

Act 1131 of 2015
Regional Workforce Implementation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2016

To:	Arkansas Department of Higher Education	
Requesting Institution:	Southern Arkansas University Tech	
Title of Project:	Aerospace Defense Sector Certification Pathways Implementation Grant	
Project Partners:	1. Aerojet/Rocketdyne 2. Lockheed Martin 3. General Dynamics 4. Spectra Technologies 5. SAUT Career Academy 6. Arkansas Workforce 7. Bearden Public Schools 8. Fordyce Public Schools 9. Harmony Grove Public Schools 10. Camden Fairview Public Schools 11. Hampton Public Schools 12. SAUT Adult Education	
Requested Budget:	\$885,040	
Date Submitted:	6/1/2016	
Applicant Contact:	Kimberly Coker	
Applicant's Information:	PO Box 3499 Camden, Arkansas 71711 870.574.4533 kcoker@sautech.edu	

Authorized Signatures for Institution

Southern Arkansas University Tech

Lead Institution

Robert Gunnels
Authorized Official
by Daye Manning

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.

Southern Arkansas University Tech (SAUT) is a two-year college located in south Arkansas inside the Highland Industrial Park (Park). The Park is home to Lockheed Martin Missiles and Fire Control, Aerojet Rocketdyne, Spectra Technologies, General Dynamics, and other companies which focus on Aerospace Defense Manufacturing. SAUT works with the industries through a consortium of human resource directors (Calhoun & Ouachita County Business & Industry Training Consortium-COBITC) who meet regularly with the College to discuss current and future training needs.

The Park industries, and other businesses in Columbia and Dallas Counties, depend on SAUT for specialized training. Without the training resources SAUT provides, the industries would be unable to meet production demands or employ qualified candidates when new lines are implemented or when employees retire or relocate. SAUT is noted by the Park's management as an essential asset to the Park when recruiting companies to the area. The partnership between industry and SAUT is the very foundation for which the College was created in 1968.

In order to provide advanced manufacturing training, SAUT requires specialized equipment that mirrors the equipment used by industries in the Park. The investment in advanced manufacturing training equipment is costly but one that results in continued growth in the local economy as graduates are able to enter high-paying careers. According to employment data provided by Discover Arkansas, manufacturing is projected to grow by 13.67 percent in the southern part of the state. This growth is likely due to the industries located in the Park. In the area of durable goods manufacturing, the growth in the state is expected to provide over 4,000 jobs in the next 10 years. The largest increase in jobs is expected to be in the primary metal manufacturing subsector of which aerospace defense manufacturing is included. The following data was supplied by www.discoverarkansas.net.

Occupation Title & Projected Percentage Growth (2012-2022)

Logisticians -26.45%
 Sheet Metal Workers -3.80%
 Installation, Maintenance and Repair- 9.01%
 Industrial Machinery Mechanics- 22.34%
 Production Occupations- 5.47%
 Team Assemblers - 5.07%
 Welders- 27.47%

According to regional employers and Park industries, maintaining a pool of qualified applications is crucial. Human resource directors have expressed concerns to SAUT regarding the need for entry-level workers (production technicians) who possess employability skills, and who have knowledge of safety procedures, basic electricity, computer and other essential skills. The industries have also acknowledged a need for more advanced, technically-trained workers (welding, maintenance, automated and robotic engineering technicians, supply chain technicians and persons trained in radiography-based testing or Non-Destructive Testing (NDT)) for positions that are frequently difficult to fill. Nationally, 74 percent of manufacturers report that skill gaps negatively impacted their companies' ability to expand operations.

For 2012-2017, the Southwest Arkansas Workforce Investment Board (WIB) identifies team

assemblers and structural iron or steel workers as two areas of potential growth in their Comprehensive Five-Year Local Plan for WIA Title I Adults, Dislocated Workers and Youth. Production technicians are in the category of team assemblers and welders and welding process technicians fall in the category of structural iron and steel workers. The Southwest Arkansas Workforce Investment Board supports the proposed training activities presented in this proposal and has provided a letter of support.

The majority of the industries in the Park are dependent on subcontract awards through Lockheed Martin. Lockheed Martin's ability to secure contracts, which provides for subcontracts and the addition of new position openings, is dependent on a pool of local talent available to perform work at the levels required by the industry. The following is a table that indicates the training needs identified by SAUT's industry partners.

Company	Identified Training Needs	Training Manager/ Plant Manager
Lockheed Martin	Production Technician; Upgrade of workforce skills; Pre-Employment Training; X-Ray Inspection Certification (NDT); Upgrade of incumbent worker skills; Welding; Millwright Training	Jacob Addie
General Dynamics	X-Ray Inspection Certification (NDT); Upgrade of incumbent worker skills; Pre-Employment Training; Upgrade of potential applicant skills; Production Technician; Mechanical Maintenance; Millwright (forklift training, general safety, etc.)	David Chilcote
Aerojet Rocketdyne	Production Technician; Millwright Training; Pre-Employment Training; Engineering Tech Skills (PLC, CNC, etc.)- Upgrade of incumbent worker skills and potential applicant skills; X-Ray Inspection Certification (NDT)	Gary Vaughan
Spectra Technologies	Millwright Training; Pre-Employment Training; Production Technician; Engineering Tech Skills (PLC, CNC, etc.); Upgrade of incumbent worker skills and potential applicant skills; X-Ray Inspection Certification (NDT)	Lynn Sprong
Esterline	X-Ray Inspection Certification (NDT); Upgrade of incumbent worker skills; Pre-Employment Training; Upgrade of potential applicant skills; Production Technician; Mechanical Maintenance; Millwright (forklift training, general safety, etc.)	Gail Stewart
Raytheon	X-Ray Inspection Certification (NDT); Upgrade of incumbent worker skills; Pre-Employment Training; Upgrade of potential applicant skills; Production Technician; Mechanical Maintenance; Millwright (forklift training, general safety, etc.)	Wes Mackza
National Technical Systems	X-Ray Inspection Certification (NDT); Upgrade of incumbent worker skills; Pre-Employment Training; Production Technician; Mechanical Maintenance; Millwright (forklift training, general safety, etc.)	Lori Shackelford

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.

Overview of Pathway Articulation

During the Planning Phase of the Arkansas Pathways initiative, SAUT worked with a team of industries, education representatives, and Arkansas Workforce staff to produce several products and to detail out an advanced manufacturing training pathway. The results of the Planning activities include strong partnerships, a detailed pathway, Manufacturing Skills Standards Council (MSSC) certified instructors, MOUs/Support letters from partners detailing commitment, an in-kind donation by industry towards the Pathways program and the development of a Certified Production Technician academic track. SAUT's ***Advanced Manufacturing Career Pathway (Pathway)*** is depicted in an **attached graphic**. The fundamentals of how the Pathway functions are outlined below.

The Pathway begins with high school Career Academy students, high school graduates, GED graduates, Adult Education Accelerating Opportunities students, the unemployed or underemployed, minorities, women, low-income, and incumbent workers.

As a participant enters the Pathway, he/she has certification and degree options from which to choose. Participants may choose industry-recognized certifications in several emphasis areas in the Pathway. Working through the Pathway the participants can either enter entry-level employment or continue to a two-year or even a four-year degree. They may also choose to start work while continuing a training program.

One of the main entry points into the Pathway comes from the SAUT Career Academy. The Academy is hiring a provisional staff member to deliver the Certified Production Technician training with the MSSC certifications to students who attend the Career Academy from local high schools. The funding for the instructor position and for the certification fees are part of the RAMP Consortium's Implementation Phase budget. The RAMP proposal is focused heavily on developing a pipeline for advanced manufacturing through the K-12 levels and SAUT and the SAUT Career Academy are serving on the RAMP Teams in an effort to tie the RAMP activities and SAUT's activities together.

In an effort to provide support for Pathway participants, the Pathway Coordinator will work with the College's Student Services department to provide academic and career advising, personal counseling, financial advising, tutoring and more. Through relationships with the local Employment Office, the Department of Human Services, SAUT's Adult Education Center and Arkansas Career Pathways

Southern Arkansas University Tech
Advanced Manufacturing: Aerospace Defense Sector Career Pathway
Arkansas Workforce Initiative

Entrance to Pathway

- High School Pathway
- ◆ Certified Production Technician* (CPT) integrated into Science, Technology, Engineering, and Mathematics Programs (STEM) (EAST, Project Lead the Way)
 - ◆ High School Graduates
- High School—SAU Tech Career Academy Pathway
- ◆ 12 hours-4 MSSC Courses Certified Production Tech* with integration of Radiography (NDT) Basics
 - ◆ Skills USA Curriculum for Soft Skills
 - ◆ Career Ready 101/CRC
 - ◆ Concurrent/Dual Credit
- Incumbent Worker and Adult Pathway
- ◆ Credit for Prior Learning through Work or Military
 - ◆ Underemployed/Unemployed
 - ◆ Single Parents
 - ◆ Low-Income
 - ◆ Return to College
 - ◆ Degree/Certification Upgrades
 - ◆ First-Time Degree-Seekers
- SAU Tech Adult Education Pathway
- ◆ Credit for Prior Learning through Work or Military
 - ◆ Accelerated Opportunity Grant Opportunity
 - ◆ Career Ready 101

Associate Degree/Certification Pathway

- ◆ Career Readiness Certificate (CRC)
- ◆ Production Technician Certificate of Proficiency* (CP)
*Manufacturers Standards Skills Council (MSSC CPT)
Certificate Levels-
 1. Safety Certificate
 2. Manufacturing Processes & Production Certificate
 3. Quality Practices & Measurement Certificate
 4. Maintenance Awareness Certificate
- ◆ Production Technician Technical Certificate (TC)
- ◆ Welding (TC)
- ◆ Welding Process Technician ²
- ◆ AAS General Technology w/ Emphasis Options
 - Mechanical Maintenance
 - Automated & Robotic Engineering ¹
 - Supply Chain Management
 - HVAC-R
 - Production Technician
- ◆ Occupational Safety and Health Administration (OSHA) Certificate
- ◆ National Center for Construction Education & Research (NCCER) credentials
- ◆ Basic Industrial X-Ray Certificate (NDT) of Completion

Bachelor Degree Pathway

- ◆ Bachelor of Engineering Physics ¹
- ◆ Welding Engineering Technology ²

Employment /Careers

- ◆ Entry-Level Production Technician
- ◆ Mechanical Maintenance Technician
- ◆ Engineering Technician
- ◆ Certified Logistics Technician
- ◆ Welder
- ◆ Basic Industrial X-Ray Path
- ◆ HVAC-R Technician

program, will all work together to provide the added support needed to move participants successfully along to employment.

To ensure the Pathway process remains clear and accessible, SAUT will continue to conduct meetings with the ***Pathway Team (SAUT Career Academy, SAUT Adult Education, Industry Partners, Public School Partners, and representatives from the Arkansas Department of Workforce Services)*** which was formed in the Planning Phase of the Arkansas Workforce Initiative.

Goals, Objectives and Student Outcomes

SAUT will work with the Pathway Team to meet the following goals and objectives during the 24-month timeframe of the Arkansas Workforce Initiative Implementation Phase.

Overall Project Goal:

SAUT will maintain relationships with employers, regional workforce alliances, public schools and secondary career technical academies developed during the Planning Phase of the Arkansas Workforce Initiative in order to accomplish the following: 1. Use data-driven decision-making processes to identify job candidate skill gaps in the regional workforce pool on a continual basis. 2. Use workforce data results and formed relationships with partners to maintain an advanced manufacturing career pathway to meet the identified workforce needs of regional employers, now and into the future.

Objective 1: By maintaining a working relationship with members of the Pathways Team to continually assess workforce needs and to provide an access point for placement of student completers in employment through bi-monthly meetings either via web conferencing, in-person or by other means.

Measurements:

- Members of the Pathway Team will attend 80 percent of all scheduled meetings with SAUT.
- Pathway Team members will participate in annual employer needs surveys with a minimum 70 percent response rate.

Objective 2: By providing industry-recognized training certifications throughout the Advanced Manufacturing Pathway.

Measurements:

- By the end of academic year 2016-2017, 30 students in the Advanced Manufacturing Pathway will have earned at least 1 industry-recognized certification (CRC, OSHA, NCCER, and MSSC).
- By the end of academic year 2017-2018, 60 students in the Advanced Manufacturing Pathway will have earned at least 1 industry-recognized certification (CRC, OSHA, NCCER, MSSC).
- Of students who start in the Advanced Manufacturing Pathway in fall 2016, 70 percent will

successfully complete at least 1 credential (Certificate of Proficiency (CP), Technical Certificate (TC), Associate of Applied Science (AAS) by June 2018.

- Of students who complete a CP, TC or AAS in the Advanced Manufacturing Pathway, 70 percent will earn at least 1 additional certification in one of the following: NCCER, CRC, OSHA or MSSC.

Objective 3: By providing Pathway participants with academic and career advising and support services such as tutoring, personal counseling, financial aid counseling, job placement services, etc.

Measurements:

- Of the participants in the Advanced Manufacturing Pathway, 100 percent of those identified as at-risk (first-generation, low-income, unemployed, underemployed, African American, etc.) will have been assessed for academic, career or other support services.
- Of the completers of any level of the Pathway, at least 70 percent will have received/completed at least one or more of the following: participated in career assessment and advising participated in job placement services or referrals, and/or retained employment or obtained employment.

Objective 4: By providing basic skills training at all levels of the Pathway to prepare participants for college-level training programs.

Measurements:

- Of all participants in any level of the Pathway, 100 percent will be provided with access to services to improve basic skills such as reading, writing and math.

Objective 5: By focusing recruitment efforts for the Pathway on a wide demographic to include females, African Americans, underemployed, unemployed, low-income, first-generation, and single-parents in order to improve the diversity of the participants and completers trained to work in advanced manufacturing.

Measurements:

- Of participants participating in the Pathways, 75 percent will meet one of the following diverse populations (African-American, female, single parent, low-income, etc.).

Performance Assessment

Objective 1

Every effort will be made to schedule meetings of the Pathway Team at days/times that are convenient for the group. The goal attendance is 80 percent of the membership. In order to record attendance, a sign-in sheet will be provided for meeting attendees. Minutes will be recorded at each meeting and will be used to inform future team meeting discussions.

Each year during the life of the grant and thereafter, Pathway Team members will participate in an annual employer needs survey. In order to ensure receipt of usable data, a minimum of 70 percent response rate has been set for this survey. The survey will seek to assess workforce needs and to obtain feedback on placement of student completers into employment. The results of the survey will be used to make necessary program/process revisions.

Objective 2

Immediately following enrollment certification for each semester during the 2016-2017 academic year, students enrolled in the Advanced Manufacturing Pathway will be identified. These students will be tracked during the academic year with the goal of at least 30 students earning at least one industry-recognized certification (CRC, OSHA, NCCER, or MSSC). Assistance in the form of advising, tutoring, etc. will be provided to assist students in achieving this goal. Records will be maintained of this information.

Immediately following enrollment certification for each semester during the 2017-2018 academic year, students enrolled in the Advanced Manufacturing Pathway will be identified. These students will be tracked during the academic year with the goal of at least 60 students earning at least one industry-recognized certification (CRC, OSHA, NCCER, or MSSC). Assistance in the form of advising, tutoring, etc. will be provided to assist students in achieving this goal. Records will be maintained of this information.

Immediately following enrollment certification for each semester during the Fall 2016 semester, students enrolled in the Advanced Manufacturing Pathway will be identified. These students will be tracked through June 2018 with the goal of at least 70 percent of this cohort successfully completing at least one credential (Certificate of Proficiency, Technical Certificate, or Associate of Applied Science). Assistance in the form of advising, tutoring, etc. will be provided to assist students in achieving this goal. Records will be maintained of this information.

Students in the aforementioned cohort will be tracked from Fall 2016 through June 2018 to ensure that at least 70 percent of this group completes at least two industry-recognized certifications (NCCER, CRC, OSHA, and/or MCCS). Assistance in the form of advising, tutoring, etc. will be provided to assist students in achieving this goal. Records will be maintained of this information.

Objective 3

Immediately following enrollment certification each semester, demographic information for students enrolled in the Advanced Manufacturing Pathway will be collected. Of this group, the at-risk students will be identified (first-generation, low-income, unemployed, underemployed, African American, etc.). All students in this group will be assessed for academic, career and other support service needs. These students will be tracked to ensure receipt of the identified needs. Records will be maintained of this information.

Immediately following enrollment certification each semester, students enrolled in the Advanced Manufacturing Pathway will be identified. These students will be tracked to ensure that upon completion of any level of the Pathway at least 70 percent received/completed at least one of the following: participated in career assessment and advising; participated in job placement services or referrals; and/or retained or obtained employment. Records will be maintained of this information.

Objective 4

Immediately following enrollment certification each semester, students enrolled in the Advanced Manufacturing Pathway will be identified. Using placement test results for this group, students showing a need for improvement in basic skills such as reading, writing and math will be notified of the availability of services that can be used to improve in the identified areas. A log will be kept of these activities.

Objective 5

Recruitment efforts will include a wide demographic to include females, African Americans, underemployed, unemployed, low-income, first-generation, and single-parents. These efforts will occur in a variety of settings (i.e., college fairs, college day, campus tours, mail outs, business/industry open house, etc.). Records will be obtained from the recruiting office each year to verify recruiting methods used. Immediately following enrollment certification each semester, students enrolled in the Advanced Manufacturing Pathway will be identified along with aforementioned demographic information to verify that at least 75 percent of this group meets at least one of the diverse populations listed above. This information will be used to increase recruitment efforts in the identified areas, if necessary.

- The number of total completers (employment, certifications, transfers, etc.)
- The number of CP's, TC's and AAS degrees awarded to Pathway participants each academic year
- The number of participants who receive support services while in the Pathway (Basic skills personal counseling, tutoring, career and academic advising, job placement, etc.)

The program will also use participant, employer and partner surveys to assess satisfaction with the delivery of the Pathway activities. The outcomes of the Implementation Phase will be compiled and used to create a final Pathway Success Report to share with all partners (SAUT Pathway Team and SAUT Implementation Team) and ADHE.

Timeline

The following is a timeline which relates to the identified objectives of the Pathway delivery during the Implementation Phase.

Month	Activity	Link to Objectives	Person(s) Responsible
Phase I			
July 2016	Purchase office supplies, program supplies, and equipment. Begin advertising for full-time instructor and adjunct instructors	Objectives # 1-#5	Executive Vice Chancellor, Dean of Instruction, Pathway Coordinator
	Personnel In-Service on new program and Pathway delivery	Objectives #2,#3, #5	Executive Vice Chancellor
	Production Tech Credential approved by ADHE	Objective #2	Executive Vice Chancellor
	Install lead cabinet for delivery of NDT/x-ray equipment	Objective #2	Dean of Instruction
	Meeting with Pathway Partners to update on award and timeline of planned activities (ongoing)	Objective #1	Executive Vice Chancellor, Dean of Instruction, Pathway Coordinator
	Schedule Career Development Facilitator Training and MSSC Training	Objective #2, #3	Pathway Coordinator

Month	Activity	Link to Objectives	Person(s) Responsible
Phase I			
Aug. 2016	Pathway delivery begins	Objective #2, #3	Executive Vice Chancellor, Dean of Instruction, Pathway Coordinator
	Marketing and recruitment for production technician pathway	Objective #2	Dean of Instruction, SAUT Recruiters, SAUT Communications
Aug. 2016- June 2018	Reports are prepared regarding Phase I activities and submitted to the SAUT Executive Council and Pathway Partners (monthly activity)	Objective #1	Executive Vice Chancellor, Dean of Instruction, Pathway Coordinator

	Participants in Pathway are being tracked for certification attainment and program assessment purposes (ongoing)	Objective #2	Executive Vice Chancellor, Dean of Instruction, Pathway Coordinator, SAUT Director of Institutional Research, Director of Financial Aid, SAUT Retention/Student Success and Career Placement Coordinator
Aug. 2016-May 2017	Students are provided career advising and placement services	Objective #3	Pathway Coordinator, SAUT Retention/Student Success and Career Placement Coordinator
June 2016	End of Phase I		

Month	Activity	Link to Objectives	Person(s) Responsible
Phase II			
July 2017	Marketing and recruitment for production technician pathway	Objective #2	Dean of Instruction, SAUT Recruiters, SAUT Communications
Aug. 2017-May 2018	Participants in Pathway are being tracked for certification attainment and program assessment purposes (ongoing)	Objective #2	Executive Vice Chancellor, Dean of Instruction, Pathway Coordinator, SAUT Director of Institutional Research, Director of Financial Aid, SAUT Retention/Student Success and Career Placement Coordinator
Aug. 2017-June 2018	Students are provided career advising and placement services	Objective #3	Pathway Coordinator, SAUT Retention/Student Success and Career Placement Coordinator
June 2018	End of Phase II- Final Report to ADHE, Executive Council and Partners is compiled and shared.	Overall Grant Goal	Executive Vice Chancellor, Dean of Instruction, Pathway Coordinator, SAUT Director of Institutional Research, SAUT Retention/Student Success and Career Placement Coordinator

Project Governance

SAU Tech Executive Vice Chancellor, Robert Gunnels, is supervised by the President of the Southern Arkansas University System. Gunnels will supervise the activities associated with the delivery of SAUT's Advanced Manufacturing Pathway providing direct supervision for the **Pathway Coordinator**. SAU Tech's Dean of Instruction, Bill Archer, reports directly to the Executive Vice Chancellor, and will oversee the delivery of the instructional components of the Pathway. The Dean of Instruction works closely with the Pathway Coordinator, the Executive Vice Chancellor and the SAUT Directors of Workforce Education, Adult Education and the Career Academy.

The College's Executive Leadership (Vice Chancellor for Student Services, Vice Chancellor for Finance and Administration, Vice Chancellor for Planning, Information, and Technology, Executive Vice Chancellor and Chancellor) will receive a monthly progress report from the Pathways Coordinator during the 24-month period for the Implementation Phase. This step is an added measure to help resolve barriers quickly as well as identify positive trends and stories that can be shared to market the Pathway's success.

The Executive Vice Chancellor, the Pathway Coordinator and the Dean of Instruction are members of these groups; The SAUT Implementation Team and the Pathway Team. These groups provide internal and external guidance for the Pathway process. These groups have been in place since the Planning Phase of the Arkansas Workforce Initiative.

SAUT Implementation Team

This team assists with the on-going activities involved in ensuring the Pathway is viable and relevant to current workforce needs and that all objectives of the Implementation Phase are being met. The members of this team include: Executive Vice Chancellor, Dean of Instruction, Pathway Coordinator, Retention/Student Success and Career Placement Coordinator, Director of Enrollment Services, Adult Education Director, Career Academy Director, Director of Workforce Education and the Coordinator for Tutoring Services.

Pathway Team

This team was formed during the Planning Phase of the Arkansas Workforce Initiative. It is comprised of industry partners, public school representatives, Arkansas Department of Workforce Services, and the SAUT Implementation Team

Job Duties of the Pathway Coordinator

The description for the responsibilities of the Pathway Coordinator are listed below:

- Work with Dean of Instruction to implement and oversee curricular delivery of Pathway.
- Maintain relationships with grant partners and a network of local, state, and regional corporate and community partnerships to establish work-based learning opportunities including internships, job shadowing and job placements.
- Collaborate with Enrollment Services to assess students' prior learning experience (PLA-Prior Learning Assessment) for college credit and manage student data.
- Chair Implementation Team and Pathways Team meetings
- Prepare required grant reports in a timely manner. Oversee grant budget and work closely with Executive Vice Chancellor and Dean of Instruction on budget responsibilities and reporting during the 24-month Implementation period.
- Obtain Career Development Facilitator (CDF) training and assist the SAUT Retention/Student Success and Placement Coordinator with related CDF duties.

Role of Equipment Request

The equipment request from SAUT for the Implementation Phase of the Pathway delivery is crucial to meeting the needs identified by industry partners on pages 4 and 5 of this proposal. The majority of the aerospace defense industries served by SAUT require trained employees who have been exposed to the type of high-tech systems used in advanced manufacturing. Due to the nature of military contracts which are the main source of production for the Park industries, students are not allowed in areas where production is taking place.

This leaves SAUT with a unique training dilemma, one that can only be solved with the use of simulators and training equipment that mirrors industry need. The most expensive systems are made by Amatrol and are used to simulate a production environment. This equipment has to be replaced regularly as it can quickly become outdated.

The SAUT Advanced Manufacturing Pathway requires the purchase of x-ray NDT digital testing equipment, Amatrol systems for electronics and instrumentation and a system for quality assurance and basic assembly. Lockheed Martin donated the lead cabinet for the x-ray equipment, and it is valued at \$120,000.

The total equipment request for the delivery of SAUT's Advanced Manufacturing Pathway comes to **\$454,812**. SAUT used a definition of "equipment" used by federal grantors to determine what items qualified as equipment- any single line item must be \$5,000 more to qualify as equipment.

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.

SAUT used the **TEAM** approach for the Planning Phase of the Arkansas Workforce initiative and implementing the Arkansas Workforce Initiatives. As reflected in the attached support letters and/or MOU's, members of industry (Spectra Technologies, General Dynamics, Lockheed Martin, Aerojet Rocketdyne and others), the public school system (Bearden School District, Camden Fairview School District, Harmony Grove School District, Hampton School District, and Fordyce School District), the secondary career academy (SAUT Tech Career Academy), Adult Education Center and the Southwest Arkansas Workforce Investment Board are committed maintaining the developed Advanced Manufacturing Pathway to employment. The partner roles are defined below.

Manufacturing Partner(s): Listed on the form in the needs section and support letters and/or MOU's are provided.

- Continue work with the Pathways Team to develop and update program curriculum & recognize certifications
- Refer current and prospective employees to training programs
- Industry experts serve as guest instructors for SAUT training programs
- Donate funds to covers student certification costs
- Commit to interviewing program completers
- Donate or share equipment, as applicable
- Serve on the SAUT **Pathways Team**

Educational Partner(s): Public schools, SAUT, SAUT Career Academy, SAUT Adult Education, RAMP Consortium

- Provide pathway connection to k-12 secondary levels & funding for Implementation activities for the SAUT Career Academy (RAMP)
- Set frequency and timing for offering the program
- Provide testing site for certifications
- Provide test preparation
- Provide student feedback from all pathway levels
- Provide students with career assessment and career placement services
- Serve on the SAUT **Pathways Team**

Arkansas Department of Workforce Services (Regional)

- Provide recruiting and pre-screening services, and job postings
- Provide student access to job listings, skill upgrades (Kuder, WAGE, CRC)
- Provide funds for continuing education for those who qualify
- Provide mailing lists for unemployed, SNAP and TANF recipients for recruitment into the training programs
- Serve on the SAUT **Pathways Team**

The **Pathways Team** will continue to represent the career training at SAUT far into the future. A strong relationship currently exists between the College and each of the identified partners. The **Arkansas Workforce Initiative** has provided a catalyst for long-term commitment by stakeholders for maintaining a permanent pipeline for manufacturing talent in south Arkansas.

SECTION 4 – BUDGET PLAN**15 Points**

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

Essential Components:

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

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

Keep the following rubric in mind when completing this section:

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

Section 4.1 – Budget Plan Detail

Please provide your detailed financial plan in the box below.

A. Program Leadership Support Costs**1. Personnel:****Year 1:**

Position(s)	Description	Cost
1- Pathway Coordinator	One full-time staff member to oversee the delivery of programs, relationships with partners, reporting, etc. – Objectives #1-#5	\$45,000
1-Full-time Instructor	One full-time instructor for the Advanced Manufacturing Pathway- Objective #2	\$50,000
1-Adjunct Instructor	One adjunct instructor to teach in the Advanced Manufacturing Pathway @ \$12,500 per year- Objective #2	\$12,500
Fringe (for all positons)	Calculated at 35%	\$37,625

Total Personnel & Fringe Year 1: \$145,125

Year 2:

Position(s)	Description	Cost
1- Pathway Coordinator	One full-time staff member to oversee the delivery of programs, relationships with partners, reporting, etc. – Objectives #1-#5	\$45,000
1-Full-time Instructor	One full-time instructor for the Advanced Manufacturing Pathway- Objective #2	\$50,000
2-Adjunct Instructors	Two adjunct instructors to teach in the Advanced Manufacturing Pathway @ \$25,000 per year- Objective #2	\$25,000
Fringe (for all positons)	Calculated at 35%	\$42,000

Total Personnel & Fringe Year 2: \$162,000

2. Travel:**Year 1:**

Need	Description	Cost
Mileage	400 miles@ .42 per mile for meetings with regional consortiums, state meetings, etc. – Objective #1	\$168
Conference Travel	2 staff members to in-state training – Objective # 3 2 staff members @ 3 nights x \$100 per night for hotel=\$600 2 staff members @ \$50 per day per diem x 3 days= \$300 Total= \$900 x 2 times per year = 1,800	\$1,800

Total Travel for Year 1: \$1,968

Year 2:

Need	Description	Cost
Mileage	400 miles@ .42 per mile for meetings with regional consortiums, state meetings, etc. – Objective #1	\$168
Conference Travel	Per Diem for state meetings @ \$50 per day x 4 staff members (Pathway Instructor, Pathway Coordinator, etc.) X 4 days=\$800 Objective #2	\$800

Total Travel for Year 2: \$968**Other:****Year 1:**

Need	Description	Cost
Training	Training for Pathway Coordinator and SAU Tech Advisor to take Career Development Facilitator Training- Objective #3	\$2,500
	Full-Time Instructor MSSC Training Online- Objective #2	\$2,000

Total Other for Year 1: \$4,500**Year 2: None****B. Other Direct Costs****Materials and Supplies****Year 1:**

Need	Description	Cost
General Office Supplies	Paper, ink, printing costs, software licenses and general supplies needed for Pathway Coordinator and Instructor. Objective #2	\$6,000
Classroom/Program Supplies	Measuring Tools: Calipers, Digital measuring tools, etc. Classroom Computers -30 @ \$1,250 each Mobile 20 Unit Laptop Cart -2 @ \$831 each Digital Logic Trainers – 5 @ \$368 Computer-Aided Design Software Non-Destructive (x-ray) Testing Supplies Objective #2	\$16,260 \$37,500 \$1,662 \$1,840 \$5,000 \$6,805

Total Materials and Supplies for Year 1: \$75,067**Year 2:**

Need	Description	Cost
General Office Supplies	Paper, ink, printing costs, software licenses and general supplies needed for Pathway Coordinator and Instructor. Objective #2	\$4,000

Total Materials and Supplies for Year 2: \$4,000**2. Publication Costs/Documentation/Dissemination: None****3. Consultant Services: None**

4. Other**Year 1**

Need	Description	Cost
Equipment	Digital Radiography System: This system allows for real-time imaging. Electronic storage, and sharing of files which is all used to do Non-Destructive Testing (NDT) of parts and products produced in advanced manufacturing- Objective #2	\$97,648
	Installation of Radiography Equipment : A lead cabinet donated by industry has to be installed to house the digital x-ray equipment for the NDT training component- Objective #2	\$61,418
	Amatrol Training Package for Quality and Basic Assembly- Part I: This system allows for participants to train on specialized measurement equipment, trainers for basic mechanical assembly operations and hoisting and lifting assembly- Objective #2	\$82,731
Fees	MSSC Course Fees: The MSSC requires paying a fee for the use of their curriculum and a fee for each certification test. The total is \$720 per student. \$720 x 20 students=\$14,000 Objective #2	\$14,000

Total Cost of Other Year 1: \$256,797**Year 2**

Need	Description	Cost
Equipment	Amatrol Training Package for Quality and Basic Assembly- Part II (Description in Year 1): - Objective #2	\$95,741
	CNC Lathe: This equipment is used to give students a familiarity with using computer numeric controllers in production. It allows students to machine parts remotely without having to "touch" the product- Objective #2	\$56,883
	Amatrol System for Electronics and Instrumentation for production training that starts with the basics of power and control electronics, AC/DC, electronic motor-control systems, electrical wiring, industrial soldering system, electrical fabrication, and more- Objective #2	\$60,391
Fees	MSSC Course Fees: The MSSC requires paying a fee for the use of their curriculum and a fee for each certification test. The total is \$720 per student. \$720 x 30 students=\$21,600 Objective #2	\$21,600

Total Cost of Other Year 2: \$234,615

<p>C. Total Direct Costs (A+B)= \$885,040</p> <p>D. Cost Sharing (Minimum 10% of C; up to \$50,000: Lockheed Martin Donated Lead Cabinet for housing x-ray NDT equipment valued at \$120,000)</p> <p>Total Amount Requested: \$885,040</p>

Section 4.2 – Budget Plan Template

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

Requesting Institution:	Southern Arkansas University Tech
Title of Project:	Advanced Manufacturing Pathway: Aerospace Defense Sector

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	\$307,125.00
2. Travel	\$2,936.00
3. Other (Explain Below)	4,500.00
Training: See page 17	
TOTAL PARTNER PARTICIPANT COSTS	\$314,561.00

B. OTHER DIRECT COSTS

1. Materials and Supplies	\$79,067.00
2. Publication Costs/Documentation/Dissemination	\$0.00
3. Consultant Services	\$0.00
4. Other (Explain Below)	491,412.00
Equipment and Student Curriculum and Testing Fees	
TOTAL OTHER DIRECT COSTS	\$570,479.00

C. TOTAL DIRECT COSTS (A & B)	\$884,440.00
--	---------------------

D. COST SHARING (Minimum 10% of C; up to \$50,000)	\$0.00
---	---------------

Total Requested Implementation Grant Budget	\$885,040.00
--	---------------------

Other Notes

The cost-sharing takes place in the form of an in-kind donation of a lead enclosure by Lockheed Martin valued at \$120,000 for the x-ray NDT training.

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.

Sustainability

The maintenance of the developed Advanced Manufacturing Pathway will come in several forms. The efforts to maintain relationships formed in the Planning and Implementation Phases will continue through meetings and work with the industry representatives and public school officials who are also members of the Calhoun and Ouachita County Business and Industry Consortium. Team meetings will be held quarterly with the identified partners to provide updates on the functionality of the designed Pathway and the identification of equipment needs or other needs that the partners can work together to provide for SAUT program delivery.

Tracking of long-term employment outcomes are considered a vital part of the Pathway and the developed partnerships and efforts will be made by SAUT to focus on obtaining employment information and sharing the information with Pathway participants. Barriers to completers obtaining employment with partner industries will be addressed in COBTIC meetings or meetings called with the original Implementation Team members. The ongoing relationship must address both accesses to employment as well as support for College programs and activities as the Pathway continues to develop. SAUT's continued partnership with the RAMP consortium will further the activities of the Pathway.

SAUT is committed to funding a full-time faculty position at the conclusion of the 24-month Implementation Phase through the College's budget including normal support to academic programs (faculty slot, supply and equipment budget, extra help, and travel). To continue to use the MSSC curriculum and to provide certifications, a fee will be created for the program that is paid by the student on a per course and pre assessment basis.

The long-term maintenance and replacement of the training equipment may be sustained in a variety of ways, from revenue generated from program growth, from private foundation grants, and from industry donations of equipment or cash. For two-year colleges, the continued need to change rapidly and to upgrade programs is a challenge; however, SAUT is accustomed to facing such challenges and will continue efforts to maintain the progress, the Pathway, and the high-tech training equipment which are all vital to the success of advanced manufacturing in south Arkansas.

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

May 24, 2016

Brett Powell, Ed.D.
Arkansas Department of Higher Education
Arkansas Workforce Initiative
423 Main Street, Suite 400
Little Rock, AR 72201

Dear Dr. Powell:

This letter of support is to show our commitment, interest, and participation in the development of the career pathway for Certified Production Technician. This pathway will provide opportunity for Adult Education students to become trained as entry level workers in our local communities. SAU Tech Adult Education Center supports the Southern Arkansas University Tech's effort to implement this career pathway by applying for the Arkansas Workforce Initiative Aerospace Defense Sector Implementation Grant.

SAU Tech Adult Education Centers will support SAU Tech's effort by providing the following:

- Remediation in basic academic areas of reading, writing, and math
- Partnering with SAU Tech through Accelerating Opportunity Learning. Accelerating Opportunity Learning will allow students pursuing their GED to simultaneously enroll in a technical career path such as Certified Production Technician.
- Pairing an Adult Basic Education (ABE) Instructor with a technical instructor in certain classes. The ABE Instructor will provide additional instruction in basic academic skills embedded within the curriculum.
- Assisting students in referring them to supportive services such as childcare, transportation, housing, and employment through partner agencies such as WIOA, DHS, CADC, DWS, and temporary staffing agencies.

By providing the services listed above, SAU Tech Adult Education, SAU Tech, business/industry, and other agencies will be able to connect crucial pieces of the puzzle that have prevented lower-skilled adults from entering and completing post-secondary education. Students will be able earn the certificate in Certified Production Technician, and a more qualified workforce will be created as a result of this pathway.

For more information regarding our participation with SAU Tech and the Certified Production Technician pathway, please call Barbara Hamilton, Director of SAU Tech Adult Education Centers at 870-837-4001 or email bhamilto@sautech.edu.

Sincerely,



Barbara Hamilton
Director
237 Jackson St.
Camden, AR 71701
Office: 870-837-4001
bhamilto@sautech.edu



May 26, 2016

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

Dear ADHE,

As an aerospace defense contractor in the Highland Industrial Park, Aerojet Rocketdyne has a vested interest in supporting Southern Arkansas University Tech's efforts in developing the Arkansas Workforce Initiative project. The benefits of developing a career pathway to train more entry level workers for specific contract fulfillment will be appreciated by Aerojet Rocketdyne.

Aerojet Rocketdyne agrees to work with Southern Arkansas University Tech with items such as raw materials from scrap and specialized equipment if available, and/or consultation about specifications when purchasing specialized equipment. Aerojet Rocketdyne allows employees to work as adjunct instructors within their specialized fields as may be necessary and beneficial for SAU Tech's relevant training programs. Further, we agree to work directly with Southern Arkansas University Tech in developing skill specific, industry recognized credentials for students.

Aerojet Rocketdyne supports SAU Tech in this effort and in all other activities of the college that result in successful training programs that impact the company's ability to secure contracts into the future.

For more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative, please feel free to call me at 870.574.3128.

Sincerely,

Frank Wilson
Human Resources Manager
Aerojet Rocketdyne

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU), hereinafter referred to as the Memorandum, entered into on May 26, 2016, between Southern Arkansas University Tech and General Dynamics, Aerojet Rocketdyne, Spectra Technologies, Esterline, Raytheon, National Technical Systems, and B & M Painting. These Industries will be collectively known as the "Parties" for the purpose of establishing and achieving various goals and objectives relating to the partnership.

The Parties desire to enter into the herein described agreement in which they shall work together to accomplish the goals and objectives set forth. The Parties want to enter an understanding, thus setting out all necessary working arrangements that the Parties and SAU Tech agree shall be necessary to complete this partnership.

OBJECTIVES

The Parties will work with the pathways team to develop and update program curriculum and recognize certifications. Parties will refer current and prospective employees to training programs. Employees of the Parties will serve as guest instructors for training programs. The Parties will also commit to interviewing program completers. Donate and share equipment, as applicable. Parties will lastly serve on the SAUT pathway team.

RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

It is the desire and the wish of the aforementioned Parties to this MOU Agreement that this document should not and thus shall not establish nor create any form or manner of a formal agreement or indenture, but rather an agreement between the Parties to work together in such a manner that would promote a genuine atmosphere of collaboration and alliance in the support of an effective and efficient partnership and leadership meant to maintain, safeguard, and sustain sound and optimal managerial, financial and administrative commitment with regards to all matters related to the partnership.

TERMS OF UNDERSTANDING

The term of this Memorandum of Understanding shall be for a period of 2 years from the aforementioned effective date and may be extended upon written mutual agreement of both Parties.

GENERAL PROVISIONS

The Parties acknowledges and understands that they must be able to fulfill their responsibilities under this Memorandum of Understanding in accordance with the provisions of the law and regulations that govern their activities. Nothing in the Memorandum is intended to negate or otherwise render ineffective any such provisions or operating procedures. The Parties assumes full responsibility for their performance under the terms of this Memorandum.

ENTIRE UNDERSTANDING

The herein contained Memorandum of Understanding constitutes the entire understanding of the Parties pertaining to all matters contemplated hereunder at this time. The Parties signing this MOU desire nor intend that any implementing contract, license, or other agreement entered into

between the Parties subsequent hereto shall supplant and prevent any conflicting provision of this Memorandum of Understanding whether written or oral.

AUTHORIZATION AND EXECUTION

The signing of this Memorandum of Understanding does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach, to the best of their abilities, the goals and objectives stated in this MOU. This agreement shall be signed by Southern Arkansas University Tech and General Dynamics, Aerojet Rocketdyne, Spectra Technologies, Esterline, Raytheon, National Technical Systems, and B & M Painting.

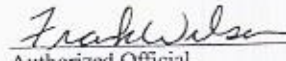
Southern Arkansas University Tech
Lead Institution

 5/26/16
Authorized Official Date

General Dynamics
Partner

Authorized Official Date

Aerojet Rocketdyne
Partner

 5/26/16
Authorized Official Date

Spectra Technologies
Partner

Authorized Official Date

Esterline
Partner

Authorized Official Date

Raytheon
Partner

Authorized Official Date

NTS
Partner

Authorized Official Date

B & M Painting
Partner

Authorized Official Date



www.nts.com

May 26, 2016

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

Dear ADHE:

As an aerospace defense contractor in the Highland Industrial Park, National Technical Systems (NTS) has a vested interest in the development of a career pathway to train more entry level workers for specific contract fulfillment. NTS will support Southern Arkansas University Tech's efforts to develop the Arkansas Workforce Initiative project by providing equipment as available, expert training assistance to faculty, career placement to students, and more.

National Technical Systems supports SAU Tech in this effort and in all other activities of the college that result in successful training programs that impact the company's ability to secure contracts into the future.

For more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative, please call me at (870) 574-0031.

Sincerely,

Brandon Jennings
General Manager

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU), hereinafter referred to as the Memorandum, entered into on 5/12/2016, between Southern Arkansas University Tech and National Technical Systems. This Industry will be collectively known as the "Party" for the purpose of establishing and achieving various goals and objectives relating to the partnership.

The Party desire to enter into the herein described agreement in which they shall work together to accomplish the goals and objectives set forth. The Party wants to enter an understanding, thus setting out all necessary working arrangements that the Party and SAU Tech agree shall be necessary to complete this partnership.

OBJECTIVES

The Party will work with the pathways team to develop and update program curriculum and recognize certifications. Party will refer current and prospective employees to training programs. Employees of the Party will serve as guest instructors for training programs, as applicable. The Party will donate funds to cover student's certification costs. Party will also commit to interviewing program completers, as applicable. Donate and share equipment, as applicable. Party will lastly serve on the SAUT pathway team.

RESPONSIBILITIES AND OBLIGATIONS OF THE PARTY

It is the desire and the wish of the aforementioned Party to this MOU Agreement that this document should not and thus shall not establish nor create any form or manner of a formal agreement or indenture, but rather an agreement between the Parties to work together in such a manner that would promote a genuine atmosphere of collaboration and alliance in the support of an effective and efficient partnership and leadership meant to maintain, safeguard, and sustain sound and optimal commitment with regards to the partnership.

TERMS OF UNDERSTANDING

The term of this Memorandum of Understanding shall be for a period of 2 years from the aforementioned effective date and may be extended upon written mutual agreement of both Parties.

GENERAL PROVISIONS

The Party acknowledges and understands that they must be able to fulfill their responsibilities under this Memorandum of Understanding in accordance with the provisions of the law and regulations that govern their activities. Nothing in the Memorandum is intended to negate or otherwise render ineffective any such provisions or operating procedures. The Parties assumes full responsibility for their performance under the terms of this Memorandum.

ENTIRE UNDERSTANDING

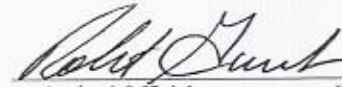
The herein contained Memorandum of Understanding constitutes the entire understanding of the Party pertaining to all matters contemplated hereunder at this time. The Party signing this MOU desire or intend that any implementing contract, license, or other agreement entered into between the Parties subsequent hereto shall supplant and prevent any conflicting provision of this Memorandum of Understanding whether written or oral.


AUTHORIZATION AND EXECUTION

The signing of this Memorandum of Understanding does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach, to the best of their abilities, the goals and objectives stated in this MOU. This agreement shall be signed by Southern Arkansas University Tech and National Technical Systems.

Southern Arkansas University Tech
Lead Institution

NTS
Partner

 5/26/16
Authorized Official Date

 26 May 2016
Authorized Official Date



May 25, 2016

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

Dear ADHE:

As the Secondary Education Career and Technical Training Academy at Southern Arkansas University Tech, we enjoy a long working relationship with the academic programs at SAU Tech on concurrent enrollment, grant projects, and other endeavors.

We are excited about the opportunity to partner and collaborate with the college in creating career training pathways for our students to begin in high school and complete soon after graduation. These pathways will open up opportunities for our students to excel above students who are not afforded these extraordinary liberties.

Students attending the SAU Tech Career Academy will have the opportunity to choose a pre-employment pathway for careers in automotive service technology, computer engineering, and welding.

If I can be of further assistance, please feel free to contact me at (870) 574-4423 or jmitchel@sautech.edu.

Cordially,

A handwritten signature in black ink that reads "Juanita Mitchell". The signature is fluid and cursive, with the first name "Juanita" being more prominent than the last name "Mitchell".

Juanita Mitchell
Director, SAU Tech Career Academy

www.sautech.edu

Lockheed Martin Missiles and Fire Control
P. O. Box 1015 Camden, AR 71711-1015
Telephone 870-574-0200

LOCKHEED MARTIN



May 24, 2016

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

Dear ADHE:

As an aerospace defense contractor in the Highland Industrial Park, Lockheed Martin has a vested interest in the development of a career pathway to train more entry level workers for current and future workforce requirements. Lockheed Martin agrees to continue to support and work with Southern Arkansas University (SAU) Tech and their pathways team as they develop and update program curriculum to create recognized industry certifications for those future staffing needs within the industrial park.

With this effort, Lockheed Martin will continue to provide equipment, supplies and/or material through in-kind donations as available, provide relevant information to faculty to ensure industry standards are being met within the curriculum for the certifications, and opportunities, when available, for career placement for successful, qualified candidates.

Lockheed Martin fully supports SAU Tech in this effort and in all other activities of the college that result in successful training programs that impact the company's ability to secure and fulfill current and future contractual needs.

For more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative, please feel free to call me at 870-574-3064.

Sincerely,

Jacob Addie
Human Resources Manager
Lockheed Martin Missiles and Fire Control, Camden Operations

CAMDEN FAIRVIEW PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

625 Clifton

Camden, Arkansas 71701

May 16, 2016

Brett Powell, Ed. D.
Arkansas Department of Higher Education
Arkansas Workforce Initiative
423 Main Street, Suite 400
Little Rock, AR 72201

Dear Dr. Powell:

Camden Fairview School District, a public school district in south Arkansas, has enjoyed a long working relationship with Southern Arkansas University Tech on numerous grant projects and other endeavors. We are excited about the opportunity to partner with the college as they undertake the task of implementing an educational path for our young people as future workforce employees.

As we currently have students attending the SAU Tech secondary career academy, we will increase our efforts to recruit interested students who wish to pursue a career in the employment arena of Industrial Manufacturing/Processing.

For more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative, please call me at 870-836-4193.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mark Keith".

Mark Keith
Superintendent

An Equal Opportunity Employer

FORDYCE PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

P.O. Box 706

FORDYCE, ARKANSAS 71742

PHONE: 870/352-3005 FAX: 870/352-7187

May 26th, 2016

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

Dear ADHE:

As a public secondary school district in South Arkansas, (Fordyce School District) has enjoyed a long working relationship with south Arkansas University Tech on numerous grant projects and other endeavors. We are excited about the opportunity to partner with the college in creating career training pathways for our students to begin in high school and complete soon after graduation.

As we currently have students attending the SAU Tech secondary career academy, we will increase our efforts to recruit interested students to fill the pathway for the aerospace defense sector that SAU Tech will address in the Arkansas Workforce Initiative program.

For more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative, please call, 870-352-3005

Sincerely,



Superintendent, Dr. Albert Snow



"FORDYCE REDBUGS"

GENERAL DYNAMICS
Ordnance and Tactical Systems

May 17, 2016

Brett Powell, Ed.D.
Arkansas Department of Higher Education
Arkansas Workforce Initiative
423 Main Street, Suite 400
Little Rock, AR 72201

Dear Dr. Powell:

As an aerospace defense contractor in the Highland Industrial Park, General Dynamics has a vested interest in the development of a career pathway for workers in the Production arena. We are very excited about the Certified Production Technician pathway that has a goal of providing more trained entry level workers for this area. We support Southern Arkansas University Tech's effort to implement this program by applying for an Arkansas Workforce Initiative Aerospace Defense Sector Implementation Grant.

General Dynamics will support SAU Tech in this effort and in all activities of the college that result in enhancing the training programs that are available locally. These efforts will help us secure a more qualified workforce for the future.

For more information regarding our participation with SAU Tech and the Certified Production Technician project please call Connie Wilbur, Manager of Human Resources at 870 798-4171 ext. 266.

Sincerely,



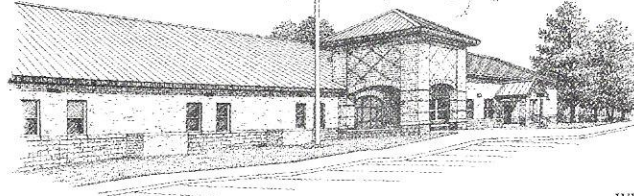
David Chilcote

Director, Camden Operations
General Dynamics Ordnance & Tactical Systems
6345 AR 203 HWY
Hampton, AR 71744
Office: 870 798-4171 ex 233
david.chilcote@gd-ots.com

HAMPTON PUBLIC SCHOOLS

P.O. BOX 1176 – HAMPTON, AR 71744

JIMMY CUNNINGHAM, Superintendent
JANA YOUNG, Assistant Superintendent
BRYAN SANDERS, High School Principal
TOM SAWYER, Elementary Principal



President, ALAN FERGUSON

Vice President, BRANDON EVANS

Secretary, CODY ABLES

Phone: 870-798-2229

Fax: 870-798-2239

Board Members

JOHN H. THOMPSON

JAMES RAWLS

www.edline.net/pages/Hampton_Public_Schools

May 17, 2016

Arkansas Department of Higher Education
Arkansas Workforce Initiative
Attn: Brett Powell, Ed. D.
423 Main Street, Suite 400
Little Rock, AR 72201

Dear Dr. Powell:

As a public secondary school district in south Arkansas, Hampton School District has enjoyed a long working relationship with Southern Arkansas University Tech on numerous grant projects and other endeavors. We are excited about the opportunity to partner with the college in creating career training pathways for our students to begin in high school and complete soon after graduation.

As we currently have students attending the SAU Tech secondary career academy, we will increase our efforts to recruit interested students to fill the pathway for the advanced manufacturing sector, particularly the Certified Production Technician pathway, which SAU Tech will address in the Arkansas Workforce Initiative Aerospace Defense Sector Implementation Grant program.

For more information regarding our participation or our MOU with SAU Tech in the Arkansas Workforce Initiative, please call 870-798-2229.

Sincerely,

Jimmy Cunningham
Superintendent

Harmony Grove

Public Schools

Harmony Grove Campus
401 Ouachita Road 88
Camden, Arkansas 71701
Telephone (870) 574-0971
Fax (870) 574-2765

Mr. Walton Pigott, Superintendent
Mr. Joe Rogers, Jr., President
Mr. Jeremy Givens, Vice-President
Mr. Robert Franks, Secretary
Mrs. Jana Garcia, Member
Mrs. Emily Harrison, Member
Mr. Ken Key, Member
Mr. Stephen McCann, Member

Sparkman Campus
P. O. Box 37
Sparkman, Arkansas 71763
Telephone (870) 678-2243
Fax (870) 678-2917

16 May 2016

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

Dear ADHE,

The Harmony Grove School District has enjoyed a long working relationship with Southern Arkansas University Tech on numerous grant projects and other endeavors. We are excited about the opportunity to partner with the college in creating career training pathways for our students to begin in high school and complete soon after graduation.

As we currently have students attending SAU Tech secondary career academy, we will increase our efforts to recruit interested students to fill the pathway for the aerospace defense sector that SAU Tech will address in the Arkansas Workforce Initiative program.

If I may provide more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative please contact me at 870-574-0971.

Sincerely,

Walton A. Pigott
Walton A. Pigott, Superintendent

Harmony Grove

Public Schools

Harmony Grove Campus
401 Ounchita Road 88
Camden, Arkansas 71701
Telephone (870) 574-0971
Fax (870) 574-2765

Mr. Walton Pigott, Superintendent
Mr. Joe Rogers, Jr., President
Mr. Robert Franks, Vice-President
Mrs. Jana Garcia, Secretary
Mr. Gregory Givens, Member
Mrs. Emily Harrison, Member
Mr. Randy Jenkins, Member
Mr. Ken Key, Member

Sparkman Campus
P. O. Box 37
Sparkman, Arkansas 71763
Telephone (870) 678-2243
Fax (870) 678-2917

May 16, 2016

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

Dear Grantor:

I am pleased, as a representative of my school district, to add my name to this letter in a show of commitment and support to the *Southwest Arkansas Community College Consortium* (SWACCC) partners as they undertake the task of implementing an educational path for our young people as future workforce employees.

The *Regional Advanced Manufacturing Partnership- RAMP: Building the Pipeline*, will allow opportunities to be created at the secondary level for those students who wish to pursue a career in the employment arena of Industrial Manufacturing/Processing. Students from the SW Arkansas region actively participate in Secondary Career Programs offered by their local community colleges and they will greatly benefit from a strengthened high school to post-secondary to industry connection via the pipeline.

Sincerely,

Walton A. Pigott
Walton A. Pigott, Superintendent



DLS 16015

May 16, 2016

Brett Powell, Ed.D
Arkansas Department of Higher Education
Arkansas Workforce Initiative
423 Main Street, Suite 400
Little Rock, AR 72201

Dear Mr. Powell:

As an aerospace defense contractor in the Highland Industrial Park, Spectra Technologies LLC has a vested interest in the development of career pathways to train more entry level workers for specific contract fulfillment. Spectra Technologies will and has in the past supported Southern Arkansas University Tech's efforts when submitting an interest in the Arkansas Workforce Initiative Aerospace Defense Sector Implementation Grant. Spectra understands that this grant will focus on Advanced Manufacturing, particularly the Certified Production Technician pathway.

Spectra Technologies is very excited to support SAU Tech in this effort and acknowledges that an individual can earn a "Certificate" if they pass one or more assessments. However, they must pass all four assessments to earn the full "CPT" certification. Spectra Technologies will continue to support Southern Arkansas University Tech by providing equipment as available, expert training assistance to faculty, career placement to students and more.

Spectra Technologies recognizes the need for successful training programs that will impact our opportunity to grow and thrive within our businesses segment. Students that are "CPT's" will have the opportunity to use the credited hours towards their education at SAU Tech. This will benefit the college graduates by giving them the chance to enter into the world of manufacturing with the latest knowledge and certification needed to secure a job in the future.

For more information regarding our participation with SAU Tech in the Arkansas Workforce Initiative, please call Lynn Sprong, Human Resources Manager, at (870) 574-2555.

Sincerely,

A handwritten signature in black ink, appearing to read "David L. Siggers", written in a cursive style.

David L. Siggers
President

Building 20 Highland Industrial Park, P.O. Box 3355
East Camden, Arkansas 71711
Phone 870.574.2555, FAX 870.574.2560

SOUTHWEST ARKANSAS WORKFORCE DEVELOPMENT BOARD

**P.O. Box 767, 101 Harvey Couch Blvd.
Magnolia, AR 71754
(870) 235-7510 Fax: (870) 234-0135**

May 18, 2016

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

Dear Director Powell,

The Southwest Arkansas Workforce Development Board supports SAU Tech in their efforts to address training needs in the Aerospace Defense Sector.

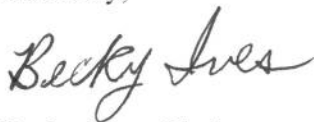
Aerospace Defense Sector is a high demand sector in Southwest Arkansas, and there is a need for trained, qualified workers in this field. It is the Workforce Development Board's goal to ensure that individuals of Southwest Arkansas are educated, trained, and motivated to meet the needs of the current and future workforce.

This training program will create a career pathway from high school to college to work with supports for students needing assistance. It will also provide multiple entry points for others (unemployed individuals or incumbent workers, etc.) to enter the pathway. The result of this program will provide an increase in the local economy by increasing the number of skilled and trained employees in the local community.

The activities proposed in this grant will greatly benefit our region and our participants and we are excited to partner with SAU Tech on this project.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Becky Ives". The signature is written in a cursive, flowing style.

Becky Ives, Chairman
Southwest Arkansas Workforce Development