representatives, Wholesales and Manufacturing - 12,701
- Agricultural Workers - 8,125
- Production Occupations - 7,184
- Shipping, Receiving and Traffic Clerks - 7,869
- Information and Record Clerks - 6,569
- Other Office and Administrative Support Workers - 5,226
- General and Operations Managers - 4,981
- Office Clerks, General - 4,861
- Customer Service Representative - 4,439
- Billing and Posting Clerks - 3,848
- Pharmacy Technician - 3,055
- Business and Financial Operations Specialist (computer science)- 2,698
- Secretaries and Administrative Assistants - 2,688
- Bookkeeping Accounting and Auditing Clerks - 2,519
- Business Operations Specialist - 2,181
- Advertising, Marketing, Promotions, Public Relations - 1,705
- Other Production Occupations - 1,480
- Transportation, Storage and Distribution Managers - 1,172
- Plant and System Operations - 1,086
- Computer and Mathematical Occupations - 1,025

Based on its offerings of accelerated 12-18 month programs; dual credits; associate degrees and 4-year degree offerings, Philander Smith College's WISE P3 Program is prepared to address selected workforce needs of its partners. WISE P3 is also prepared to demonstrate "how" it will know that students moving through the program are prepared.

Findings from surveys of industry, businesses, and government, conducted across the nation from 2003 to 2015 for the American Association of Colleges and Universities (AAC&U) by Hart Research Associates, have identified commonly accepted "Employer Priorities for Most Important College Learning Outcomes." In the state of Arkansas, employers' expectations of "employee preparations" differ very little from national expectations. Like others, Central Arkansas industries, businesses and government call on colleges like Philander to place more emphasis on "selected" learning outcomes for the 21st century student and a demanding workforce. Those learning outcomes are:

Intellectual and Practical Skills

- Oral and written communication
- Teamwork skills in diverse groups
- Critical thinking and analytic reasoning
- Complex problem solving
- Information literacy
- Innovation and creativity
- Technological skills
- Quantitative reasoning

Personal and social responsibility

- Problem solving in diverse settings
- Civic knowledge, skills, and judgment essential for contributing to the community and to our democratic society
- Ethical judgment and decision making

Integrative and Applied Learning

- Applied knowledge in real-world settings

Other employer priorities, both nationally and locally, include the following assessment focuses:

- Internships/ apprenticeship with company/organization
- Research projects done collaboratively with peers
- Service-learning projects with community organizations
- Field projects in diverse communities with people from different backgrounds/cultures
- Electronic portfolios of students' work, including examples of accomplishments that ensure knowledge and skills
- Individual student essay tests that measure students' problem-solving, writing, and analytical-thinking skills
- Institutionally scored essay tests which allows the college to compare to others in advancing students' critical-thinking skills
- Multiple-choice tests of general content knowledge
- Senior projects demonstrating knowledge, research, problem-solving, and communication skills

Philander Smith College's WISE P3 program will promote the selected student learning outcomes mentioned above using a Model of Student Development that will provide an intentional hierarchy of learning with deliberate corrections for improvement as students build on skills and ultimately demonstrate skills proficiencies (i.e., "the how"). Relying on this Model of Student Development, students will move from introduction of foundation skills to comprehension of skills, application of skills, and synthesis of skills via a culminating project such as an e- portfolio, internship, apprenticeship, community service learning project, to name a few. The student learning outcomes, promoted by an intentional Model of Student Development, *will guide instruction and assessment of student learning in traditional or accelerated classrooms, dual credit courses, certification*

programs and Associate Degree programs. In all instances, applicants must pass a test, which profiles them as proficient of the student learning outcomes.

The Model of Student Development will require periodic assessment of skills with intentional interventions provided to correct deficiencies. We will also measure the strength of the overall program using program assessment along with internships, e-portfolios, etc. to determine students' skills and proficiencies.

Employers, including Entergy, Lexicon, Inc., ARVEST, Big River Steel, have underscored the inclusions the "Employers Priorities for College Learning Outcomes" on websites and in consultations before and after the planning phase. In addition, the partners have underscored the inclusions of the e-portfolio, service learning, summer internships, and employment as culminating measurements of students' abilities to apply and demonstrate skills proficiencies. The partners also require demonstration of knowledge application for full-time employment. Therefore, demonstration of skills proficiencies are significant to the WISE P3 mission and are best for ensuring expected student learning outcomes.

The following charts are reminders of the agreements between the WISE P3 program and its partners:

Business/Industry Partners					
Partner Employer	Occupations	Sample Job Titles	WISE P3 Expected Learning Outcomes	WISE P3 Programs	Partner Identified Employment Request (Employer Projections)
Big River Steel (BRS)	<ul style="list-style-type: none"> • Computer and Mathematical Operations • Management Occupations • Business and Financial Operations Occupations • Computer and Architecture and Engineering Occupations 	<ul style="list-style-type: none"> • Financial Analyst • Advanced Manufacturing: CNC Operator • Software Developer 	<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning (see full chart elsewhere) 	<ul style="list-style-type: none"> • Arkansas Coding Academy (18-month program; 10 participants per class) • Software Architect: Arkansas Apprenticeship Pathway Initiative (18 month program) • Advanced Manufacturing Certification (Technical Certificate in Steel or Industrial Technology) 	<ul style="list-style-type: none"> • Over the next 4 years, BRS has requested that PSC train and supply 50 individuals for BRS specified fields. • BRS projects hiring 425 workers beginning March 2016 (source: meeting with BRS executives and press release: http://arkansasnews.com/news/arkansas/production-begins-big-river-steel-plant) • Beyond initial hiring, the company is expanding and will add positions in the proposed automotive pressing plant. We anticipate that the projected workforce needs will increase as a result of this expansion. • BRS specifically requested Philander Smith College for applicants to fill Financial Analyst Position (June 2016).
Tyson Foods	<ul style="list-style-type: none"> • Management Occupations • Business and Financial Operations Occupations • Computer and Mathematical Operations 	<ul style="list-style-type: none"> • Agribusiness • Finance • Technology 	<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	<ul style="list-style-type: none"> • Arkansas Coding Academy • PSC Entrepreneurship and Leadership Academy <ul style="list-style-type: none"> - Bridge Youth Farming and Entrepreneurship Project (Tyson will fund this initiative) • Software Architect: Arkansas Apprenticeship Pathway Initiative • Certificate Programs 	8 annually

ARVEST Bank	<ul style="list-style-type: none"> • Business and Financial Operations Occupations • Management Occupations • Computer and Mathematical Operations 	<ul style="list-style-type: none"> • Finance • Technology • Business • Tellers 	<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	<ul style="list-style-type: none"> • Arkansas Coding Academy • PSC Entrepreneurship and Leadership Academy • Software Architect: Arkansas Apprenticeship Pathway Initiative 	10-15 annually
Entergy	<ul style="list-style-type: none"> • Architecture and Engineering Occupations • Computer and Mathematical Occupations • Management Occupations 	<ul style="list-style-type: none"> • Engineer 	<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	<ul style="list-style-type: none"> • Arkansas Coding Academy • PSC Entrepreneurship and Leadership Academy • Software Architect: Arkansas Apprenticeship Pathway Initiative 	<ul style="list-style-type: none"> • 5 per year • Specifically recruiting African-American Female Engineers
Arkansas Coding Academy	<ul style="list-style-type: none"> • Computer and Mathematical Operations 	<ul style="list-style-type: none"> • Computer 	<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	<ul style="list-style-type: none"> • Arkansas Coding Academy 	<ul style="list-style-type: none"> • 10 annually
Lexicon, Inc.	<ul style="list-style-type: none"> • Computer and Mathematical Operations • Management Occupations • Business and Financial Operations Occupations • Computer and Engineering Occupations 	<ul style="list-style-type: none"> • Financial Analyst • Advanced Manufacturing: CNC Operator • Software Developer 	<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning • (see full chart elsewhere) 	<ul style="list-style-type: none"> • Arkansas Coding Academy (18-month program; 10 participants per class) • Software Architect: Arkansas Apprenticeship Pathway Initiative (18 month program) • Advanced Manufacturing Certification (Technical Certificate in Steel or Industrial Technology) 	<ul style="list-style-type: none"> • Beyond initial hiring, Lexicon, Inc. is expanding and will add positions in their two steel processing enterprises. They anticipate that the projected workforce needs will increase as a result.

Education Partners				
Partner	Occupations	Target Group	WISE P3 Programs	Employment/Education Outcomes
Jacksonville-North Pulaski School District	<ul style="list-style-type: none"> • Computer and Mathematical Operations • STEM Initiative 	High School Programs Grades 9-12	PSC Entrepreneurship and Leadership Academy/Summer Academy <ul style="list-style-type: none"> - STEM Focus – Robotics • Dual enrollment • TRIO Upward Bound Summer Academy College Transition Programs: <ul style="list-style-type: none"> • PSC C.W. Donaldson Scholars • Philander S.T.A.R.T. 	<ul style="list-style-type: none"> • Academic, entrepreneurial, technology and foundational skills are applicable to all employers • No specific jobs associated with this partner Outcomes: Academic enrichment, High School Diploma, College enrollment, summer and/or part-time employment
Marvell-Elaine School District	<ul style="list-style-type: none"> • Agribusiness 	High School Programs Grades 9-12	<ul style="list-style-type: none"> • PSC Entrepreneurship and Leadership Academy -Bridge Youth Farming and Entrepreneurial Project • Dual enrollment • TRIO Upward Bound Summer Academy College Transition Programs: <ul style="list-style-type: none"> • PSC C.W. Donaldson Scholars • Philander S.T.A.R.T. 	<ul style="list-style-type: none"> • Academic, entrepreneurial, technology and foundational skills are applicable to all employers • No specific jobs associated with this partner • Outcomes: Academic enrichment, High School Diploma, College enrollment, summer and/or part-time employment
Shorter College	<ul style="list-style-type: none"> • Computer and Mathematical Ops. • Management • Business and Financial Ops. • Computer and Architecture and Engineering 	High School Graduates seeking an Associate's Degree	<ul style="list-style-type: none"> • Articulation agreement will allow students to transfer all academic credit earned at Shorter College to Philander Smith College and apply towards a Bachelor Degree. 	<ul style="list-style-type: none"> • Academic, business, technology and foundational skills are applicable to all employers.
University of Arkansas for Medical Sciences	Allied and Public Health occupations	PSC graduates seeking admission to professional or graduate school.	Dr. Joycelyn Elders School of Allied and Public Health initiative	<ul style="list-style-type: none"> • Academic and technology foundational skills are applicable to all students in the allied health fields.

Community Partner				
Urban League of Arkansas	All	All	Wraparound case management services including counseling in securing affordable housing, rental and utility assistance, food, access to health care and quality of life assistance.	
Arkansas Minority Health Commission	Allied and Public Health occupations	PSC graduates seeking admission to professional or graduate school	Dr. Joycelyn Elders School of Allied and Public Health initiative	Academic and technology foundational skills are applicable to all students in the allied health fields.

2. Identify the specific educational pathways that are being proposed, beginning with the concurrent credit opportunities available to high school students, through the bachelor's degree. Indicate each opportunity for students to enter the workforce along that pathway.

Expected Learning Outcomes	Entry Point	Educational Program	Skills Focus	In-Demand Occupations	Partner/Employer	Workforce Entry
<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	High School Students (Grades 9-12)	<ul style="list-style-type: none"> • CTE • Dual Enrollment • PSC Entrepreneurial & Leadership Academy <ul style="list-style-type: none"> - STEM Robotics - Youth Farming & Entrepreneurship • IT Talent Hotspot • Donaldson Scholars Program <p>Outcomes: HS Diploma; Industry Specific Certificate(s)</p>	<ul style="list-style-type: none"> • Foundational Skills • Work Readiness • Academic skills - (literacy/ math) • ESL • Technology • STEM • Advanced Manufacturing 	<ul style="list-style-type: none"> • Computer and Mathematical Ops. • Business and Financial Ops. • Mobile device app developers • Database Administrators • Cyber security analysts • Software code developers • Web application developers • Architecture and Engineering • Manufacturing and Construction • Advanced Manufacturing 	<ul style="list-style-type: none"> • Arkansas Coding Academy (ACA) • Arkansas Apprenticeship Pathway Initiative (AAPI) • Arvest Bank • Tyson Foods • Jacksonville-North Pulaski County School District • Marvell-Elaine School District 	<ul style="list-style-type: none"> • Entry-level • Part-time • Paid Apprenticeships • Summer Jobs • Summer Internships • Summer Academies with stipends

<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	High School Graduates	<ul style="list-style-type: none"> • Software Architect: Arkansas Apprenticeship Pathway Initiative • Arkansas Coding Academy • Certificate Programs • Apprenticeships • PSC START Bridge Program • Donaldson Scholars Program • PSC Distance Learning Program • IT Talent Hotspot <p>Outcome: Industry Specific Certificate(s); College readiness</p>	<ul style="list-style-type: none"> • Work Readiness • Professional Skills • ESL • Academic skills - (literacy/math) • Technology • STEM 	<ul style="list-style-type: none"> • Computer and Mathematical Ops. • Business and Financial Ops. • Information Technology • Marketing • Tellers • Accounting • Mortgage Servicing • Mobile device app developers • Database Administrators • Cyber security analysts • Software code developers • Web application developers • Agribusiness • Architecture and Engineering • Manufacturing and Construction • Advanced Manufacturing 	<ul style="list-style-type: none"> • ACA • AAPI • Arvest Bank • Tyson Foods • Big River Steel • Lexicon, Inc • Jacksonville-North Pulaski County School District • Marvell-Elaine School District • U of A for Medical Sciences • Shorter College (Articulation Agreement) 	<ul style="list-style-type: none"> • Entry-level • Summer Internships • Paid Apprenticeships • Part-time Jobs • Full-time Jobs • On-the-Job Training
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<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	<p>Adult Non-traditional Students (Out of School adults, out of school teens, working parents, veterans, etc.)</p>	<ul style="list-style-type: none"> • GED • College Degree (Associate/Bachelor) • Certificate Program • Apprenticeships • Paid Training • Arkansas Coding Academy • Software Architect: Arkansas Apprenticeship Pathway Initiative • IT Talent Hotspot • PSC Distance Learning Program <p>Outcomes: HS Diploma; GED; Industry Specific Certificate(s); College Degree - Associate/ Bachelor</p>	<ul style="list-style-type: none"> • Foundational Skills • Work Readiness • ESL • Professional skills • Academic skills - (literacy/math) • Technology • Advanced Manufacturing 	<ul style="list-style-type: none"> • Computer and Mathematical Ops. • Business and Financial Ops. • Information Technology • Marketing • Tellers • Accounting • Mortgage Servicing • Mobile device app developers • Database Administrators • Cyber security analysts • Software code developers • Web application developers • Architecture and Engineering • Manufacturing and Construction • Advanced Manufacturing 	<ul style="list-style-type: none"> • Entergy Arkansas • Arvest Bank • Tyson Foods • Big River Steel • Shorter College • Arkansas Coding Academy • Lexicon, Inc • U of A for Medical Sciences • Software Architect: Arkansas Apprenticeship Pathway Initiative 	<ul style="list-style-type: none"> • Entry-level • Paid Apprenticeships • Full-time • On-the-Job Training • Corporate Internships
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<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	Undergraduates	<ul style="list-style-type: none"> • Associate Degree programs • Bachelor Degree programs • Certificate Programs • Paid Training • Apprenticeships • IT Talent Hotspot • PSC Distance Learning Program <p>Outcomes: Industry Specific Certificate(s); College Degree - Associate/Bachelor</p>	<ul style="list-style-type: none"> • ESL • Work Readiness • Professional skills • Academic Enhancement and Enrichment • Technology • STEM • Advanced Manufacturing • Arkansas Coding Academy • Software Architect: Arkansas Apprenticeship Pathway Initiative 	<ul style="list-style-type: none"> • Computer and Mathematical Ops. • Business and Financial Ops. • Information Technology • Marketing • Tellers • Accounting • Mortgage Servicing • Mobile device app developers • Database Administrators • Cyber security analysts • Software code developers • Web application developers • Architecture and Engineering • Manufacturing and Construction • Advanced Manufacturing 	<ul style="list-style-type: none"> • Entergy Arkansas • Arvest Bank • Tyson Foods • Big River Steel • Shorter College • Arkansas Coding Academy • Software Architect: Arkansas Apprentice Pathway Initiative 	<ul style="list-style-type: none"> • Entry-level Positions • Paid Apprenticeships • Full-time Positions • Part-time Positions • On-the-Job Training • Paid Corporate Internships • Practicum Experiences
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<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	Current Workforce	<ul style="list-style-type: none"> • GED • Associate Degree • Bachelor Degree • Continuing Education Certificate Programs • IT Talent Hotspot • PSC Distance Learning Program <p>Outcomes: Industry Specific Certificate(s); GED; College Degree – Associate/Bachelor</p>	<ul style="list-style-type: none"> • Skills enhancement and upgrades (Up-skilling) • Career Coaching • Leadership Training • Technology • STEM • Advanced Manufacturing • Arkansas Coding Academy • Software Architect: Arkansas Apprenticeship Pathway Initiative 	<ul style="list-style-type: none"> • Computer and Mathematical Ops. • Business and Financial Ops. • Architecture and Engineering • Manufacturing and Construction • Advanced Manufacturing 	<ul style="list-style-type: none"> • Entergy Arkansas • Arvest Bank • Tyson Foods • Big River Steel • Shorter College • ACA • AAPI 	<ul style="list-style-type: none"> • Paid Apprenticeships • Full-time Positions • On-the-Job Training • Access to new/upgraded positions
<ul style="list-style-type: none"> • Intellectual and Practical Skills • Personal and Social Responsibility • Integrative and Applied Learning 	Dislocated Workers	<ul style="list-style-type: none"> • Associate Degree • Bachelor Degree • Certificate Programs • Continuing Education • IT Talent Hotspot • PSC Distance Learning Program <p>Outcomes: HS Diploma; Industry Specific Certificate(s), GED; College Degree-Associate/Bachelor</p>	<ul style="list-style-type: none"> • Upskilling (2nd and 3rd Certifications) • Re-training • Career Change • Technology • STEM • Advanced Manufacturing 	<ul style="list-style-type: none"> • Computer and Mathematical Ops. • Business and Financial Ops. • Architecture and Engineering • Manufacturing and Construction • Advanced Manufacturing 	<ul style="list-style-type: none"> • Entergy Arkansas • Arvest Bank • Tyson Foods • Big River Steel • Shorter College • ACA • AAPI 	<ul style="list-style-type: none"> • On-the-Job Training • Access to new/upgraded positions

3. Provide measurable outcomes that you expect to achieve as a result of implementing your proposed project. These outcomes will later be used by your institution to monitor progress toward addressing the identified workforce needs.

Measurable General Outcomes

Industry Partners

We will survey our industry partners to determine employment needs and collect data on participant performance throughout the life of the project.

- Increase the number of industry partnerships to 8 by December 2017 and increase by at least 10% each year thereafter.
- Identify the workforce skills necessary for success in the targeted industries: banking, finance and financial services; technology and communications, including information security; and, engineering

Students/Participants

Using the Academic Affairs Assessment Plan, periodic assessment of skills will be conducted by WISE P3 in order to identify strengths and weaknesses of students' performances of skills (e.g., pre-test; questionnaires two-weeks into the course which measure students' adjustments to the course, learning styles, attitudinal skills, mid-term exams, final exams, embedded assessment tests, especially measuring the application of skills by students, and focus group observations). When addressing students weaknesses, intentional interventions will be provided to improve the pedagogy of teachers in the classroom and to correct students' skills deficiencies.

In addition, the strength of the program will be measured by students' e-portfolios; students' ability to compete and pass skills-based entrance tests required as part of the application by most PSC partners in industry, government, and business. The strength of the program will also be measured by the number of students who obtain and maintain internships, summer employment, apprenticeships, etc.

In any assessment setting, especially when standardized tests are administered, students will be regarded as skills proficient when they are consistent in demonstrating skills proficiencies and when they can demonstrate proficiency at least 8 out of 10 times regarding a particular skill.

- Arkansas Coding Academy (18-month program); Enroll 10 participants per course; 75% completion rate; knowledge acquisition/mastery (pre- and post-assessments). Seventy-five percent (75%) of trainees will graduate from the training program and earn certification. Credentials may include the following CompTIA and Cisco Certifications: C+, Java, A+, Net+, Security+, Healthcare IT, Mobility+, Cisco Certified Network Associate (CCNA)
- Software Architect: Arkansas Apprenticeship Pathway Initiative (18-month program); 75% completion rate; knowledge acquisition/mastery (pre- and post-assessments)

High School Programs

- Program Completion Rates: 75 participants (annually) for all identified industry segments. Technology (literacy, mathematics and study skills; soft skills, foundational skills).
- Summer Bridge Programs (6-week program; 3 week programs); 20 participants per cohort; 75% completion rate; knowledge acquisition/mastery (pre- and post-assessments)
- High School Graduation Rate: Increased high school graduation rate for WISE-P3 participants (track 4-year cohorts)
- High School engagement: Participant test scores in targeted subject areas; (qualitative outcomes – satisfaction, interest, career choices)
- College Enrollment: 25% of participants will continue job training and pursue higher education (Associate's or Bachelor's degrees) through Philander Smith College or our partner institution, Shorter College.
- College Enrollment: 25% of participants will continue job training and pursue higher education (Associate's or Bachelor's degrees) through Philander Smith College or our partner institution, Shorter College.
- Graduate or Professional School: 25% of graduates from Allied Health program will continue job training and pursue higher education, through or our partner institutions, including U of A for medical Sciences.

Employment Outcomes

- Employment Rates for Graduates: 75% of participants obtain jobs within one year of training completion; increase to 80% by 2020.

The following metrics will be tracked during year 1 to establish a baseline for future program evaluation:

- Internship Placements
- Apprenticeship Placements
- Part-time Employment
- Full-time Employment

Post-employment Outcomes

The following items will be tracked using questionnaires and surveys.

- Skills acquired at PSC WISE P3 are applied on the job within the first 8 weeks
- PSC WISE P3 students say training received was critical to their job performance
- Percentage of time on the job spent applying new knowledge and skills gained from WISE P3
- Retention Rate at One Year Post-Placement: 75% of participants will still be with the same employer one-year post-placement by 2020.
- Career Advancement: Provide ongoing support and enhanced skills training to 50% of graduates beginning year 2 of their post-placement employment.
- Career Advancement Program completers are promoted post-training.

4. **Provide further clarification of the roles of each of your project partners that are located in your workforce region. Specifically, identify the role of each industry and education partner in addressing the identified workforce need.**

Workforce Agencies		Educational Partners	
Arkansas Workforce Investment Board Little Rock Workforce Development District Central Arkansas Workforce Development District	<ul style="list-style-type: none"> ▪ Referrals and Recruitment ▪ Provide labor market information ▪ Engage employers 	Philander Smith College Shorter College Jacksonville-North Pulaski County School District Marvell-Elaine School District Arkansas Coding Academy U of A Medical Sciences	<ul style="list-style-type: none"> ▪ Develop curricula and work skills preparation and interventions ▪ Articulation Agreements ▪ Support Services ▪ Financial Aid ▪ Align curricula to workforce/employer needs ▪ Recruitment ▪ Professional Expertise ▪ Summer residences for students
Employers		Social Services Agencies and Nonprofit Partners	
Big River Steel Tyson Foods ARVEST Bank Entergy Arkansas Lexicon, Inc Arkansas Coding Academy	<ul style="list-style-type: none"> ▪ Develop curricula ▪ Provide trainers/consultants ▪ Facilities and equipment support ▪ Paid training/stipends ▪ Provide employment/ internships (paid and unpaid) ▪ Work-based learning opportunities 	Urban League of Arkansas Arkansas Minority Health Commission	<ul style="list-style-type: none"> ▪ Recruitment and referrals ▪ Support Services ▪ Engage employers

Paid Corporate Internships and Entry-Level Positions:

Partnering businesses have agreed to provide and maintain up-to-date postings of entry-level or new-hire technical positions and will provide internships for students. In addition, BRS will provide summer residencies for PSC faculty.

Role of Partners

Big River Steel is a partner in the PSC Software Architect Apprenticeship program and Arkansas Coding Academy; supports the “IT Talent Hotspot” and proposed Engineering program; student internships and summer

residences for faculty. As a major end user of college graduates who possess technological expertise, BRS will supply resources, funding and staff expertise for the further growth of the college's IT expertise, e.g. the IT Talent Hotspot and the Software Architect Registered Apprenticeship training activities.

Tyson Foods CEO has expressed an active interest in supporting Philander Smith College's workforce initiatives, and the company's foundation is considering funding for the Division of Business Entrepreneurship and Leadership Academy. Tyson offers student internships.

Arvest Bank will provide expertise and staff input for the Entrepreneurship and Leadership Academy. As a major end user of college graduates who possess technological expertise, the Bank will supply resources for the further growth of the college's IT expertise, e.g. the IT Talent Hotspot and the Software Architect Registered Apprenticeship training activities. Additionally, student internships are available.

Lexicon, Inc. supports the technological initiatives, the Arkansas Coding Academy and the Software Architect Apprenticeship program, and provides student internships. As a major end user of college graduates who possess technological expertise, Entergy will supply resources for the further growth of the college's IT expertise, e.g. the IT Talent Hotspot and the Software Architect Registered Apprenticeship training activities.

The Arkansas Department of Workforce Services is underwriting the Arkansas Coding Academy and the Software Architect Apprenticeship Initiative. The agency is also providing technical assistance for the establishment of the apprenticeship program and, in cooperation with the Little Rock Workforce development District and the Central Arkansas Workforce Development District providing data and technical assistance on how to incorporate the use of that data into long-term planning efforts.

Arkansas Coding Academy: All classes featured in the proposed Coding Academy curricula are specific to current available positions in Central Arkansas.

- *Acxiom* will provide curriculum development and participant mentorship.
- *Black Oak Analytics* will provide curriculum development, OJT, and mentoring.
- *Ensono* will provide paid internships and hiring preferences for program graduates.
- *Metova* will provide curriculum development, loaned instructors/executives, OJT, paid internships, hiring preferences for graduates of the program, and mentorships.
- *Rock-Pond* will provide curriculum development and paid internships.

Other ACA business partners include *Hewlett-Packard, Field Agent, First Orion, Innovate Arkansas, SEAs, and RevUnit*. Also included are the Chamber of Commerce, University of Central Arkansas, the Arkansas Department of Workforce Services, the Central Arkansas Planning Development District, and the U.S. Department of Labor.

In combination with the newly minted partnership with The Arkansas Coding Academy (ACA), a collaborative effort to address the need for IT employees, PSC is building the foundation to launch a PSC Registered Apprenticeship program and become qualified for funding through Apprenticeship USA.

WISE P3 also partners with the Arkansas Apprenticeship Pathway Initiative (AAPi), a 48-month venture funded by the US Dept. of Labor. AAPi is the first in the state to focus on information technology. AAPi will utilize PSC's facilities as a site for the Software Architect training coursework. Upon concluding the 18-month apprenticeship, participants can expect to earn yearly wages exceeding \$60,000. Partners include Arkansas Apprenticeship Coalition, the National Apprenticeship Training Foundation (NATF) and its coalition of business partners, Arkansas Department of Workforce Services, Central Arkansas Planning and Development District, Arkansas Community Colleges (ACC) and others.

Entergy Arkansas supports the engineering initiative, the Arkansas Coding Academy and the Software Architect Apprenticeship program, and provides student internships. As a major end user of college graduates who possess technological expertise, Entergy will supply resources for the further growth of the college's IT expertise, e.g. the IT Talent Hotspot and the Software Architect Registered Apprenticeship training activities.

Little Rock Workforce Development District and the Central Arkansas Workforce Development District are providing data and technical assistance on using data to inform long-term planning efforts to address skills gaps in the central Arkansas workforce. Additionally, these organizations have lent a hand to the College by offering the following services to our students:

- Comprehensive Guidance and Counseling
- Integrated Education and Occupational Training
- Financial Literacy Education
- Supportive Services
- Follow-up Services
- Labor Market Information

Shorter College offers an Associate degree. Philander Smith and Shorter have an articulation agreement wherein Shorter students wishing to earn the Bachelor's Degree can transfer up to 60 hours of credit that can be applied to a specific program at Philander. Shorter students are also eligible to participate in PSC tech programs: the Coding Academy and the Software Architect program. In collaboration with the United Methodist Church, the two colleges participate in a nationwide endeavor to attract more Latino students to the institutions.

University of Arkansas for Medical Sciences provides professional expertise/guidance, research opportunities for students and faculty, work experiences and summer residences for students and an unambiguous "career pathway" for students to obtain additional training and admission to graduate/professional school. Supports the PSC Allied Health program.

Jacksonville-North Pulaski County School District and Marvell-Elaine School District will have an active role in high school bridge programs, especially summer and STEM initiatives and in the recruitment of graduates wishing to enter college.

Urban League of Arkansas, in coordination with existing PSC offerings, will provide "wraparound" case management services. In addition, the League can provide to students associated services as needed: counseling in securing affordable housing, utility and rental assistance, hunger assistance, support with finding affordable health care, and quality of life assistance.

5. Identify the source of cost sharing. These must be direct costs related to the project.

The US Department of Labor, through the Arkansas Department of Workforce Services is funding the Arkansas Coding Academy and the Software Architect program. Additional cost sharing matching funds will come from waived indirect costs (space, utilities, security, etc.).

6. Revise your budget to reduce the amount of administrative overhead. In addition, the cost of outside evaluators should be eliminated.

Project Budget:

A. PROGRAM LEADERSHIP SUPPORT (Revisions include a decrease in staff from five to three positions, for a total reduction of \$230,806.00)

1. Personnel

a. Executive Director oversees all aspects of the WISE-P3 initiative. He is charged with establishing and enforcing the vision of the initiative; supervising office staff; maintaining a productive relationship with the PSC leadership, and business and community partners. Supports organizational programs aimed at addressing the needs of the surrounding area.

$\$65,000.00 \times 2 \text{ years} = \$130,000.00$

Fringe (22%) $\$14,300 \times 2 \text{ years} = \$28,600.00$

b. Accountability Specialist facilitates the development and implementation of the acquisition, reporting, interpretation, and utilization of relevant data to increase the efficiency of organization systems. Develop processes and procedures for data collection, create and securely store data backups and manage coordination of data collection, monitor data quality and integrity.

$\$45,000 \times 2 \text{ years} = \$90,000.00$

Fringe (22%) $\$9,900 \times 2 \text{ years} = \$19,800$

c. Administrative Analyst performs a wide variety of professional analytical and administrative duties in support of assigned functions and operations; performs duties in support of various administrative operations and activities.

$\$30,000.00 \times 2 \text{ years} = \$60,000.00$

Fringe (22%) $\$6,600.00 \times 2 \text{ years} = \$13,200.00$

Total Personnel \$ 341,600.00

1. Travel

a. In-state Staff will travel extensively in central and eastern (the Delta) Arkansas. Reimbursement at standard rate of \$.50 per mile x 500 miles = \$250.00 per month for 48 months.

$\$12,000.00$

b. Travel for WISE-P3 Executive Director to attend the 2017 and 2018 "P-3 Higher Educational Summit." Newly hired staff will need instruction in shepherding P-3 partnerships from concept to completion. The conference facilitators are subject matter experts. This event will offer a comprehensive program highlighting how public-private partnerships are providing end-to-end solutions for campus

infrastructure projects: \$245.00 registration, 600.00 airline travel, Hotel \$200.00 for 3 nights (\$600.00), per diem \$64.00 x 3 (\$192.00) Airport travel \$60.00 = \$1697.00 x 2 years

\$3,394.00

C. Travel for WISE-P3 Executive Director to attend US DOL Sector Partnership Conferences \$245.00 registration, \$600.00 airline travel, Hotel \$200.00 for 3 nights (\$600.00) , per diem \$64.00 x 3 (\$192.00) Airport travel \$60.00 = \$1697.00 x 2 years

\$3,400.00

Total Travel \$ 18,794.00

TOTAL PARTNER PARTICIPANT COSTS \$360,394.00

A. OTHER DIRECT COSTS (Project “External” Evaluators budget category was eliminated, and saving from Program Leadership Support was mostly added to the following budget categories: Equipment (IT Talent Hotspot” and On-line Student Support Services. Some dollars were added to Material and Supplies and Publication Costs)

1. Equipment

Upgrade facilities to accommodate the “IT Talent Hotspot.” This project consists of bringing together employers, training programs, and workforce leaders that prioritize the IT sector and make a commitment to recruit and train the workforce to help Arkansas’ IT industry grow and attract more jobs from overseas. The Talent Hotspot will serve as a base of operations for the Arkansas Coding Academy, the Software Architect Apprenticeship project, the newly minted Healthcare-IT hybrid, the Bioinformatics program. Bioinformatics is the application of computer technology to the management of biological information. Computers used to gather, store, analyze and integrate biological and genetic information that can then be applied to gene-based drug discovery and development.

Additionally, the IT Talent Hotspot will incite the inclusion and addition of other technical based efforts, such as the proposed Software Engineering initiative and the robotics summer “bridge” academy that will involve middle and high students. The IT Talent Hotspot will also support the clean energy initiative of the WISE-P3 partners Entergy and Big River Steel. Additionally, the “hotspot” will serve as the data/IT backbone of the on-line student support service.

Total Equipment \$120,000.00

2. Material and Supplies

Consumable office supplies and training materials including software and software licenses for use in training sessions, USB drives, training manuals, etc.

Total Materials and Supplies \$20,000.00

3. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION

Publication Cost includes project evaluation report, media outreach, publications, brochures, web page development and maintenance, reports, etc.

Total Publication Costs, etc. \$34,806.00

4. CONSULTATION SERVICES

a. Consultants with experience in curriculum and assessment for workforce readiness will conduct sessions on instructional design workshops. Consultants will also agree to return to the College in order to prepare an objective report on General Education's "college to career" infrastructure (its methods of aligning outcomes with performance criteria and assessment). The report will also focus on state expectations of workforce readiness and how well the College's "college to career" program meets state and national expectations, e.g., student-centered teaching, outcome-based pedagogy and assessment). We will also engage a consulting partner to assist with development and proposal writing.

\$30,000.00

b. Curriculum Specialists are faculty members who, in consultation with WISE Council Board members and other industry consultants, are responsible for assisting with and supporting the development of the industry specific training curriculum.

Eight (8) @ \$4,000.00 ea x 2 years = \$64,000.00

c. Adjunct Instructors will teach courses at a rate of \$2,000.00 per course.

Ten (10) @ \$2,000.00 ea x 2 years = \$40,000.00.

d. Fringe (9.15%) Curriculum Specialists and Adjunct Instructors = \$8,800.00

Total Consultation Services \$142,800.00

5. OTHER

a. The *Building Resilience through Public Private Partnerships Conference* is one-day meeting for advisory board members, applicable PSC faculty/staff, and business, school, and community partners that takes place at the starting and mid-point of the funding term. The primary focus of the conference is to share actionable information, provide an opportunity to disseminate cross-sector information, offer a chance to interact and share information with other partners, refocus on goals and introduce new partners and provide face-to-face contact within the WISE-P3 structure. Beyond the introductions and/or reinforcement of assessment theory as well as assessment strategies and the conferences allow networking and provide more intimate learning experience. Consultants will follow-up with attendees as needed. Costs will cover facilitation, honoraria, travel and meeting expenses.

The meetings will also serve as an opportunity for program evaluators to interact with stakeholders and begin a systematic method for collecting, analyzing, and using information to access WISE-P3.

\$42,000.00

b. Faculty Development and Training: To date, seminars and workshops for faculty of the "college to career" program take place within Academic Affairs at Philander. Particular attention is given to identifying what works and correcting what does not work. Consultants will be invited to the campus to conduct workforce ready workshops. Faculty will also be encouraged to expand and to renew their pedagogy via national forums such as the Foundations in Critical Thinking Academy held annually in California, ACT and ETS white papers on workforce assessment. Beyond the introductions and/or reinforcement of assessment theory as well as assessment strategies and practices, this training will allow networking and provide a more intimate learning experience.

\$ 30,000.00

c. On-line Student Support Services: A significant number of students (pre-collegiate and college) who will matriculate through WISE-P3 programs will participate in evening/night/ distance learning or other types of non-traditional learning situations. The college will offer telephone and on-line services during the evenings and weekends that range from admissions and enrollment to financial aid/student accounts and academic and technical support. This diverse set of offerings will enhance the student experience and improve learning outcomes. This budget category will cover salaries for academic and tech support staff and upgrades to equipment and facilities. PSC students who are participating in the IT Talent Hotspot will be specifically recruited as staff.

\$200,000.00

Total Other \$272,000.00

TOTAL OTHER DIRECT COSTS \$589,606.00

A.	TOTAL DIRECT COSTS (A and B)	\$ 950,000.00
B.	COSTS SHARING (Minimum 10% of C, up to \$50,00.00)	50,000.00
C.	Total Requested Grant Budget	\$1,000,000.00

7. Identify a plan to maintain sustainable interest in the proposed educational pathways among student in your workforce region. How will you continue to generate interest so that the workforce need continues to be met?

Advisory Board:

The WISE Council Advisory Board membership will be modified and expanded to include primarily representatives from our industry partners and other partners in this work. WISE Council members will also inform and advise the work of the WISE P3 Director, help to implement solutions to the skills gap and inform public policy to address the skills gap.

Maintaining Sustainable Interest:

Our plan for sustaining interest in the proposed educational pathways will focus on outcomes, partnerships, recruitment, and financial stability.

Outcomes:

Use performance data to demonstrate impact. Outcomes will be our best tool for sustaining student interest. Placement rates, etc.

Partnerships:

We will expand and strengthen partnerships, including those partnerships with providers who guide students toward our programs.

- Career and Technical Education partners will play a pivotal role in ensuring that students are interested in the proposed educational pathways.
- Industry partnerships that offer paid training, followed by full-time employment offers.
- Innovative learning modalities and courses offered at convenient times:
 - Instructor-led
 - Online (synchronous and asynchronous)
 - Blended
 - Mentored learning
 - Private classes for specific industry partners
- Industry partnerships that offer apprenticeships
- Tuition reimbursement by industry partners upon successful completion of training
- Students can use federal financial aid to pay tuition

Recruitment:

Philander Smith College has an active student recruitment team. In addition to recruiting students interested in enrolling as college freshmen, this staff will also promote workforce programming available on campus.

- Social media and strong online presence
- Job and Career Fairs

Financial Stability

Philander Smith College (PSC) is enhancing its technological superstructure. As further enhancements come into play, it is expected that existing partnerships will be strengthened and enlarged, and the college's reputation as a providing of quality training programs will be magnified. As PSC's reputation is heightened, additional business, education, community resources will view the college as a feasible training entity for their employees and students.

As the “tech” facilities grow, resources can be channeled into updates, enhancements, and maintenance. Thus, monies earlier used to fortify the system and fund salaries will be reduced, as only personnel costs become primary factor.

We will continue to seek resources for the WISE P3 program: actively writing proposals and utilizing the Philander Smith college office of Institutional Advancement to identify sources of funding and innovative partnerships. We will also look to tuition for funding – GI Bill, WIA, employer funding.

Philander Smith College (WISE P3) -ADHE Chart

PATHWAY	CREDENTIAL	CAREER OPPORTUNITY/ ENTRY POINT	EDUCATION PARTNER	EMPLOYERS	DEMAND (annual projected openings) †
Advanced Manufacturing	a. <u>Concurrent Credit</u> b. <u>Industry Certification</u> Arkansas Career Readiness Certificate	a.Concurrent enrolled High School Junior/Senior students b.Warehouse Technician Material Handler Machine Operator Team Assembler Maintenance/Repair Worker	a.Philander Smith College Jacksonville North Pulaski School District b.Little Rock Workforce Development District; Central Arkansas Workforce Development District ³	Entergy <u>Developing partners</u> Lexicon, Inc. City of Little Rock	Production: 443 Installation/Maint./Repair: 434 Architecture/Engineering: 45
	<u>Technical Certification</u> a.Certification in Machine Technology b.Certified Production Technician	a.CNC (Computer Numerically Controlled) Operator b.Production Technician	a.Philander Smith College- Arkansas Apprenticeship ² b.Manufacturing Skill Standards Council (technical assistance provider for Philander Smith)‡	Entergy <u>Developing partners</u> Lexicon, Inc. City of Little Rock	Production: 443 Installation/Maint./Repair: 434 Architecture/Engineering: 45
	<u>Associate Degree</u> a.Certification in Machine Technology operator/programmer b.Certification in Java and Android OS c.General Studies (Natural Sciences concentration)	a.Machine Operator/ Technician Quality Technician b.Computer Code Writer c.Engineer Technician	a.Philander Smith College- Arkansas Apprenticeship ² b.Philander Smith College- Arkansas Coding Academy ¹ c.Shorter College	Entergy <u>Developing partners</u> Lexicon, Inc. City of Little Rock	Production: 443 Installation/Maint./Repair: 434 Architecture/Engineering: 45
	<u>Bachelor Degree</u> 3/2 Engineering Program	Paid Internships Engineer – Electrical Engineer – Civil	Philander Smith College- University of Arkansas (3/2 Engineering Program -an articulation agreement)	Entergy <u>Developing partners</u> Lexicon, Inc. City of Little Rock	Production: 443 Installation/Maint./Repair: 434 Architecture/Engineering: 45

Philander Smith College (WISE P3) -ADHE Chart

Coding/Programming	<u>a.Concurrent Credit</u> <u>b.Industry Certification</u> Arkansas Career Readiness Certificate	a.Concurrent enrolled High School Junior/Senior students b.Summer Internships	a.Philander Smith College Jacksonville North Pulaski School District b.Little Rock Workforce Development District; Central Arkansas Workforce Development District ³	Acxiom Hewlett-Packard, Ensono Metova Tyson Foods	Computer/Mathematics: 314
	<u>Industry/Technical Certification</u> Certification in Java and Android OS	Computer Code Writer	Philander Smith College Arkansas Coding Academy ¹	Acxiom Hewlett-Packard, Ensono Metova Tyson Foods	Computer/Mathematics: 314
	<u>Technical Certification</u> Certification in Java and Android OS	Computer Code Writer	Philander Smith College-Arkansas Coding Academy ¹	Acxiom Hewlett-Packard, Ensono Metova Tyson Foods	Computer/Mathematics: 314
	<u>Associate Degree</u> Internet Studies	Web Commerce Developer E- Commerce Developer	Shorter College	Acxiom Hewlett-Packard Ensono Metova Tyson Foods	Computer/Mathematics: 314
	<u>Bachelor Degree</u> Computer Science	Paid Internships Software Developer	Philander Smith College	Acxiom Hewlett-Packard Ensono Metova Tyson Foods	Computer/Mathematics: 314
Business & Financial Operations	<u>a.Concurrent Credit</u> <u>b.Industry Certification</u> Arkansas Career Readiness Certificate	b.Concurrent Enrolled Junior/Senior students b.Summer Internships	b.Philander Smith College Jacksonville North Pulaski School District b.Little Rock Workforce Development; Central Arkansas Workforce Development District ³	Arvest Bank	Banking/Financial: 508 Professional/Business Services: 605

Philander Smith College (WISE P3) -ADHE Chart

	<u>Technical Certification</u> Certificate of Competency in General Studies	Administrative Assistant	Philander Smith College	Arvest Bank	Banking/Financial: 508 Professional/Business Services: 605
	<u>Associate Degree</u> General Studies (Business- Entrepreneurship concentration)	Bank Teller Customer Service Rep New Account Clerk	Shorter College	Arvest Bank	Banking/Financial: 508 Professional/Business Services: 605
	<u>Bachelor Degree</u> Business & Accounting	Paid Internships Financial Analyst Loan Officer	Philander Smith College	Arvest Bank	Banking/Financial: 508 Professional/Business Services: 605

- † DiscoverArkansas.net projected annual openings for Central Arkansas and Little Rock regions.
- ‡ MSSC is a technical assistance provider for Advanced Manufacturing curriculum and assessment tools.
1. Philander Smith College is a partner in the Arkansas Coding Academy, a consortium that includes Acxiom, Hewlett-Packard, Ensono, Metova, Tyson Foods, the University of Central Arkansas, Central Arkansas Workforce Development District; and others.
 2. Philander Smith College is a partner in the Arkansas Apprenticeship Partnership Initiative.
 3. Arkansas Career Readiness Certificate is a portable credential based upon the WorkKeys®. Training and testing is conducted by partners: Little Rock and Central Arkansas Workforce Development Districts
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