



**Act 1131 of 2015**

**Regional Workforce Implementation Grant**

**APPLICATION COVER SHEET**

*DUE JUNE 1, 2016*

<b>To:</b>	Arkansas Department of Higher Education
<b>Requesting Institution:</b>	College of the Ouachitas (COTO)
<b>Title of Project:</b>	High School Pre-Apprenticeship Career Pathway
<b>Project Partners:</b>	1. Arkansas Construction Education Foundation (ACEF) 2. Bismarck School District 3. Malvern School District 4. Magnet Cove School District 5. Glen Rose School District 6. Ouachita School District 7. Poyen School District 8. Gary Houston Electric 9. Comfort Systems 10. Staley Electric
<b>Requested Budget:</b>	\$596,694.99
<b>Date Submitted:</b>	5/31/2016
<b>Applicant Contact:</b>	Matthew Cummings
<b>Applicant's Information:</b>	One College Circle Malvern, AR 72104 501-332-0253 Mcumings@coto.edu

**Authorized Signatures for Institution**

Pat Simms  
Vice President of Instruction

Authorized Official

College of the Ouachitas (COTO)

Lead Institution

## Act 1131 of 2015

### Regional Workforce Implementation Grant Application

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

#### SECTION 1 – PROGRAM NEED

**20 Points**

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

*Essential Components:*

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

Keep the following rubric in mind when completing this section:

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



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

Forbes Magazine reported that 53% of skilled-trade workers in the U.S. were 45 years old or older and 18.6% were between the ages of 55 and 64. In the case of electricians, more than 60% of the workers are 45 years of age or older and 50% are over the age of 55. This translates to a large portion of electricians aging out of the trade within the next 10 years. In Arkansas, there are entire counties and groups of counties without a licensed Master Plumber and the situation is becoming increasingly dire.

To address this issue College of the Ouachitas (COTO), along with its apprenticeship training partner - Arkansas Construction Education Foundation (ACEF), seeks to develop a program that will allow high school students the opportunity to "jump start" their journey to a successful career in these areas. This proposal is to develop a meaningful career pathway for those interested in the apprenticeship trades, specifically as an electrician or plumber. The program will demonstrate the effectiveness of strategic partnerships among a community college, a registered apprenticeship training partner, service area high schools, and area employers.

Attached are support letters from Industry Partners: Gary Houston Electric, Carrington Electric, Kimbel Mechanical Systems, Staley Electric, and Comfort Systems USA

This program is constructed to identify potential participants as early as the 10<sup>th</sup> grade year. Once identified, potential candidates and their parents will be counselled regarding options available to them and the benefits of our apprenticeship program. During their senior year eligible participants will be able to take transferable college classes that count towards a COTO Associate of Applied Science (AAS) degree in Apprenticeship Arts. All "academic" classes will be taught by properly credentialed faculty approved by COTO. In addition, participants will attend class one night a week taught by a journeyman, approved by ACEF, within the specific trade. Students will also attend "lab" classes 10 times during this year. At the end of the year one apprenticeship course participants will be tested and credit for a level one apprentice will be given to those students successfully meeting satisfactory performance requirements. Upon high school graduation these new level one completers will be interviewed for hire/sponsorship by our employer partners. Those selected will be eligible to continue in the program for the remaining three years provided the student/employee meets all conditions for continued employment and makes satisfactory progress academically. Each student will also receive a Certificate of Proficiency (pending ADHE approval) for each year of program completion. Upon successful completion of the program, three years after graduation, participants will be prepared for certification as a journeyman electrician or plumber. New cohorts of students will be added each year of the program. The program is designed to add one electrical and one plumbing apprenticeship program cohort each year. The program has set a goal of 15 participants in each of the electrical and plumbing cohorts (total of 30) in year one. Our goal for year two and beyond is to have 20 participants in each of the new electrical and plumbing cohorts. Program completers will be equipped to fill the existing gaps, as well as the impending shortage, in these critical needs employment areas.

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

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

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



Keep the following rubric in mind when completing this section:

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

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

During the past six months the project director has been recruiting students from high schools within COTO's five county service area. Students that have expressed interest have been contacted regarding application procedures and will be expected to register for the program before September 1, 2016. Students accepted into the program will meet during their first year according to the attached schedule (Reference Chart 1.1). Second-, third-, and fourth-year students will meet on schedule with the regular ACEF apprentices.

For the purpose of this study, students must complete the following tasks and activities to be considered a candidate for the journeyman exam (no exceptions):

- Pre-apprenticeship program
- Employed in the trade in which the pre-apprenticeship was completed.
- Enroll with ACEF apprenticeship programs and complete registration process with the U.S. Dept. of Labor
- 456 hours of Related Technical Instruction (RTI)
- Minimum of 6000 hours of on-the-job (OJT) training under an appropriately licensed craft person
- Complete all four levels of NCCER curriculum.
- Successfully complete NCACP Certified Plus assessment

Candidates who have completed the tasks will be released to sit for the journeyman exam (Pending on DOL approval).

**Steering Committee -**

**Matt Cummings-Project Director**

**Pat Simms- Vice President of Instruction COTO**

**Kathy Fulks- Executive Director Arkansas Construction Education Foundation**

**Donnie King- Finance Director Arkansas Construction Education Foundation**

**Mike Dangler- Ouachita Career Center Director COTO**

**Steve Suit- Electrician/Instructor**

**George Penning- Plumber/Instructor**

**Ed Carrington- Chief Executive Officer- Carrington Electric**

**Ted Holzwarth-VP of Corporate Development- Comfort Systems USA**

Gary Ferrel- President- Staley Electric  
Travis Keller- HR Director- Kimbel Mechanical Systems

**Pathways articulation and support-**

**Year 1-Apprenticeship Credit, High School Graduate, CP in Electrical Apprenticeship – Level I\*, Hired by Industry Partner**

**Year 2- Apprenticeship Credit while working with Industry Partner, CP in Electrical Apprenticeship – Level II\*, available Technical Certificate in Electrical Apprenticeship**

**Year 3- Apprenticeship Credit while working with Industry Partner, CP in Electrical Apprenticeship – Level III\***

**Year 4- Apprenticeship Credit while working with Industry Partner, CP in Electrical Apprenticeship – Level IV\*, available Associate of Applied Science in Apprenticeship Trades, obtain a Journeymen License in trade**

**Later Opportunities: Obtain a Master License in trade, Obtain a Bachelor degree, small business owner**

**\*Pending ADHE Approval**

**Role of equipment requested-Tool List Attached (Reference Chart 1.2)**

**Training equipment requested will be utilized to give high school pre-apprentices the opportunity to use and understand Motor Controls, Ground Faults, Residential Electricity, and Pipefitting.**

**Performance assessment-**

The student will attend evening classes mirroring our adult apprenticeship programs. He or she will be taught by a journeyman within the trade and will attend class as if they were a registered apprentice. The high school student will be required to meet the same objectives as the working apprentices in terms of instruction and practical labs. ACEF is a NCCER Accredited Training Sponsor (ATS) and the student will receive his or her NCCER level 1 Certificate of Completion. The student will also be required to attend ten hands-on labs over the course of the year to develop the necessary skills required of an apprentice in the trade. As the student approaches graduation, ACEF will provide opportunities for the student to meet employers within their chosen pathway in the pre-apprenticeship program. In the event a student is hired by one of our employers and agrees to complete their apprenticeship within our program, ACEF will place them in a second-year class for the purposes of the Related Technical Instruction. In the final year of the program ACEF will conduct an assessment of the candidate's knowledge and skills utilizing NCCER's National Craft Assessment and Certification Program (NCACP). The assessment will consist of a computer-based knowledge exam and performance verifications. The knowledge assessment was developed in conjunction with subject matter experts from the industry and Prov™ and is based on topics found throughout all four levels of the NCCER curriculum. Candidates will be allowed two attempts on the knowledge assessment. The performance verifications are designed to assess the candidate's skills in a controlled, observable, and measurable manner within the context of a real-world environment (when possible) by a qualified and objective performance evaluator. All performance evaluators will be required to attend an 8 hour training course and will be accredited by the National Center of Construction Education and Research to conduct performance evaluations. If a candidate is unsuccessful, the individual may attempt a second performance verification at the discretion of the performance evaluator. If the candidate successfully completed the NCACP, the individual will be awarded journeyman level "Certified Plus" credentials by NCCER. ACEF will apply 2000 hours of experience credit for purposes of satisfying the 8000 hours of on-the-job experience required under U.S. Department of Labor's "Standards of Apprenticeship".



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

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

*Essential Components:*

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

Keep the following rubric in mind when completing this section:

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

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

**College Of The Ouachitas:**

COTO will serve as the grant administrator. All financial transactions will be approved through the Program Director. COTO will provide the training space, classroom furnishings, technology, and utilities associated with the year one apprentice training and all of the general education courses associated with the AAS in Apprenticeship Trades degree.

**Arkansas Construction Education Foundation:**

ACEF will provide licensed instructors, NCCER training material, and register apprentices with the U.S. Dept. of Labor.

**Industry Partners:**

Our industry partners will provide job placement opportunities for students and on-the-job training.

**Area High Schools:**

Area high schools will allow students interested in becoming an electrician or plumber the opportunity to enroll into apprenticeship classes while still attending high school. They will also allow the active recruitment of students at their location.

**Capabilities of each partner in ensuring project success-**

The partnership between COTO, ACEF, our industry partners, and area high schools is a unique blend of organizations working on creating opportunities for students wanting to start a career in the skilled trades industry. Area high schools will allow students interested in working towards this career goal the opportunity to enroll into registered apprenticeship program. COTO provides college transferable coursework that meets the general education requirements of the AAS degree. COTO also houses the program and serves as the grant administrator. ACEF will enroll apprentices into a registered apprentice program through the U.S. Department of Labor, provide the training material of all four levels of NCCER curriculum, and provide licensed instructors to teach the apprenticeship classes. Industry partners will interview and hire students once students complete their first year of pre-apprenticeship classes and graduate high school.



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

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

*Essential Components:*

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

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

Keep the following rubric in mind when completing this section:

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

**Section 4.1 – Budget Plan Detail**

*Please provide your detailed financial plan in the box below.*

**Clear alignment between funding request and grant activities-  
Reference Chart 1.3**

**A. Program Leadership Support Costs**

**1. Personnel/Stipend - \$212,085.50**

This line item covers the cost of the program coordinator, the ACEF liaison, the classroom instructors, and associated benefits of these personnel.

**2. Travel - \$3,000**

This line item pays for mileage reimbursement for COTO and ACEF personnel (excluding instructors) for grant related travel.

**3. Other - \$12,000**

This line item pays for three individuals from the COTO and ACEF staffs to attend (each year) a national conference on apprenticeship programs. This allows for the sharing of best practices among apprenticeship programs while also promoting our program.

**B. Other Direct Costs**

**1. Equipment - \$69,677.20**

This line item covers the cost of the one-time equipment purchases needed to effectively train our participants. These purchases include a piping systems trainer, a ground fault protection trainer, a motor control circuits trainer, and a residential electricity trainer.

**2. Materials and Supplies - \$118,332.29**

This line item includes tool "kits" for individual participants, shop tools (equipment for classroom/lab use), lab consumables, building kits (2 - 16'X32' buildings) used for real-world wiring and plumbing labs, and office supplies.

**3. Publication Costs - \$10,000**

This line item includes costs associated with advertising and promotion of the program at the participating school districts.

**4. Consultant Services - \$146,400**

This line item includes curriculum costs – including apprenticeship textbook/code book, ACEF apprenticeship tuition and fees, \$100 per year COTO apprenticeship fee (\$25 per course) and COTO tuition for one general education class per student per year (tuition reimbursement upon successful completion – "C" or better). Participants will be responsible for fees and textbooks associated with the COTO general education classes.

**5. Other - \$25,200**

This line item provides for travel reimbursement for program participants traveling over 20 miles (one-way) to COTO. The reimbursement rate is \$0.21 per mile (one-half of the state rate). This is approximate and based on 15 students traveling 60 miles per trip for 20 trips per semester during years one and two. It includes another 20 students for the year two cohort.

**C. Cost Sharing - \$50,000**

**We have included a letter of committal from our apprenticeship training partner, Arkansas Construction Education Foundation, guaranteeing a minimum placement of 10 apprentices per year in full-time (upon high school graduation) employment at an annual minimum salary of \$18,000 per year. By doing so, ACEF is committed to provide the matching funds in excess of the required \$50,000 established by the grant in the form of apprentice wages and benefits. Documentation will**



be kept on each apprentice that is placed with an industry partner. This documentation will include the number of hours worked, classroom hours attended, and wages earned.

**Section 4.2 – Budget Plan Template**

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

<b>Requesting Institution:</b>	College of the Ouachitas
<b>Title of Project:</b>	High School Pre-Apprenticeship Career Pathways

**A. PROGRAM LEADERSHIP SUPPORT COSTS**

1. Personnel/Stipend	\$212,085.50
2. Travel	\$3,000.00
3. Other (Explain Below)	\$12,000.00
Briefly Explain Other Costs0	

**TOTAL PARTNER PARTICIPANT COSTS**

\$227,085.50

**B. OTHER DIRECT COSTS**

1. Equipment	\$69,677.20
2. Materials and Supplies	\$118,332.29
3. Publication Costs/Documentation/Dissemination	\$10,000.00
4. Consultant Services	\$146,400.00
5. Other (Explain Below)	\$25,200.00

**TOTAL OTHER DIRECT COSTS**

\$369,609.49

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

\$596,694.99

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

\$50,000.00

**Total Implementation Grant Budget**

\$646,694.99

Other Notes

Conferences @ \$6000.00/yr = \$12,000

Student Mileage Reimbursement @ \$.21/mile= \$25,200.00



**SECTION 5 - SUSTAINABILITY****20 Points**

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

*Essential Components:*

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

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

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

At the end of the implementation grant cycle College of the Ouachitas will submit a continuation grant to continue the program for two additional years. During the four year period COTO will be working with its Ouachita Career Center to add the apprenticeship program to the career center's program inventory. COTO's Ouachita Career Center will present a proposal to offer Mechanical, Plumbing and Electrical Course Number 493840 through the Department of Career Education that will allow students to take pre-apprenticeship courses during the regular school day while gaining dual high school credit and apprenticeship certification. We anticipate this to be a four-year process but the resources provided by this grant will be instrumental in our ability to offer this program.

Equipment will continue to be utilized by students working in the plumbing and electrical apprenticeship classes offered through the Ouachita Career Center. Any repairs that are needed for the equipment will be paid by COTO or industry partners. Most of the training equipment that will be purchased using grant funding could be maintained and repaired by the licensed instructors that teach the apprenticeship classes.

Economic development is embedded in COTO's mission and vision statements. We have a deep commitment to working with all entities in our service area to promote the economic development of Arkansas. COTO, ACEF, and our industry partners see this grant as an opportunity to increase the interest in the skilled trades and to promote the career opportunities available to high school seniors in these fields. Our steering committee members will continue to meet quarterly to discuss any changes that need to be made to the program, personnel changes, program funding, and/or student recruitment. We began discussions with ACEF regarding this type of program approximately six months before the grant opportunity was announced. As you can imagine we were very concerned about the cost of implementing such a program but we were excited when the grant announcement was made and we began work immediately on our proposal. We are committed to the continued success of this program and look forward to a long and rewarding partnership.

With the staggering decline in skilled trades workers in the Arkansas and the United States COTO does not foresee (within the next 10 years) a time when the need for licensed plumbers and electricians will be met. With 53% of skilled-trade workers in the U.S. over the age of 45, the demand for plumbers and electricians is going to continue to grow in the next 20 years. In the case of electricians, more than 60% of the workers are 45 years of age or older and 50% are over the age of 55. This translates to a large portion of electricians who are going to age out of the trade within the next 10 years. In Arkansas, there are entire counties and groups of counties without a licensed master plumber and the situation is becoming increasingly dire. COTO and ACEF want to meet the market demand for skilled-trades workers and provide high paying careers for citizens of Arkansas for many years to come.



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

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

## **Chart 1.1**

### **Class Timeline (2016 – 2017 Academic Year)**

#### **September**

- 9/12/2016 – Classroom Instruction
- 9/19/2016 – Classroom Instruction
- 9/26/2016 – Classroom Instruction

#### **October**

- 10/3/2016 – Classroom Instruction
- 10/10/2016 – Classroom Instruction
- 10/17/2016 – Classroom Instruction
- 10/24/2016 – Classroom Instruction
- 10/31/2016 – Classroom Instruction

#### **November**

- 11/5/2016 – Orientation to Lab (plumbing and electrical)
- 11/7/2016 – Classroom Instruction
- 11/14/2016 – Classroom Instruction
- 11/19/2016 – Electrician's Lab
- 11/21/2016 – Classroom Instruction
- 11/28/2016 – Classroom Instruction

#### **December**

- 12/3/2016 – Plumber's Lab
- 12/5/2016 – Classroom Instruction
- 12/10/2016 – Electrician's Lab
- 12/12/2016 – Classroom Instruction
- 12/17/2016 – Plumber's Lab
- 12/19/2016 – Classroom Instruction

#### **CHRISTMAS BREAK (2/20/2016 – 1/9/2017)**

#### **January**

- 1/9/2017 – Classroom Instruction
- 1/14/2017 – Electrician's Lab
- 1/16/2017 – Classroom Instruction
- 1/21/2017 – Plumber's Lab
- 1/23/2017 – Classroom Instruction
- 1/28/2017 – Electrician's Lab
- 1/30/2017 – Classroom Instruction



## **February**

- 2/4/2017 – Plumber's Lab
- 2/6/2017 – Classroom Instruction
- 2/11/2017 – Electrician's Lab
- 2/13/2017 – Classroom Instruction
- 2/18/2017 – Plumber's Lab
- 2/20/2017 – Classroom Instruction
- 2/25/2017 – Electrician's Lab
- 2/27/2017 – Classroom Instruction

## **March**

- 3/4/2017 – Plumber's Lab
- 3/6/2017 – Classroom Instruction
- 3/11/2017 – Electrician's Lab
- 3/13/2017 – Classroom Instruction
- 3/18/2017 – Plumber's Lab
- SPRING BREAK
- 3/27/2017 – Classroom Instruction

## **April**

- 4/1/2017 – Electrician's Lab
- 4/3/2017 – Classroom Instruction
- 4/8/2017 – Plumber's Lab
- 4/10/2017 – Classroom Instruction
- 4/17/2017 – Classroom Instruction
- 4/22/2017 – Final Lab (plumbers and electricians)
- 4/24/2017 – Classroom Instruction

## **Awards Ceremony – May 20, 2017**

30 classes @ 4 hours each	= 120 Related Technical Instruction
10 labs @ 6 hours each	= 60 hours of Practical Skills Development
	= 180 hours total

## **Chart 1.1**

### **Class Timeline (2017 – 2018 Academic Year)**

#### **September**

- 9/11/2017 – Classroom Instruction
- 9/18/2017 – Classroom Instruction
- 9/25/2017 – Classroom Instruction

#### **October**

- 10/2/2017 – Classroom Instruction
- 10/09/2017 – Classroom Instruction
- 10/16/2017 – Classroom Instruction
- 10/23/2017 – Classroom Instruction
- 10/30/2017 – Classroom Instruction

#### **November**

- 11/4/2017 – Orientation to Lab (plumbing and electrical)
- 11/6/2017 – Classroom Instruction
- 11/13/2017 – Classroom Instruction
- 11/18/2017 – Plumber's Lab
- 11/20/2017 – Classroom Instruction
- 11/27/2017 – Classroom Instruction

#### **December**

- 12/2/2017 – Electrician's Lab
- 12/4/2017 – Classroom Instruction
- 12/09/2017 – Plumber's Lab
- 12/11/2017 – Classroom Instruction
- 12/16/2017 – Electrician's Lab
- 12/18/2017 – Classroom Instruction

#### **CHRISTMAS BREAK (12/19/2017 – 1/8/2018)**

#### **January**

- 1/8/2018 – Classroom Instruction
- 1/13/2018 – Plumber's Lab
- 1/15/2018 – Classroom Instruction
- 1/20/2018 – Electrician's Lab
- 1/22/2017 – Classroom Instruction
- 1/27/2018 – Plumber's Lab
- 1/29/2017 – Classroom Lab

## **February**

- 2/3/2018 – Electrician's Lab
- 2/5/2018 – Classroom Instruction
- 2/10/2018 – Plumber's Lab
- 2/12/2018 – Classroom Instruction
- 2/17/2018 – Electrician's Lab
- 2/19/2018 – Classroom Instruction
- 2/24/2018 – Plumber's Lab
- 2/26/2018 – Classroom Instruction

## **March**

- 3/3/2018 – Electrician's Lab
- 3/5/2018 – Classroom Instruction
- 3/10/2018 – Plumber's Lab
- 3/12/2018 – Classroom Instruction
- 3/17/2018 – Electrician's Lab
- SPRING BREAK
- 3/26/2018 – Classroom Instruction
- 3/31/2018 – Plumber's Lab

## **April**

- 4/2/2018 – Classroom Instruction
- 4/7/2018 – Electrician's Lab
- 4/9/2018 – Classroom Instruction
- 4/16/2018 – Classroom Instruction
- 4/21/2018 – Final Lab (plumbers and electricians)
- 4/23/2018 – Classroom Instruction

## **Awards Ceremony – May 19, 2018**

30 classes @ 4 hours each	= 120 Related Technical Instruction
10 labs @ 6 hours each	= 60 hours of Practical Skills Development
	= 180 hours total



CHART 1.2

Tool List	Students per year	Cost		# of groups	Total Cost	Description
		cost per item	Cost			
Side Cutters	20	\$ 17.45		2	\$ 698.00	Milwaukee Model #48-22-4106
Lineman's	20	\$ 31.97		2	\$ 1,278.80	Klein Model # D213-9NESEN
Wire Strippers	20	\$ 10.98		2	\$ 439.20	Klein Model #11045
Hammer	35	\$ 9.97		2	\$ 697.90	Husky 16 oz Claw Hammer Model #N - G16CHD-HN
Screwdriver - slotted and cross	35	\$ 19.97		2	\$ 1,397.90	Dewalt screwdriver set Model # DWHHT62513L
Sheet rock knife	35	\$ 5.98		2	\$ 418.60	Husky jab saw with scabbard Model # 45410
Voltage tester	20	\$ 16.00		2	\$ 640.00	Milwaukee Model #2202-20
Needle Nose Pliers	35	\$ 7.97		2	\$ 557.90	Husky 6" Model #48058
#2 square shank	20	\$ 6.71		2	\$ 268.40	Klein Model # 669
Hacksaw	35	\$ 4.96		2	\$ 347.20	HDX 10" Hacksaw Model #12150
Conduit Reamer	20	\$ 15.30		2	\$ 882.00	Klein Tools Model #19352
Channel Locks (2 per)	35	\$ 12.60		2	\$ 882.00	Dewalt Puchlock Pliers Model #DWHHT70270
Torpedo level	35	\$ 4.47		2	\$ 312.90	Johnson Magnetic level Model #1405-0900
Nut Driver set (10 IN 1)	35	\$ 15.97		2	\$ 1,117.90	SAE Husky Driver set Model #106300071
Tape Measure	35	\$ 9.88		2	\$ 691.60	Stanley Model #33-425D
Flashlight	35	\$ 10.27		2	\$ 718.90	Dorcy Weather LED Flashlight Model #41-2387
Utility Knife	35	\$ 7.88		2	\$ 551.60	Husky Folding Lock Back Utility Knife Model # 21113
Tubing Cutter	20	\$ 16.98		2	\$ 339.60	
Hard Hat	35	\$ 5.95		2	\$ 416.50	Can be purchased in Bulks
Safety Glasses	80	\$ 5.00		2	\$ 800.00	Can purchase in Bulk
Safety vests	35	\$ 5.37		2	\$ 375.90	Cordova Model # V111W
Ear plugs	3	\$ 23.70		2	\$ 142.20	
Tool Belt	35	\$ 15.00		2	\$ 1,050.00	Cordova Model #EPU01 (200 per box)
Steel Toe Boots	35	\$ 100.00		2	\$ 7,000.00	

Key

Home Depot

Zoro

Graininger

Available online from any supplier

\$ 21,755.00 Cost for two cohort groups

\$ 2,175.50 Tax 10%

\$ 23,930.50

Shop Tools						
Cordless Sawalls	2	\$ 259.00			\$ 518.00	Dewalt 20-volt Saw kit Model #DCS380P1
extra Battery - sawzall	1	\$ 129.00			\$ 129.00	(2-PAK)
Cordless Drills	4	\$ 129.00			\$ 516.00	Dewalt 20-volt 1/2" drill/drier kit with 2 batteries Mode I# DCD771C2)
Corded Drill	2	\$ 99.00			\$ 198.00	DeWalt 1/2" Variable Speed Reversing Drill Model #DW235G
Corded Sawzall	1	\$ 99.00			\$ 99.00	
Portable Chain vise (1/8" - 2.5")	2	\$ 329.37			\$ 658.74	Dewalt 12 Amp Reciprocating Saw Model #DWE305
Pipe Threading Die	2	\$ 676.94			\$ 1,353.88	
Oil Bucket	2	\$ 159.99			\$ 319.98	
Fusion Joint = Electric	1	\$ 2,300.00			\$ 2,300.00	Waiting on price quote

Fusion Joint - heat	1	\$	2,300.00	\$	2,300.00	Waiting on price quote
3/4 inch hand benders	5	\$	45.25	\$	226.25	Klein Tools 3/4 inch bender Model #56207
KO Set - hydraulic (1/2 - 2)	2	\$	395.75	\$	791.50	Eclipse Knockout Punch Model #902-482
stud punch	5	\$	180.00	\$	900.00	Greenlee Stud Punch Model #724
Fish Tape	5	\$	42.25	\$	211.25	Klein Tools Depthfinder 125 ft Tape Model #56003
Wire Cart	2	\$	687.00	\$	1,374.00	Maxis Large Spool Wire Cart Model #56825101
Allen Wrenches - lg set	4	\$	24.97	\$	99.88	SAE/Metric T-handle Hex Key Set Model #HTHKSMT14PNC
pev pipe tool	2	\$	398.00	\$	796.00	(Milwaukee M12 Propex)
Bore Bits (3/4"   1"   1 1/2")	6	\$	7.97	\$	47.82	(Bosch Daredevil spade bit set)
Extension Cords (3-Way)	5	\$	59.97	\$	299.85	RIDGID 100 ft 12/3 Heavy Duty Extension cord Model # AW62624
3 outlet extension	3	\$	26.87	\$	80.61	GFCl Extension Model 30338213
Bandsaw	2	\$	399.00	\$	798.00	Milwaukee Cordless Band Saw with extra Battery Model #2629-22-48-11-1840
Impact Drill	2	\$	179.00	\$	358.00	Dewalt 20-volt 1/4" driver with extra battery Model #DCF885C2
Hammer Drill	2	\$	99.00	\$	198.00	Dewalt 1/2 variable speed reversible hammer drill Model #DW511)
Shop Vac	4	\$	79.97	\$	319.88	RIDGID 12 Gal 5 PHP Wet/Dry Vac Model WDI270
Ratchet Cutter	2	\$	157.25	\$	314.50	Grip-on Chain Pipe Cutter Model #GR186-12
Hole Saw	2	\$	79.97	\$	159.94	Milwaukee 13 piece General Purpose Hole Saw Kit Model #49-22-4025
Push Cart	5	\$	59.98	\$	299.90	Husky 31 in Steel Utility Cart Model #PMT-102R3
Drill Bit Sets	5	\$	37.99	\$	189.95	Dewalt Drill/Driving set (80 pieces) Model # DW2587
Can light cutout	2	\$	31.47	\$	62.94	Milwaukee 6 3/8" Recessed Light Hole Saw Model #49-56-0305
Multimeter	2	\$	89.97	\$	179.94	Model #CL600 Klein Tools)
8 ft ladder	1	\$	79.98	\$	79.98	Model #FS106
Extension ladder	2	\$	99.98	\$	199.96	Model #MT1-22
Job Box	4	\$	1,600.00	\$	6,400.00	Jobsite Piano Box Model #1-682990
Rigging	4	\$	79.97	\$	319.88	3M Tekk Model #94010-00001

\$ 23,100.63 Cost of lab tools and equipment  
 \$ 2,310.06 Tax 10%

**\$ 25,410.69**

#### Lab Materials - Consumables

Plumbing	2	\$	20,000.00	\$	40,000.00
Electrical	2	\$	20,000.00	\$	40,000.00
<b>Building Kit - one time cost</b>					
Richmond 16 x 32 ft	2	\$	10,495.00	\$	20,990.00
Shipping	2	\$	1,000.00	\$	2,000.00
Hardware (doors / windows	2	\$	1,000.00	\$	2,000.00

\$ 104,990.00 Cost of lab and consumables  
 \$ 10,499.00 Tax 10%

**\$ 115,489.00**



Chart 1.3

<b>Expenses</b>		<b>Cost</b>	<b>2016/2017(30 Students)</b>	<b>2017/2018(70 Students)</b>	<b>Total</b>	
<b>Consultant Services</b>						
Curriculum(Text book/Code Book)	\$ 250.00	\$ 7,500.00	\$ 17,500.00	\$ 25,000.00	\$ 146,400.00	
Apprentice Tuition and Fees	\$ 835.00	\$ 25,050.00	\$ 58,450.00	\$ 83,500.00		
College Course Tuition	\$ 379.00	\$ 11,370.00	\$ 26,530.00	\$ 37,900.00		
<b>Materials and Supplies</b>						
Electrical Individual Tools	\$ 366.24	\$ 5,493.60	\$ 7,324.80	\$ 12,818.40	\$ 118,332.29	
Plumbing Individual Tools	\$ 317.52	\$ 4,762.80	\$ 6,350.40	\$ 11,113.20		
Shop Tools( 1 time expense)	\$ 25,410.69	\$ 25,410.69		\$ 25,410.69		
Lab Consumables (Plumbing and Electrical)	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 40,000.00		
Building Kits( 1 time expense)	\$ 24,990.00	\$ 24,990.00		\$ 24,990.00		
Office Supplies	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 4,000.00		
<b>Equipment</b>						
Piping/Pipefitters System Trainer	\$ 19,352.20	\$ 19,352.20			\$ 69,677.20	
Ground Fault Protection Demonstrator	\$ 19,808.80	\$ 19,808.80				
Motor Control Circuits Trainer	\$ 26,189.90	\$ 26,189.90				
Residential Electricity Trainer	\$ 4,326.30	\$ 4,326.30				
<b>Travel</b>						
Travel	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 3,000.00	\$ 3,000.00	
<b>Publication Cost</b>						
Community Relations	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 5,000.00	\$ 10,000.00	
Promotional Items	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 5,000.00		
<b>Other</b>						
Student Mileage Reimbursement	0.21/mile	\$ 7,560.00	\$ 17,640.00	\$ 25,200.00	\$ 37,200.00	
Conferences	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 12,000.00		
<b>Personnel/Stipend</b>						
Administration		\$ 59,246.00	\$ 65,412.00	\$ 212,085.50		
Instruction		\$ 25,000.00	\$ 25,000.00			
Fringe Benefits		\$ 18,540.00	\$ 18,887.50			
			<b>Total Direct Cost</b>		\$ 596,694.99	





## ARKANSAS CONSTRUCTION EDUCATION FOUNDATION

Arkansas Construction Education Foundation

[www.arcef.org](http://www.arcef.org)

May 27, 2016

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

Re: Committal Letter – Regional Workforce Implementation Grant: High School Pre-Apprenticeship Career Pathways

Greetings:

This letter will commit the Arkansas Construction Education Foundation (ACEF) for placement of program graduates in full-time employment with employers signatory to our apprenticeship programs, including industry partners to the grant. ACEF projects a minimum of 50% placement of program participants and guarantees placement of a minimum of 10 apprentices in full-time positions as apprentice plumbers and electricians and will have direct entry as apprentices into our program.

Each apprentice placed will have a minimum wage of \$9.00 an hour (\$18,000 annual). Employers are obligated under our Standards of Apprenticeship to pay wages based on our wage progression scale. Furthermore, as apprentices meet their obligations of 72 classroom hours, 1,000 hours of on-the-job training and a minimum grade of 70%, ACEF notifies an employer that an apprentice is due a wage progression of 5% - 10%. Ideally, wage progressions occur every six months. At the conclusion of their apprenticeship, participants will reach scale of 100%, the minimum wage of 17.44 per hour (approximately \$35,000 annual).

All employers signatory to our program must sign an "Employer Acceptance Agreement" which obligates them to abide by the Standards of Apprenticeship, which also includes setting the average journeyman wage on which the wage scale is determined. A copy of the agreement is included with this letter, along with a copy of an indentured agreement signed by an apprentice, employer and ACEF.

In consideration of the previous statements, ACEF is committed to provide matching funds in excess of the required \$50,000 established by the grant in the form of apprentice wages and benefits.

Please do not hesitate to contact me should you require additional information from our organization.

Respectfully,

Kathy Fulks  
Executive Director

Enc: Employer Acceptance Agreement, Employer Progress Report, U.S. Department of Labor Program Registration and Apprenticeship Agreement

Central Office -  
4421 West 61st Street  
Little Rock, AR 72209  
(800) 240-2730 Toll Free  
(501) 372-1590 Phone  
(501) 372-2879 Fax

Services Offered -  
Apprenticeship Training  
Motor Controls Course  
Customized Training  
Electrical Exam Preparation

Continuing Education Course  
Written Safety Programs  
OSHA 10-Hour Course  
OSHA 30-Hour Course  
First Aid and CPR Class

Project Management Course  
Jobsite Supervision Course  
Craft Skills Assessments  
Pipeline Skills Assessments



May 31, 2016

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

Re: Letter of Support – Regional Workforce Implementation Grant: High School Pre-Apprenticeship Career Pathways

Dear Sir/Madam:

I am pleased to write this letter of support for the Regional Workforce Implementation Grant for High School Pre-Apprenticeship Career Pathways. Kimbel Mechanical Systems, Inc. is an industry partner to the Arkansas Construction Education Foundation and we value the efforts of this organization. We are proud to support their initiative to provide an early start for high school seniors to be a part of skilled trades. We would be honored to serve in an advisory role to the mandatory partners on industry needs and provide feedback on employment and retention status of grant participants.

Kimbel Mechanical Systems, Inc. services the large scale commercial and residential builder with plumbing, HVAC and electrical installation. We established a formal in-house program in 2006 which is approved by the U.S. Department of Labor, Office of Apprenticeship and recognized by the Arkansas Departments of Health and of Labor. Kimbel Mechanical Systems is always seeking opportunities to connect with our communities to provide our young people with high-quality, high-wage career prospects.

We anticipate your favorable consideration of the High School Pre-Apprenticeship Career Pathways Regional Workforce Implementation Grant. Feel free to contact me if there is additional information needed from our organization.

Thank You,

A handwritten signature in black ink, appearing to read 'Travis Keller', is written over a horizontal line.

Travis Keller  
Human Resource Director

CARRINGTON ELECTRIC COMPANY, INC.  
ENGINEERING – CONSTRUCTION

19 May 2016

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

RE: High School Pre-Apprenticeship Career Pathway  
Regional Workforce Implementation Grant

Gentlemen:

Pre-Apprenticeship as a career pathway will be instrumental in helping to curtail the shortage of future construction workers. We are writing to voice our strong support for such a program. As an industry partner, **Carrington Electric** will serve in an advisory role to the mandatory partners on industry needs and will provide feedback on employment and retention status of grant participants.

For more than 25 years, **Carrington Electric** has used accredited Apprentice programs to train future electricians. This new career pathway can only enhance the employment opportunities for future skilled workers and help to eliminate the labor supply shortfall.

We strongly encourage your support and implementation of this career pathway program. Should you require any additional information from our firm, please do not hesitate to contact this office.

Sincerely,  
**Carrington Electric Company, Inc.**



Ed Carrington  
Chief Executive Officer

P. O. BOX 1667  
PINE BLUFF, ARKANSAS 71613



(870) 534-6993  
FAX (870) 534-5138





May 18, 2016

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

Re: Letter of Support – Regional Workforce Implementation Grant: High School Pre-Apprenticeship Career Pathways

Greetings:

It is with enthusiasm that I am writing this letter of support for the Regional Workforce Planning Grant for High School Pre-Apprenticeship Career Pathways. We are familiar with the goals of the program and strongly support this effort to provide skills training to high school seniors for careers in the skilled trades. As an industry partner, Gary Houston Electric will serve in an advisory role to the mandatory partners on industry needs and provide feedback on employment and retention status of grant participants.

As a company in business for 37 years, we are always looking for new talent. The High School Pre-Apprenticeship would give many young people an opportunity to “jump-start” their construction industry career by allowing participants to gain professional responsibilities and skills such as being on time and basic electrical skill and safety. The candidates will be appealing to employers since they will be knowledge-assessed and their skills verified by competent industry personnel and we look forward to the opportunity to interview these candidates as potential employees as they complete the program.

I hope you will favorably consider the High School Pre-Apprenticeship Career Pathways Regional Workforce Planning Grant. Please do not hesitate to contact me should you require additional information from our organization.

Respectfully,

Keith Weeks  
President



*Quality People. Building Solutions.*

Comfort Systems USA (Arkansas), Inc.  
Post Office Box 16620  
Little Rock, Arkansas 72231  
501.834.3320 Phone  
501.834.5416 Fax

May 25, 2016

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

Re: Letter of Support – Regional Workforce Implementation Grant: High School Pre-Apprenticeship Career Pathways

To Whom It May Concern:

I am writing this letter to express my support for the Regional Workforce Implementation Grant: for High School Pre-Apprenticeship Career Pathways. We strongly endorse the goals of this program and support its efforts to provide skills training to high school seniors. As an industry partner, Comfort Systems USA (Arkansas), Inc. will serve in an advisory role to the mandatory partners on industry needs and provide feedback on employment and retention status of grant participants.

Comfort Systems USA (Arkansas), Inc. is a nationwide provider of HVAC and plumbing construction and maintenance services. We are very concerned about the nationwide shortage of quality, skilled labor. We believe that this program will be beneficial in alleviating this shortage in Arkansas by identifying and assisting young people who have a desire and the aptitude to enter the skilled trades.

We hope you will favorably consider the Regional Workforce Implementation Grant for High School Pre-Apprenticeship Career Pathways. Please do not hesitate to contact me should you require additional information from our organization.

Regards,

A handwritten signature in black ink, appearing to read "THolzwarth", written over a horizontal line.

Ted Holzwarth, PHR, CHC  
Vice President of Corporate Development

4806 Rixey Road  
No. Little Rock, Arkansas 72117



*ELECTRIC*

*A Division of Staley, Inc.*

*Solutions at work.*

May 25, 2016

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

Re: Letter of Support – Regional Workforce implementation Grant: Pre-Apprenticeship Career Pathways - High School

Greetings & Salutations:

Thank you for the willingness to consider such proposals as the Regional Workforce Implementation Grant for High School Pre-Apprenticeship Career Pathways. We are familiar with the goals of the program and strongly support this effort to provide skills training to high school seniors for careers in the skilled trades. As an industry partner, Staley Electric will serve in an advisory role to the mandatory partners on industry needs and provide feedback on employment and retention status of grant participants.

Staley Electric has been in Arkansas since 1951 now serving Little Rock and the NW corridor of our great State. We employ 70 electricians, including apprentices. Our biggest concern and challenge for the future is finding or growing a skilled workforce. We have two problems: 1. There is a need for 23% more skilled workers right now. 2. Retirement age could affect upwards to 45% of the current skilled workers in the next few years. We have eight offices outside of Arkansas and this is a common problem all over just not Arkansas's problem. I began this trade as an apprentice electrician and worked my way into the position of president of Staley Electric.

I hope you will favorably consider the High School Pre-Apprenticeship Career Pathways Regional Workforce Implementation Grant. Please do not hesitate to contact me should you require additional information from an Electrical Contractor/Service provider.

Respectfully,

Gary Ferrell  
President  
Staley, Inc.  
3400 JE Davis Drive  
Little Rock, AR 72209  
Direct: 501.978.3807  
Fax: 501.565.9674  
Cell: 501.590.2529  
[gferrell@staleyinc.com](mailto:gferrell@staleyinc.com)  
[www.staleyinc.com](http://www.staleyinc.com)  
*Solutions at work.*

2 min VIMEO: <http://vimeo.com/116372951>





POYEN PUBLIC SCHOOL  
SUPERINTENDENT OFFICE  
14296 HWY 270  
POYEN, AR 72128  
501-332-8884  
FAX 501-332-8886

May 17, 2016

Arkansas Department of Higher Education  
Attn: Regional Workforce Grant  
423 Main St., Ste. 400  
Little Rock, AR 72201

Regional Workforce Implementation Grant Application Reviewers:

I want to recommend the grant application for the College of the Ouachitas, "High School Pre-Apprenticeship Career Pathway". The college and their many partners are geared up to work together to make the proposal a success for Hot Spring County and surrounding area.

Poyen School and our community see the need to provide training and employment opportunities to our students and community now and in the future. The alliance we are developing through College of the Ouachitas will help meet that need.

College of the Ouachitas has been and will continue to be a leader in education and program development that benefits our community. This grant will help them in their cause. Thank you for taking the time to review the proposal.

Sincerely,

Jerry R. Newton  
Superintendent



**MALVERN SCHOOL DISTRICT**

Home of the Leopards

"Where PASSION, PRIDE, & EXCELLENCE are expected."

Brian Golden  
Superintendent of Schools

1620 SOUTH MAIN STREET  
MALVERN, ARKANSAS 72104  
501-332-7500, FAX: 501-332-7501

Janet Blair  
Assistant Superintendent

May 16, 2016

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

Dear Reviewers of the Regional Workforce Planning Grant Applications:

I strongly support the College of the Ouachitas proposed Regional Workforce Implementation Grant submission for Plumbing and Electrical Apprentices. The Malvern school district is part of a strategic alliance formed by the college.

As a member of the alliance, we are closely connected with education, training, and employment of certified plumbers and electricians. This alliance will provide these future plumbers and electricians with employment opportunities in this area of critical need.

College of the Ouachitas' role as lead applicant and fiscal agent is indicative of their mission to form partnerships with K-12 schools, other colleges, and universities, businesses, industries, public agencies, and civic groups that support learning and promote the economic development of Arkansas. Thank you for your time and consideration concerning this critical project.

Sincerely Yours,

A handwritten signature in black ink, appearing to read 'Janet Blair', with a stylized flourish at the end.

Janet Blair, Deputy Superintendent  
Malvern School District



FORDYCE HIGH SCHOOL

Office of the Counselor

100 Redbug Blvd.

Fordyce, AR 71742

(870)352-5615 Phone

(870)352-3953 Fax

May 16, 2016

To Whom It May Concern:

I would like to take this opportunity to endorse the College of the Ouachita's apprenticeship program that they are offering to high school seniors. It is a fabulous way for our students to become licensed to be plumbers and electricians. I have at least two students who are going to take advantage of this opportunity. They will receive all tools and training free of charge. We are a poverty school, so any help we can get for our students to become employable after graduation is greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Nikki Rice". The signature is written in black ink and is positioned above the printed name.

Nikki Rice



*Bismarck School District*  
11636 HWY 84  
BISMARCK, AR 71929-8170

**ADMINISTRATION**

*Susan Stewart, Superintendent*  
501-865-4888 (4) Fax 501-865-3626  
*Larry Newsom, High School Principal*  
501-865-4541 Fax 501-865-4542  
*Mike Spraggins, Middle School Principal*  
501-865-4543 Fax 501-865-4505  
*Lana Hughes, Elementary Principal*  
501-865-3616 Fax 501-865-3947  
*Ellen Coleman, Curriculum Coordinator*  
501-865-4888 Fax 501-865-3626



*Home of the Lions*

**BOARD OF EDUCATION**

*Birdie Holder, Ph.D.*  
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*Brian Hinds*  
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*Amy Fendley*  
*Member*

5/16/16

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

Dear Regional Workforce Implementation Grant Review Committee:

Bismarck School District strongly supports the College of the Ouachitas proposed Regional Workforce Implementation Grant submission for "Plumbing and Electrical Apprenticeships." College of the Ouachitas has worked very closely with a group of partners which includes, a state recognized Apprenticeship Program/NCCER, Accredited Training Sponsors (Arkansas Construction Education Foundation), and area employers who represent critical shortage needs in our area, in addition to Bismarck, Poyen, Ouachita, Sheridan, Glen Rose, Magnet Cove, Malvern School Districts.

As a proud member of this partnership, we feel that College of the Ouachitas' role as lead applicant and fiscal agent indicates their mission of forming "partnerships with K-12 schools, other colleges and universities, businesses, industries, public agencies, and civic groups that support learning and promote the economic development of Arkansas."

Thank you for your consideration of this worthy proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan K. Stewart".

Susan K. Stewart

# Ouachita Public Schools

Ronnie Kissire  
Superintendent

166 School House Road  
Donaldson, Arkansas 71941

Phone: 501-384-2318  
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May 16, 2016

Arkansas Department of Higher Education  
Attn: Regional Workforce Grant  
423 Main Street Suite 400  
Little Rock, Ar 72201

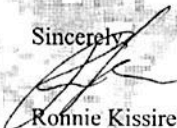
Regional Workforce Implementation Grant Application Reviewers,

I want to recommend the grant application for the College of the Ouachitas, "High School Pre-Apprenticeship Career Pathway". The college and their many partners are geared up to work together to make the proposal a success for Hot Spring County and the surrounding area.

Ouachita School and our community see the need to provide training and employment opportunities to our students and community now and in the future. The alliance we are developing through College of the Ouachitas will help meet that need.

College of the Ouachitas has been and will continue to be a leader in education and program development that benefits our community. This grant will help them in their cause. Thank you for taking the time to review the proposal.

Sincerely,



Ronnie Kissire

Superintendent Ouachita School District

***Ouachita Warriors... "Where Excellence is Expected!"***

OUACHITA SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER



## Magnet Cove School District

Office of Central Administration  
472 Magnet School Road  
Malvern, AR 72104  
Phone (501) 332-5468 • Fax (501) 337-4119

Danny Thomas  
Superintendent

Whitney McCutcheon  
Curriculum Administrator

May 16, 2016

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

Dear Reviewers of the Regional Workforce Implementation Grant Applications:

The Magnet Cove School District encourages you to consider funding the College of the Ouachitas' proposed Regional Workforce Implementation Grant Submission for "High School Pre-Apprenticeship Career Pathway". If approved this grant will provide much needed funding that will benefit the students in our school district.

There is a critical shortage of skilled tradespeople in our area. We support College of the Ouachitas' effort to get more young people interested in plumbing and electrical careers.

The current partnerships between College of the Ouachitas, K-12 schools, and local industry and business are invaluable and provide opportunities to our students that would otherwise be unavailable. If approved, they will add to the opportunities available to students and support the growth of professionals in fields of skilled labor promoting economic development in this area of the state. Thank you in advance for your commitment to this approval process and your consideration in approving this much need grant to College of the Ouachitas.

Sincerely,

A handwritten signature in cursive script that reads "Whitney McCutcheon".

Whitney McCutcheon  
Curriculum Coordinator  
Magnet Cove School District