



Act 1131 of 2015

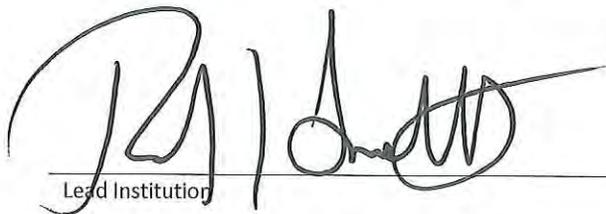
Regional Workforce Continuation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2018

To:	Arkansas Department of Higher Education	
Requesting Institution:	Philander Smith College	
Title of Project:	Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnership (WISE-P3)	
Project Partners:	1. American Interplex Corporation 2. Central AR Planning & Development District 3. Dunbar Magnet Middle School 4. Entergy Arkansas, Inc. 5. FTN Associates, Ltd.	6. Little Rock Police Department 7. Dept. of Workforce Services, TANF 8. MISO 9. Simmons Bank 10. Shorter College <i>*More included with Letters of Support</i>
Requested Budget:	\$973,848.51	
Date Submitted:	June 1, 2018	
Applicant Contact:	Glenn Sergeant	
Applicant's Information:	900 Daisy Gatson Bates Drive	
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Authorized Signatures for Institution



 Lead Institution



 Authorized Official

Act 1131 of 2015
Regional Workforce Continuation Grant Application

*Please complete each section of this application and submit to the Arkansas Department of Higher Education by **June 1, 2018**. Applications should be emailed to ADHE.Workforce.Grant@adhe.edu. Please note that only projects that were awarded an implementation grant are eligible to apply for a continuation 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 continuation 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.

Philander Smith College (PSC) proposes continuing the Central Arkansas Center for Workforce Innovation and Strategic Economic Public-Private Partnerships (**WISE-P3**) initiative, addressing the industry-driven workforce needs of Central Arkansas. WISE-P3 was initially established as the College's primary effort to provide students, young professionals, and residents with the skills necessary to fill regional workforce needs and deficits. The Continuation Phase of the Regional Workforce Grant will expand our focus on technical and career training in science, technology, engineering, and math (STEM).

WISE-P3 programs are strategically aligned with the immediate and long-term workforce demands of Central Arkansas, providing accelerated training to fill existing and emerging workforce gaps in technical skills. In addition to meeting the needs of our immediate region and the State of Arkansas, this Continuation Proposal also addresses President Donald J. Trump's Executive Order Expanding Apprenticeships in America. The Secretary of Labor stated, "Expanding apprenticeships will help Americans learn the skills they need to fill jobs that are open right now and in the future." PSC recognizes this call to action and is collaborating with partners to offer industry-recognized apprenticeship opportunities for program participants.

WISE-P3 features a unique blend of public-private partnerships. The Advisory Council consists of current and former business advisors who are knowledgeable of existing and emerging job markets. Ongoing collaboration with an alliance of partners, including higher education institutions, public school districts, and employers affords PSC an opportunity to offer short-term career and technical training in addition to undergraduate degree programs. WISE-P3 gives students solid foundational skills and provides a launching point for careers and entry into the workforce. Professionals looking to change careers or enhance technical skills can transition to high-paying, in-demand STEM jobs.

STEM professionals are in high demand; however, Arkansas lacks the supply of individuals qualified to fill these positions, especially women and people of color. By 2025, Arkansas is projected to have more than 130,516 STEM-related jobs, up from 120,361 in 2016. At present, the state produces fewer than 500 engineering graduates each year. Engaging and developing underrepresented minorities, African Americans in particular, to succeed in these fields is of paramount importance to the state's science and engineering workforce.

WISE-P3 programming is designed to address the needs of existing and emerging industries and businesses by building the capacity of the workforce in information technology and cybersecurity, engineering and advanced manufacturing, business and finance, and coding and programming. PSC has embraced the challenge of creating a pathway for highly-trained individuals in the fields of science and technology that is clearly aligned with the demands of employers in Central Arkansas.

WISE-P3 Pathways and Programs

Advanced Manufacturing

- *Ecotoxicology Certification Program* provides students with basic skills for entry-level positions as laboratory technicians or assistants with organizations that focus on environmental science. FTN Associates Ltd. and American Interplex Corporation are key industry partners in this initiative and provide internship opportunities for participants.
- *Mechanical Engineering degree program* is addressing the STEM workforce deficit by expanding its degree programs to offer the Bachelor of Engineering with a concentration in mechanical engineering. Entergy Arkansas, Inc. is a partner in this initiative.

Coding and Programming

- *Central Arkansas Coding Institute (CACI)* will be filling the role previously held by the Arkansas Coding Academy, WISE-P3's original partner in the coding training. CACI is an 8-week, in-house training program that will feature a partnership with the Little Rock Workforce Development Board (LRWDB) and the Central Arkansas Planning and Development District (CAPDD) and is supported by the Arkansas Department of Human Services. Individuals receiving Temporary Assistance for Needy Families (TANF) and Medicaid will be referred for enrollment in the coding program, including clients from Hope Rises, a emerging WISE-P3 partner (Hope Rises is a nonprofit serving recently incarcerated women and pre-release prisoners). CACI is supported by industry partners Midcontinent Independent System Operator (MISO) and Entergy Arkansas, Inc.
- *Institute for Cybersecurity and Privacy Education and Research (I-CYPER)* is a certificate program offered in partnership with MISO and Entergy, with student referrals from Shorter College.
- *Science Technology Engineering Preparatory Program for Under-Presented Students (STEPP-UP) program* is a STEM-focused collaborative partnership with Dunbar Magnet Middle School (Dunbar). This pipeline program encourages and promotes early success in STEM to develop foundational skills and establish a pipeline of students who are college- and career-ready. STEPP-UP addresses the broadening challenge of increasing participation of females and underrepresented minority populations in the STEM workforce.

CACI and I-CYPER programs are designed to address current deficits in the Central Arkansas workforce that need to be filled with qualified IT professionals trained specifically in coding and cybersecurity. Students will earn certification, entering the workplace and providing specialized skills to the industry while they earning high wages.

Business and Financial Operations

- *Information Technology Apprenticeship Program* is a partnership between Philander Smith and Simmons Bank to recruit, train, and place qualified graduates from the IT Registered Apprenticeship (RA) program.

Industry Specific Specialties

- *Law Enforcement Education Advancement Program (LEEAP)* is designed for individuals seeking careers in law enforcement. The program is offered in partnership with the Little Rock Police Department (LRPD) and will expand into other Central Arkansas Counties, including Monroe, Prairie, Lonoke, Saline, and Faulkner. Curriculum focuses on improving academic and cross-cultural skills (including math and critical thinking) to increase candidate success rate on the entrance exam.
- *IT Talent Hotspot* is a talent incubator that provides tutoring for students and participants in WISE-P3 programs including Cybersecurity, Ecotoxicology, and Engineering.

Overview of Local Labor Needs

The WISE-P3 target area is Central Arkansas, consisting of six counties: Faulkner, Lonoke, Monroe, Prairie, Saline, and Pulaski. The region also includes the City of Little Rock and the Little Rock-North Little Rock-Conway Metropolitan Statistical Area. According to 2014 Census data, the region experienced population growth between 2004 and 2014, growing by nearly 17% in Central Arkansas and 6.49% in Little Rock.

In addition to population growth, the region is experiencing an increase in demand for skilled workers. Looking forward, Education and Health Services is expected to be the top growing supersector in both Central Arkansas and Little Rock, adding 6,575 net jobs by 2024. In the short-term, Telecommunications, part of the Information supersector, is projected to be the fastest growing industry, increasing employment by 19.01% in the region within the next 2 years (State of Arkansas, Workforce Development Areas Short-Term Industry and Occupational Projections, 2016-2018).

A recent Arkansas State Chamber Commerce survey of employers included representation from healthcare, manufacturing, construction, and transportation, with more than 80% citing a need for occupational skills training to fill jobs in their respective fields. The most frequent reasons for rejecting applicants as unqualified were “lack of relevant work experience” and “lack of technical skills.” Our collaborative partners, through existing relationships, have reached out to employers to identify training to meet workforce needs not currently available. Existing trainings, particularly short-term options in IT, are not readily available. Employers requested short-term, intensive training, rather than 4-year degree programs, that will offer participants access to IT jobs. Other training providers have been hampered by lack of funds to pay faculty or purchase needed tools and supplies. Trainings proposed by WISE-P3 respond to current educational and technical skill levels, upskilling workers to meet the industry gaps of employers who currently, or are likely to, call Arkansas home.

Philander Smith serves many women and other underrepresented populations in STEM fields through WISE-P3 programs, including serving many first-generation college students. Serving these populations uniquely qualifies PSC to fill workplace gaps in diversity and technical skills. For example, women account for less than 3% of the current apprentices in Arkansas. Many RA opportunities have traditionally been male-dominated, but WISE-P3 programs increase targeted outreach and marketing to engage women, a commonly overlooked population for STEM careers. Women benefit the most from the resulting job opportunities and increased salaries in STEM professions. According to the 2010 Census, 13.4% of Arkansas households are headed by females. That number is even higher for African American women—3 in 10 households are headed by women, with no spouse present.

The State of Arkansas Workforce Innovation and Opportunity Act (WIOA) Combined State Plan for Years 2016–2019 outlines a plan to promote and support a talent development system that offers employers, individuals, and communities the opportunity to achieve and sustain economic prosperity. The overarching statewide economic development goal is to bring Arkansans' incomes in line with the national average. In order to accomplish this, WISE-P3 programs target industry sectors offering solid growth opportunities to increase or create opportunities in STEM fields, resulting in high wages for potential employees. WISE-P3 responds directly to the needs of Arkansas employers, utilizing data to drive programming design and delivery, strategically aligning training and academic preparation to industry needs.

Top 10 Growing Industries (Central AR) and Corresponding WISE-P3 Programs

#2 – Professional, Scientific, and Technical Services +7.43%

- I-CYPER, CACI, IT Apprenticeship, STEPP-UP

#8 – Educational Services +2.17%

- IT Talent Hotspot

Top 10 Fastest Growing Industries (Central AR) and Corresponding WISE-P3 Programs

#1 – Telecommunications +19.01%

- I-CYPER, CACI, IT Apprenticeship, STEPP-UP

#2 – Data Processing, Hosting, and Related Services +17.10%

- I-CYPER, CACI, IT Apprenticeship, STEPP-Up

#9 – Professional, Scientific, and Technical Services +7.43%

- I-CYPER, CACI, IT Apprenticeship, STEPP-UP, Engineering Program

Fastest Growing Occupations (2016 – 2018)

- Biological Technicians are among the Top 10 Fastest Growing Occupations in the Central Arkansas Workforce Development Area with a projected 7.08% increase.
- Education and Health Services is estimated to be the top growing supersector in Central Arkansas with a projected increase of 20.24%. Educational Services is projected to be the #3 Growth Industry with a projection of 9.82%.
- Healthcare Practitioners and Technical Occupations is expected to be the fastest growing major group with an increase of 28.59%. Professional, Scientific, and Technical Services is projected to have an increase of 11.13%.

State of Arkansas, Long-Term Industry and Occupational Projections – State of Arkansas, 2014-2024, 2017, <http://www.discover.arkansas.gov/Publications/PublicationsContainer/category/publications-for-occupations>, Accessed April 25, 2018.

State of Arkansas, Short-Term Industry and Occupational Projections – State of Arkansas, 2016-2018, 2017, <http://www.discover.arkansas.gov/Publications/PublicationsContainer/category/publications-for-occupations>, Accessed April 25, 2018.

Regional Skills Gaps

By 2020, at least 30% of jobs will require some college, a certificate, or an associate's degree. Employers in Central Arkansas, like the rest of the state and the nation, have difficulty finding qualified workers at all skill levels, despite the size of the local labor pool. In Arkansas, middle-skill jobs account for 59% of the state's labor market, but only 48% of the state's workers are trained in the middle-skill level. (Arkansas Workforce Funding Model and The Middle-Skill Jobs Gap, 2012.)

Youths aged 17-29 are often low-skill, low-income, and have a high risk of failure in completing their course of study because of barriers impacting their ability to succeed. According to US Census data, approximately 16% of Arkansans do not graduate from high school, and only 20% obtain a bachelor's degree. Potential participants are likely to come from homes with parents or family who have never attended college and have no road map or experienced guide to lead them through the process of attaining post-secondary education. Many participants need extensive support to overcome barriers to be successful in seeking job training skills, certifications, degrees, and, ultimately, employment. Even lack of knowledge about available training/educational resources can be a barrier.

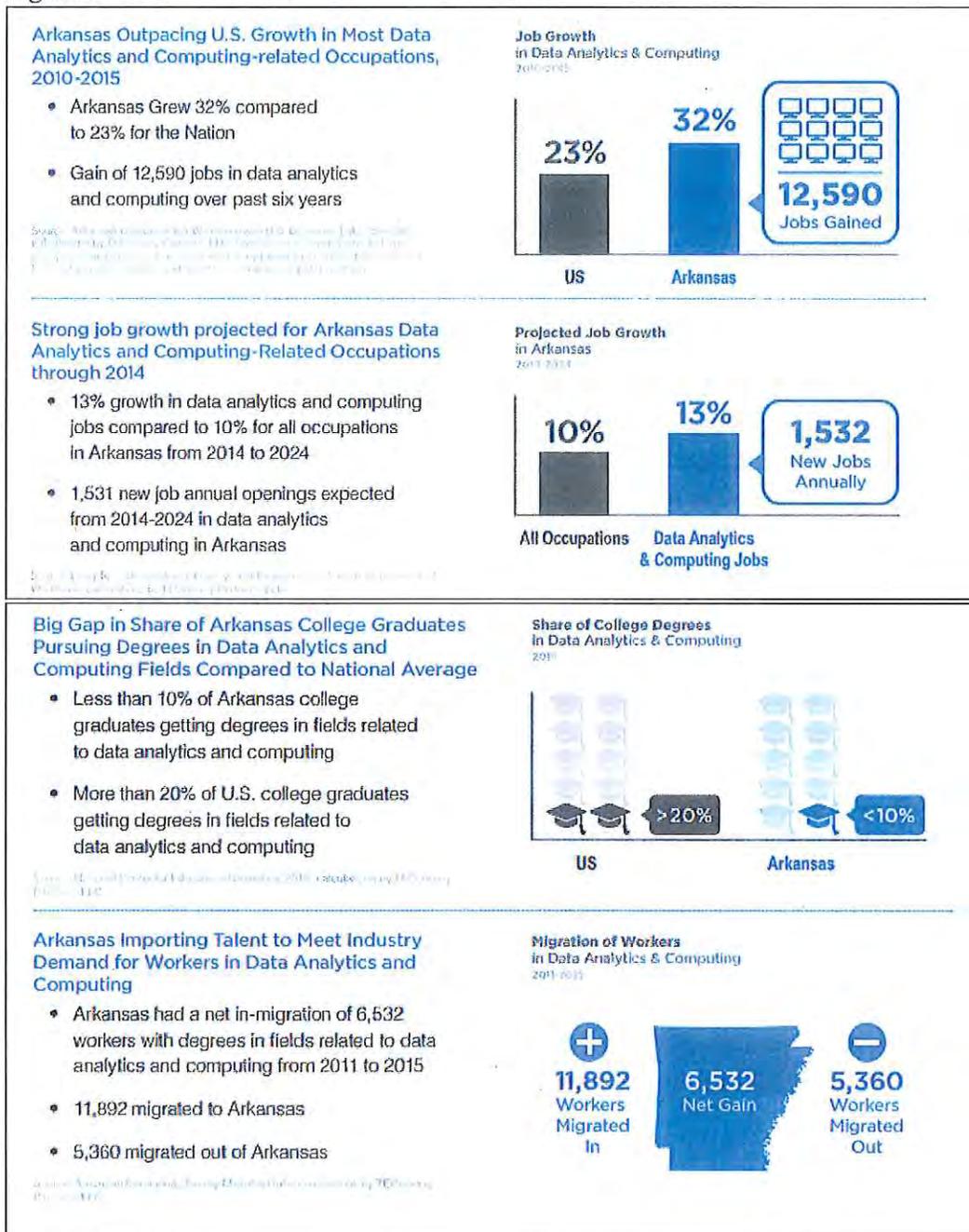
In 2015, Forbes magazine reported that "the USA lacks the capacity to educate a generation of engineering talent." PSC and its WISE-P3 initiative are part of the solution. WISE-P3 is designed to prepare traditional and nontraditional students to fill occupations in existing and emerging industries by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

In 2015, Arkansas passed legislation requiring all high schools to offer computer science. This "educational mandate [is] part of Governor Asa Hutchinson's platform to expose more students to fields in computer science and coding." Since that legislation passed, "more tech companies are looking to Arkansas to fill jobs" (HBCU Research. Philander Smith HBCU Research: Historic Universities, Historic Discoveries. Volume 2/Issue 2/March/April 2018).

WISE-P3 facilitates an accelerated approach to training and a job placement model that significantly increases the chances of graduates moving immediately into the job market, offering a solutions-based approach to the challenges facing employers and job-seekers. Information technology and cybersecurity continue to be focus areas for the continuation phase. At the 2017 launch of the Governor's Blue Ribbon Commission on Data Analytics and Computing, Governor Asa Hutchinson stated, "Arkansas continues to lead the nation in computer-science education. National publications are writing stories about us. Companies are considering Arkansas because they see the strong workforce we are creating." Although the state is a leader in this field, the supply of qualified workers is not keeping pace with the industry demand.

WISE-P3 is addressing the industry demand in coding by reaching out to underrepresented populations in the workforce, including the formerly incarcerated women of Hope Rises. Between 2006 and 2016, the incarceration rate for women increased by 70%, an unsustainable model that requires a unique approach to decrease recidivism. The number of Arkansas women who go back to prison is among the worst in the nation, with approximately 48% returning within the first 3 years, according to the most recent cohort studies (http://adc.arkansas.gov/images/uploads/2013_Recidivism_Study_Final_May_2018.pdf). Many of these women missed the coding education now required in public schools, and WISE-P3 training could support them in obtaining gainful employment and the opportunity for decreasing recidivism.

Figure 1



Source: Blue Ribbon Commission, “Recommendations on Advancing the Economic Competitiveness of Data Analytics and Computing in Arkansas.” Report to the Governor from the Blue-Ribbon Commission on the Economic Competitiveness of Data Analytics and Computing in Arkansas December 2017, pg. 9.

In Governor Asa Hutchinson’s opening remarks to the first meeting of the Blue Ribbon Commission he said, “my expectation is to set a guide for the State to respond to the needs of our business community and, in doing so, create career opportunities for our best and brightest young workers to remain in Arkansas and raise our overall state capabilities across industry, higher education and government to advance and apply the tools of data analytics and computing.” Continuing, “Arkansas can be a national leader in data analytics and computing. Our coding initiative is now nationally recognized for its accomplishments...this success now

needs to be carried across industry, government and higher education.”

The Commission noted that sustainable public-private partnerships are vital to the success of Arkansas’s leading industries and companies. These partnerships must be equipped to “accomplish strategic and focused near-term actions that address industry needs, while having a longer-term focus on emerging needs and opportunities for Arkansas to succeed in transforming its existing industries through data analytics and computing.” The WISE-P3 Advisory Council and industry partnerships are engaged in a continuous improvement process that seeks to align programming to fit self-identified, industry-specific needs of Central Arkansas employers.

WISE-P3 will address the Blue Ribbon Commission’s vision and strategic priorities, including:

- Addressing the challenge of recruiting top talent actively involved in data analytics and computing
- Raising industry awareness and understanding
- Developing, engaging and retaining homegrown top talent in data analytics and computing.

Alignment with Arkansas Economic and Workforce Goals

WISE-P3 will offer programming to address seven of Central Arkansas’s top growth occupations and align with initiatives championed by both the Governor and Commission.

Table 1. Grant Activities Aligned to Occupational Projections by Major Group

Occupational Projections by Major Group – Central Arkansas Region	WISE-P3 Program Activities
Computer and Mathematical Occupations (16.54%)	CACI IT Apprenticeship Engineering I-CYPER STEPP-UP
Life, Physical and Social Science Occupations (12.45%)	Ecotoxicology
Education, Training, and Library Occupations Services (12.28%)	APPEL Tutoring Program
Business and Financial Operations (12.06%)	CACI ICYPER
Protective Service Occupations (11.03%)	LEEAP
Farming, Fishing and Forestry (5.09%)	Ecotoxicology
Architecture and Engineering Occupations (4.84%)	Engineering STEPP-UP

State of Arkansas, Long-Term Industry and Occupational Projections – State of Arkansas, 2014-2024, 2017, <http://www.discover.arkansas.gov/Publications/PublicationsContainer/category/publications-for-occupations>, Accessed April 25, 2018.

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.
- Performance assessment- clearly define measurable outcomes to be achieved through continuation 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.

Detailed Project Timeline

The WISE-P3 program was created, developed, and designed to serve the workforce needs of Central Arkansas and the primary goals of the Arkansas Department of Workforce Services (ADWS) to: 1) create career pathways that encompass apprenticeship training and align with other postsecondary educational offerings, and 2) use strategies to significantly increase apprenticeship opportunities for job seekers and workers, particularly for women and other underrepresented populations. WISE-P3 established four strategic foci aligned to the goals of ADWS and Regional Workforce Grant funding opportunities.

WISE-P3 Strategic Foci:

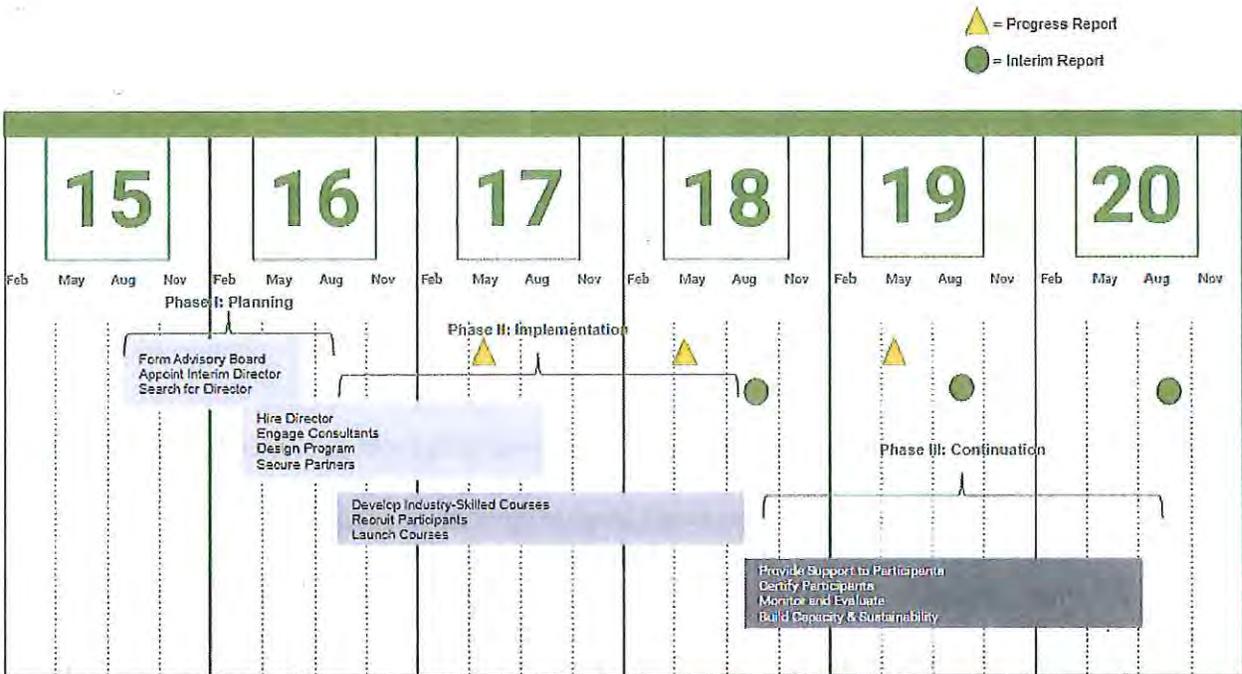
1. Align education, career training, and workforce development to focused, industry-identified opportunities.
2. Improve educational achievement and prepare workers to succeed in the Central Arkansas economy and continuously improve their skills.
3. Provide guidance and ongoing support to participants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

During the Planning Phase (Phase I) of the Regional Workforce Grant, WISE-P3 formed an Advisory Council consisting of officials and staff from committed partners. An interim director for WISE-P3 was appointed to assist in hiring a permanent director and overseeing the development of the program. A program director was employed, and WISE-P3 continued to secure interested partners. As the program progressed to Phase II – Implementation, external business consultants were engaged in the strategic planning, development, and implementation of credentialed pathways of studies in advanced manufacturing, coding/programming, and business/financial operations. Four (4) credentialed courses of studies were launched during Phase II: Coding, Cybersecurity, Ecotoxicology, and Teacher Licensure. Two additional programs provide the fundamental basis for a pipeline program in STEM and academic basics for law enforcement careers.

WISE-P3 addresses a primary economic development strategy for the state by providing industry-driven workforce development training within targeted industry growth sectors laid out in the Arkansas State Integrated Workforce Plan and confirmed by Labor Market Information (LMI) data and employer requests. Program providers have strong responsive relationships with business and the ability to quickly adapt to provide the workforce skills needed for our targeted high-growth, in-demand fields.

In the Continuation Phase (Phase III), WISE-P3 will maintain its support for the programs developed and implemented during Phase II. These programs will continue to receive the backing of WISE-P3 and PSC as we focus on building capacity and sustainability. Participants enrolled in courses of study will continue to be certified and satisfy industry vacancies in the seven counties of Central Arkansas. Phase III will prioritize monitoring and evaluation of the outcomes of the programs, impact on the region's workforce, and sustainability of funded programs.

Project Timeline



Measurable Objectives

A variety of metrics has been used throughout each phase to ascertain the progression of the program at each benchmark to ensure candidates are acquiring the qualified skills needed to address industry-specific workforce gaps. An outline of key performance indicators are used to track each phase:

1. Phase I – Planning
 - a. Partnerships
 - b. Engaged consultants
 - c. Staff employed
 - d. Program development
2. Phase II – Implementation
 - a. Program participation
 - b. Certificates earned
 - c. Job entry
 - d. Entry into professional degree programs
 - e. Targeted population
 - f. Targeted region of workforce
 - g. Gaps addressed
3. Phase III – Continuation
 - a. Phase II measurable objectives
 - b. Participant feedback
 - c. Sustainability

Project Governance and Accountability Plan

The WISE-P3 Advisory Council was developed to provide governance and oversight of the programming, including budget and activities. The Council consists of directors from each of the WISE-P3 initiatives and a representative from each business partner.

WISE-P3 Advisory Council

1. **Arnell Willis, Chairman**; Director, Arkansas Workforce Investment Board
2. **Roland Beard, Jr.**; Specialist, System Operator, Entergy Arkansas, Inc.
3. **Dr. Julia Cheers-Young**; Accountability Specialist, WISE-P3
4. **Lamar Davis**; Executive Director, MISO South Region
5. **Pat Downey**; Biologist/Project Manager, FTN Associates, Ltd.
6. **Dr. Carmen Hardin**; Director of LEEAP
7. **Dr. LaTonya Jackson**; Director of Ecotoxicology program
8. **Dr. Frank James**; Director of Engineering Program
9. **Paul D. Kanneman**; Executive VP/Chief Information Officer, Simmons Bank; SIM President
10. **Earnest Merritt**; Little Rock Local Office Manager, TANF
11. **Lee Price**; State Dir/Office of Apprenticeship, US Dept. of Labor/Employment and Training
12. **Rick Riley**; President and CEO, Entergy Arkansas, Inc.
13. **Glenn Sergeant**; Program Director, WISE-P3
14. **Dr. Samar Swaid**; Director of CACI and I-CYPER programs
15. **Daryl Tate**; Asst. Professor/Program Coordinator/Learning Systems Tech Education, UALR
16. **Chan Tucker**; Manager of Southeast Region at Entergy Arkansas, Inc.
17. **Sergeant Van Thomas**; HR Liaison, Little Rock Police Department

WISE-P3 staff consists of one director, an accountability specialist, and one administrative support personnel. Projects follow a 5-step decision-making process:

Step 1: Written request/proposal presented to WISE-P3.

- Request must detail purpose and justification.
- Request must include cost estimate.

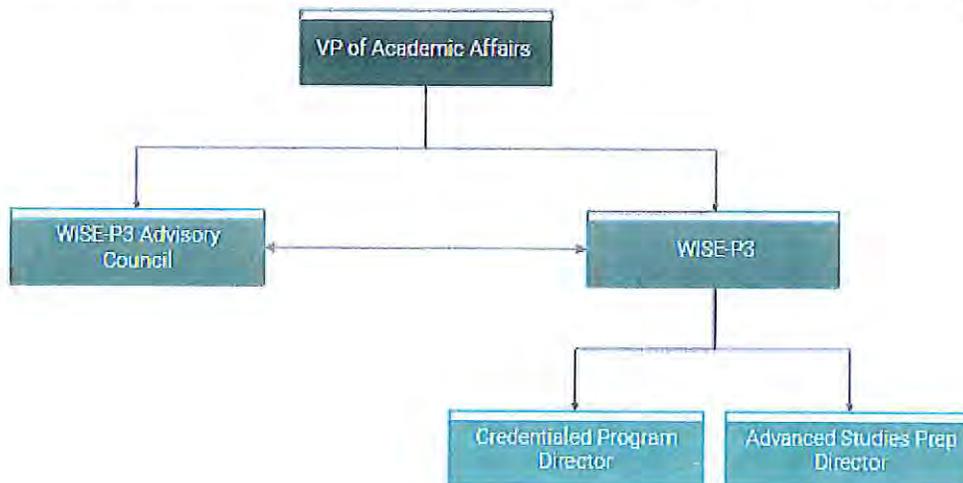
Step 2: Requests are reviewed by WISE-P3 staff and Vice-President of Academic Affairs

Step 3: Collaboration meeting between WISE-P3 staff and requestor

Step 4: Approval granted or declined by WISE-P3 Advisory Council

Step 5: Final approval granted or declined by Vice-President of Academic Affairs

Projects are governed with direct oversight from the WISE-P3 office as shown in the diagram below.

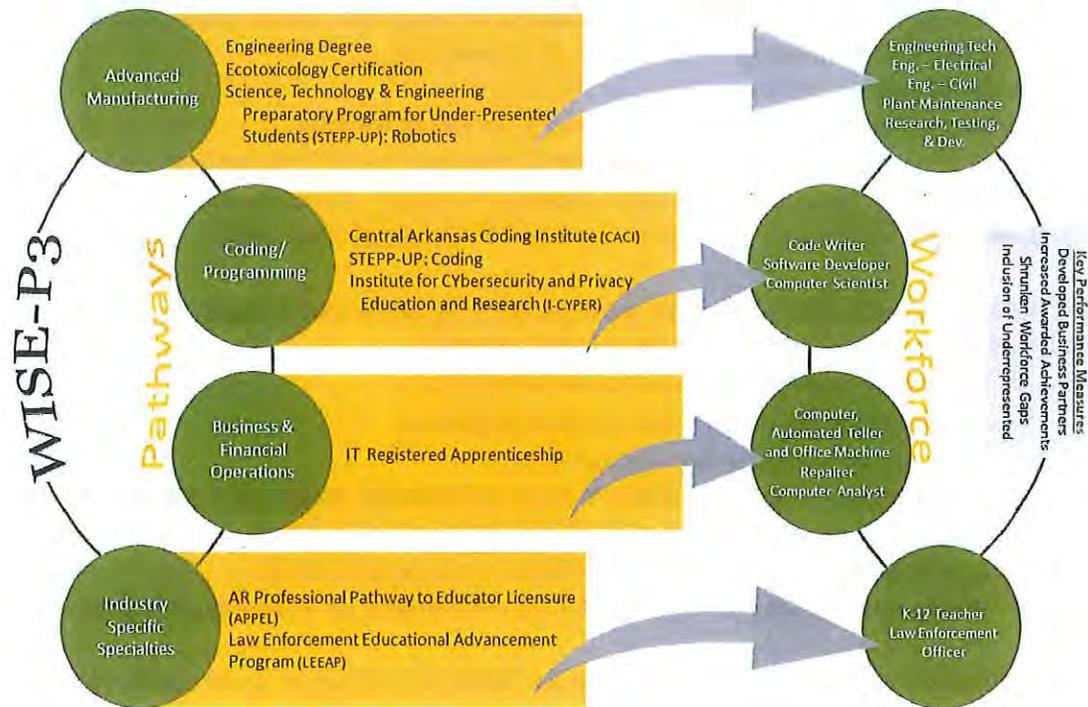


Pathways Articulation and Support

The WISE-P3 program funded several projects and initiatives to offer certification and educational advancement in three workforce pathways: advanced manufacturing, coding/programming, and business/financial operations. Table 2.1 presents the proposed credential, learner's entry point into their career, education partners, employers, and projected number of openings for each pathway (see Appendix).

Theory of Change

An impact model was developed to depict the relationships between WISE-P3 targeted pathways, the programs and initiatives implemented, proposed acquired workforce skills, and the outcome measures. Figure 3.1 maps the theory of change between industry pathways and the increasing number of qualified candidates entering the workforce.



The engineering degree program, ecotoxicology certification program, and STEPP-UP's robotics component collectively address industry workforce gaps in the advanced manufacturing workforce. Students trained in these programs are eligible for entry level careers in manufacturing plants and operations (particularly as engineering techs), electrical and civil engineering, plant maintenance, and research, testing, and development.

To address the workforce gaps in coding and programming, WISE-P3 approved funding for four certificate programs: Central Arkansas Coding Institute (replacing ACA), Cybersecurity, STEPP-UP, and IT Registered Apprenticeships. STEPP-UP's concentration on coding will create a pipeline program for middle school students to promote interest in STEM education and careers. Individuals achieving a certificate in these areas are eligible for entry level careers as, but not limited to, code writers, software developers, or corporate scientists.

Collaborative partnership discussions with Simmons Bank are currently underway to address IT workforce gaps in business and financial operations via IT Registered Apprenticeships. The director of WISE-P3 intends to establish efforts to prepare students for entry level careers as automated teller

machine repair techs, computer repair techs, or computer analysts.

In addition to advanced manufacturing, coding/programming, and business/financial operations, two additional programs funded in whole, or in part, by WISE-P3 relate to industry-specific specialties: K-12 education and law enforcement. The Arkansas Professional Pathway to Educator Licensure (APPEL) program seeks to credential college graduates of at least a four-year degree to become licensed teachers to fill workforce gaps in teaching. LEEAP serves as a preparatory program to increase student success in passing the required written exam to become a police officer. Students in LEEAP receive instruction in writing and math to improve their proficiency and eligibility as entry level police officers.

Role of Equipment Request

With anticipated growth in all of the WISE-P3 programs, especially in Ecotoxicology, Engineering, and STEPP-UP, we foresee additional costs in lab equipment, science and technology kits, maintenance, and repair.

Performance Assessment

Key performance measures are the primary indicators used to monitor and track the overall success of WISE-P3 and its program offerings. The evaluation of WISE-P3 performance is guided by four major *Evaluation Questions*:

- 1. How successful was the WISE-P3 program in increasing Philander Smith College's business community partnerships?**
 - a. *Partners* – Who are they? What are their roles? Employment opportunities?
- 2. To what extent did the projects or initiatives funded (in part or whole) by WISE-P3 serve underrepresented minorities and women populations in STEM-related workforce industries?**
 - a. *Program Participants* – Who did we serve? How many? Background characteristics?
 - b. *Perceptions* – Surveys, focus groups, or interviews to ascertain participants' perceptions about their experiences. Perceptions overall? Value?
 - c. *Commendations* – Testimonials, success stories, honors, awards, competitions, job placement, etc.
- 3. To what extent did WISE-P3 increase the number of awarded certifications and degrees in manufacturing, coding/programming, business and financial operations, and industry specific specialty pathways?**
 - a. *Program Participation* – Number of interested applicants? Number of accepted applicants? Number participated/enrolled? Average attendance rate? Number or rate successfully completed?
 - b. *Program Activities* – Meeting location and schedule? In-person class hours? Virtual or online hours? Hands on, lab, or field hours (i.e., field trips, conferences, etc.)?
- 4. How well did the WISE-P3 program contribute to an increase in qualified candidates to fill the workforce needs of employers in Arkansas?**
 - a. *Workforce Impact* – How many obtained employment or advanced to the next career level (i.e., education programs, intern, or externships, etc.)? Which industry gaps were filled? Where/workforce region?
 - b. *Perceptions* – Surveys, focus groups, or interviews to ascertain participants' perceptions about their experiences. Perceptions overall? Value?

The outcome measures will be guided by three major themes:

1. Prepare program participants for high-wage, high-skilled employment opportunities;
2. Increase access to high wage jobs; and
3. Build capacity to move candidates from unemployment to employment

In addition to the overall evaluation questions, data will be collected to assess programs using the following *program-specific questions*:

CACI – Gainful employment? Employers?

Ecotoxicology – Offered internships? Employers? Acceptance to professional schools?

Engineering – Gainful employment? Employers? Acceptance to professional schools?

I-CYPER– Gainful employment? Employers?

LEEAP – Pass the law enforcement entrance exam?

STEPP-UP – Participation in science fairs and other competitions?

Table 2.1. WISE-P3 Pathway Chart

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

PATHWAY	CREDENTIAL	CAREER OPPORTUNITY/ ENTRY POINT	EDUCATION PARTNER	EMPLOYERS	DEMAND (annual projected openings) †
Coding/ Programming	a. <u>Concurrent Credit</u>	a. Concurrent enrolled High School Junior/Senior students	a. Philander Smith College Jacksonville North Pulaski School District	Axiom Hewlett-Packard, Ersono Metova	Computer/Mathematics: 314
	b. <u>Industry Certification</u> Arkansas Career Readiness Certificate	b. Summer Internships	b. Little Rock Workforce Development District; Central Arkansas Workforce Development District ³		
	<u>Industry/Technical Certification</u> Certification in Java and Android OS	Computer Code Writer	Philander Smith College Arkansas Coding Academy ¹	Axiom Hewlett-Packard Ersono Metova	Computer/Mathematics: 314
	<u>Technical Certification</u> Certification in Java and Android OS	Computer Code Writer	Philander Smith College-Arkansas Coding Academy ¹	Axiom Hewlett-Packard Ersono Metova	Computer/Mathematics: 314
	<u>Associate Degree</u> Internet Studies	Web Commerce Developer E-Commerce Developer	Shorter College	Axiom Hewlett-Packard Ersono Metova	Computer/Mathematics: 314
	<u>Bachelor Degree</u> Computer Science	Paid Internships Software Developer	Philander Smith College	Axiom Hewlett-Packard Ersono Metova	Computer/Mathematics: 314
Business & Financial Operations	a. <u>Concurrent Credit</u>	a. Concurrent Enrolled Junior/Senior students	a. Philander Smith College Jacksonville North Pulaski School District	Simmons Bank	Banking/Financial: 508 Professional/Business Services: 605
	b. <u>Industry Certification</u> Arkansas Career Readiness Certificate	b. Summer Internships	b. Little Rock Workforce Development; Central Arkansas Workforce Development District ³		

PATHWAY	CREDENTIAL	CAREER OPPORTUNITY/ ENTRY POINT	EDUCATION PARTNER	EMPLOYERS	DEMAND (annual projected openings) †
	Technical Certification Certificate of Competency in General Studies	Administrative Assistant	Philander Smith College	Simmons Bank	Banking/Financial: 508 Professional/Business Services: 605
	Associate Degree General Studies (Business- Entrepreneurship concentration)	Bank Teller Customer Service Rep New Account Clerk	Shorter College	Simmons Bank	Banking/Financial: 508 Professional/Business Services: 605
	Bachelor Degree Business & Accounting	Paid Internships Financial Analyst Loan Officer	Philander Smith College	Simmons Bank	Banking/Financial: 508 Professional/Business Services: 605

† DiscoverArkansas.net projected annual openings for Central Arkansas and Little Rock regions.

‡ MSSC is a technical assistance provider for Advanced Manufacturing curriculum and assessment tools.

¹ Philander Smith College is a partner in the Arkansas Coding Academy, a consortium that includes Axiom, Hewlett-Packard, Ensono, Metova, Tyson Foods, the University of Central Arkansas, Central Arkansas Workforce Development District, and others.

² Philander Smith College is a partner in the Arkansas Apprenticeship Partnership Initiative.

³ Arkansas Career Readiness Certificate is a portable credential based upon the WorkKeys®. Training and testing is conducted by partners: Little Rock and Central Arkansas Workforce Development Districts

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 continuation of the project- describe how each partner will continue to 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 continuing the implemented project; describe how each partner is qualified to continue to participate in the 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.

Overview

WISE-P3 continues to work with many partners included in the original application and interim/progress reports. However, as we have implemented the program, we've adjusted our delivery to be more efficient and fulfill the grant requirements. The changes we have made reflect our learning process over the funding period. For example, the partnership with the City of Little Rock was originally planned for Advanced Manufacturing but, because training and hiring qualified police officers is the more immediate, industry-driven need, the partnership is now between WISE-P3 and the City of Little Rock Police Department (LRPD).

Another program change focused on increasing our participants' rate of success, the IT Hotspot – which is a tutoring program for participants enrolled in WISE-P3 programs. The IT Hotspot will enable participants to seek additional educational support to successfully complete their coursework. Enhancing success rates and increasing the number of participants served are the guiding principles in any changes to our original proposal.

Expanding successful programs demonstrates WISE-P3's ability to capitalize on programs that demonstrate positive impact and growth potential. Adding new partner schools to STEPP-UP will replicate the existing program with partner Dunbar Magnet Middle School. For example, eStem Public Charter Schools is beginning a new high school course for a “college, career and community” elective to introduce students to a variety of post-secondary educational opportunities. WISE-P3 is beginning a discussion with them on how to partner in their educational programming, whether through STEPP-UP or offering educational opportunities via certification trainings. Horace Mann Arts and Science Magnet Middle School and Henderson Health Sciences Magnet Middle School are also coming on board as new educational partners.

PARTNER ROLES**Coding**

ADWS is the primary partner for the Central Arkansas Coding Institute (CACI), along with the Central Arkansas Planning and Development District (CAPDD) and LRWDB. ADWS is the principal referral source for participants in the program. They serve as a contractor for the Arkansas Department of Human Services, the agency handling Temporary Assistance for Needy Families (TANF) and Medicaid. In Arkansas, designated recipients of TANF fulfill a work requirement to remain eligible for benefits—they must work a minimum number of hours, attend school, participate in a job training course, or volunteer in an approved organization. Recent legislation expanded work requirements to include Medicaid recipients. Qualified candidates are enrolled in the program, with WISE-P3 currently paying expenses. Once PSC is certified as an Education and Training Provider, TANF and Medicaid benefits will pay tuition fees for the training. TANF is also providing laptops for participant use.

CAPDD will provide support services for program participants, working to improve employment outcomes for minority and first-generation college students, in particular. CAPDD will also assist participants in job searches and interview preparedness. LRWDB will offer participants access to Kuder Career & College Assessment, Career Readiness Certificate, Online Job Search, resume building assistance, and potentially enrollment into WIOA Adult or Dislocated Worker Programs. LRWDB will also assist in identifying and qualifying participants to be trained with WISE-P3 programs.

PSC staff are well-qualified to conduct program delivery and oversight in coding. Dr. Samar Swaid is the Division Chair of Natural and Physical Sciences, Director of Computer Services

Program, and associate professor of computer sciences. Dr. Swaid's role in CACI is supervising the program, revising the curriculum as need dictates, and advising and mentoring students and instructors in the program. Ms. Suzan Anwar is the CACI instructor and director of CACI. She holds a master's degree and is currently working on her Ph.D. Participants are in class Monday through Thursday, with Friday serving as a tutorial day, as needed. Participants may need additional encouragement or assistance to make up for shortcomings in past educational endeavors, and the easily accessible tutoring will allow them to maintain the pace and level of training, ensuring successful program completion.

CACI is designed to fit both traditional students and candidates who may be coming from an industry where coding is a supplementary training to advance their career. If candidate's aptitude and interest test results reflect a match for computer coding, all efforts are made by staff to facilitate their success in the program, including the aforementioned tutoring, if needed. Candidates referred to CACI from Workforce Services may or may not have a strong background in math and computers, often due to STEM disengagement at an early age. As a result, the STEPP-UP collaboration with Dunbar was developed as a neighborhood undertaking reaching out to students at the "golden age" to get, and keep, them interested in lifelong STEM education and professional opportunities, especially women and minorities.

Governor Hutchinson's Blue Ribbon Commission requires computer education/coding in Arkansas schools and WISE-P3 is working to establish a strong pipeline of STEM students to meet the industry-driven workforce demands of the Arkansas business community. Upon completion of the 8-week coding program, students will have a Letter of Completion to demonstrate their successful fulfillment of the training objectives. Because Coding is a certificate program, not a degree, we consider the training to be one component of a career lattice. Many career trainings are a ladder, with a direct route to employment, the typical anticipated path for TANF and Medicaid recipients. A lattice allows a more complex layering; for example, a college graduate working in an office setting may decide they want additional computer experience. CACI provides the certificate program allowing them to advance in their career. Both groups are well-served by CACI, expanding the service population demographic.

Each WISE-P3 partner is a strong performer in their field of expertise, and they will contribute their talents to successful program implementation. ADWS is well-versed and experienced in managing partnerships related to TANF/Medicaid funding at the federal level. No other provider is addressing underserved populations with barriers to educational programs, assisting potential students in determining whether they are well-suited to a training program, and using federal benefits to fund tuition costs (if they are qualified). TANF work requirements are federal- and state-mandated, and Medicaid requirements are state-mandated. Workforce Services is the logical administrator of TANF and Medicaid in order to strengthen and diversify the available workforce.

CAPDD is "used as a service delivery system by both the federal and state government." According to their website, "This system provides citizens and local units of government with programs that are designed to generate community and economic development and growth, alleviate unemployment, and increase the overall quality of life." In practical terms, CAPDD assists qualified graduates in job searches and establishing soft skills such as interviewing and resume development. CAPDD works with federal and local organizations, providing support services to nonprofit entities as they conduct educational programs, making them uniquely qualified as a WISE-P3 partner.

LRWDB is experienced in grant-funded employment programs, WIOA Dislocated Worker Services, and WIOA Adult Services, the program they are partnering on with WISE-P3. WIOA for Adult Services focuses on career readiness training, vocational education, and job placement services (all efforts that uniquely align their mission with WISE-P3). Like CAPDD, the LRWDB assists in job-finding and soft skills, removing many of the barriers to successful completion from job training programs and employment.

The qualifications of each partner highly recommends their participation in WISE-P3. TANF/Workforce Services refers qualified candidates to CACI, increasing enrollment and arranging and managing tuition payment through TANF and Medicaid, which serve to enhance the program's sustainability due to the fees structure. As a state agency that partners with organizations training workers and providing employment facilitation, their longterm viability is ensured as an engine of economic advancement and job matching.

CAPDD is funded through a diverse revenue stream and is accustomed to facilitating funding from the Delta Regional Authority, Community Development Block Grants, and US Department of Agriculture Rural Development grants and loans. They work with communities throughout their district to ensure proper use of funding and delivery of programs to targeted populations. Their experience in serving as liaison between funders and funding recipients offers a strong endorsement of their qualifications as a WISE-P3 partner.

The Little Rock Workforce Development Board's name change from the Workforce Investment Board indicates a shift from investment to development, a one-stop system designed to usher in new workforce development in Little Rock. The change more accurately reflects the appropriate mission of the organization, encouraging the "next generation of workforce development" in the area.

WISE-P3 partners were carefully selected for their experience and support of coding in Arkansas. Governor Asa Hutchinson has long emphasized computer education, coding in particular, as a career pathway for Arkansas students and underemployed workers. Much of the emphasis has gone into computer education and coding classes in public schools. Many WISE-P3 participants (PSC customers) completed high school long before that curriculum was put in place, missing the opportunities offered to later students. One of the current students is a prime example of missing the coding opportunity now available in public schools—one of our TANF recipients enrolled in the coding program holds a bachelor's degree, and is a former public school administrator. The fact that a college graduate is a TANF recipient and is seeking adult education offers concrete evidence that WISE-P3 programs are much needed, and will assist in filling industry gaps with qualified graduates.

Hope Rises is a new partner for WISE-P3. While the specifics of the partnership are not fully developed, their clients are prime examples of an underserved population that will benefit from job training and also help fill workforce employment and skills gaps. Hope Rises provides holistic services to women impacted by addiction, trauma, or incarceration to improve their health and well-being and provide opportunities for personal growth and empowerment. Their goal is to reduce recidivism for women by providing interventions and treatment for the specific obstacles women encounter that have created revolving doors in prisons and jails. Hope Rises is licensed by Arkansas Community Corrections, and the majority of their clients come from impoverished, rural, and/or minority communities. Their goal is to reduce recidivism by

providing interventions and treatment for the specific obstacles women encounter to societal reentry, helping them achieve economic empowerment through job training. The Coding programs provided by WISE-P3 offer an exciting opportunity for Hope Rises residents to attain training in a highly employable field.

In selecting partners, WISE-P3 looked at the range of federal assistance facilitators and partnering organizations in Central Arkansas. The WISE-P3 administrator has a long history of working with ADWS, and as they directly administer TANF and Medicare workforce training and education, they are the best candidate for partnering on adult education and job training. CAPDD and the LRWDB offer additional support services for students by assisting in job placement and recruitment via industry-driven job needs.

Ecotoxicology

Ecotoxicology has two corporate partners (FTN Associates Ltd. and American Interplex Corporation) and is in the process of establishing a partnership with the Arkansas Game and Fish Commission (AGFC).

FTN Associates Ltd. is a consultation company, employing students as needed, and also participates in PSC educational programming by providing internships. Student education via FTN employment or interning may qualify as lab research, including a course credit. FTN has asked for an intern this summer, and the paperwork is in progress. They have also requested information on any graduating students in order to discuss permanent positions within their organization.

American Interplex is a testing laboratory. They request student referrals for employment, conducting recruitment from the Ecotoxicology Program. American Interplex has expressed interest in hiring any qualified graduates from the Ecotoxicology Program.

Dr. Latonya Jackson, Program Director, is currently establishing a partnership with the AGFC to create a greater number of training opportunities for her students in fieldwork. As a state agency, their staff regularly works with educational institutions for training purposes, including offering summer and school-year internships for college students.

Each Ecotoxicology partner fills roles suited to their corporate or agency operations. FTN Associates Ltd. provides temporary and permanent employment, internships, and on-the-job training in ecotoxicology for PSC students and graduates. Their staff also serves as classroom guest lecturers. American Interplex conducts laboratory testing, and they are in frequent need of additional or replacement lab technicians, lab assistants, and other lab bench work staff. They continually reaffirm their commitment to hiring qualified PSC Ecotoxicology students.

When their partnership is fully confirmed, the AGFC will provide ample opportunities for field work. The AGFC is one of the largest land and resource management entities in the State of Arkansas, with extensive historical and biological experience in the natural environment. They are willing to assist Ecotoxicology students in expanding and reinforcing their studies with hands-on experience in the field.

PSC and corporate personnel play vital roles in the development and delivery of the Ecotoxicology program, and also in the eventual industry hiring of qualified completers. Dr. Latonya Jackson will teach classes, mentor, and advise students as they plan and complete their

coursework, and also advise them on their career choices and opportunities. FTN's Pat Downey, Sr. Project Manager, has consulted with Dr. Jackson on planning coursework that reflects the needs of the Ecotoxicology field, including a need for staff experienced in clean water protection, natural resource management, site investigation/remediation, water resources, and waste management. American Interplex Chief Operating Officer John Overby has worked with Dr. Jackson to ensure that the laboratory experiences of the Ecotoxicology program reflect real-world industry needs, as well as providing students with a well-rounded curriculum that will expand their employment possibilities in a variety of laboratory settings.

The role of each program facilitator and partner is integral to the success of the program. Dr. Jackson educates and advises the students, and FTN and American Interplex provide the continuation of that education through internships and temporary placements. Once a student graduates, both companies are committed to hiring qualified candidates. Once added as an official partner, AGFC will assist in filling the educational enrichment that increases the effectiveness and impact of the curriculum. Each role is imperative in the WISE-P3 process, and completing the cycle of education, experience, and employment.

Ecotoxicology may be included as a larger course of study in an undergraduate academic pathway or a participant may be enhancing existing work skills and training, helping them establish a career pathway. Ecotoxicology students need good foundation in science classes. In high school, they should participate in summer, STEM-oriented programs whenever possible. College students need to enroll in classes related to STEM fields and seek out any available internships, including any additional educational programming such as internships. These activities will add to their knowledge, giving them real-world working knowledge/experience. STEPP-UP, another WISE-P3 program, is helping establish the pipeline of STEM careers for students at Dunbar by offering mentoring and hands-on, informal STEM opportunities for students with interest in those areas. STEPP-UP is in the process of replicating the Dunbar program for other middle schools so that increasing numbers of young scientific hopefuls may experience the same mentoring and hands-on enrichment activities. Engaging students in STEM at an early age is critical in establishing the educational and career pathways needed for success in those fields.

Strong corporate partnerships have allowed Dr. Jackson to develop her program with respect to both industry needs and academic rigor. Both companies have long histories in the community and have demonstrated commitment to Toxicological research, testing, and remediation. FTN and American Interplex are consistently seeking new graduates to hire into their industry, and as employment is a major end goal of WISE-P3, each partner's commitment plays a role in the success of that endeavor. Each company regularly contacts Dr. Jackson, asking how they can help her, and also if she has any candidates for internships, or potential hiring, a strong indicator of employer-expressed industry need.

FTN is a consulting company, and their strength lies in fieldwork applications and training. FTN is a perfect internship (and employer) partner for the Ecotoxicology program because they add a hands-on training element that integrates the theoretical concepts of the curriculum. American Interplex Corporation is a laboratory, benchwork-focused business with more than 40 years of experience in the industry. American Interplex is an employer more aligned with students who prefer a lab environment rather than field work. Together, the two companies offer a range of employment opportunities for Ecotoxicology graduates.

AGFC is a large state agency with a broad variety of staff members, and Ecotoxicology students would be able to select from a wide range of educational opportunities depending on their own interests. A student who has a personal interest in what they are studying is an engaged student, and their educational experience is accordingly enhanced. WISE-P3 anticipates an educational exchange with AGFC: our graduates will find educational opportunities through internships and AGFC staff may attend Ecotoxicology courses to expand their professional training and experience.

Ecotoxicology is not a common field and our industry partners are uniquely qualified to support our educational programs and job placement efforts. Each partner was selected based on their unique contributions and support of Ecotoxicology applications in the field and laboratory. AGFC has a legacy of not only managing our state's natural resources, but also in educating our populace. Once the partnership is official, students will be able to access that wealth of knowledge and agency resources that will enhance their Ecotoxicology curriculum.

Engineering

Entergy Arkansas, Inc. is a major partner for various programs at PSC, and the new Engineering program is the latest demonstration of that relationship. Entergy has given more than \$250,000 over 5 years to expand the educational programs required to further the effort to develop an engineering program at PSC. Company staff is working with PSC staff to design the program and qualified Entergy staff will serve as adjunct educators, particularly in the beginning stages of the program. Two engineers currently serve on the WISE-P3 Advisory Council, ensuring their engagement with the program planning and delivery. The new Engineering program is strongly supported by Entergy President/CEO Ricky Riley, who has said they'll do "whatever is needed" to support the endeavor. PSC plans to roll out classes in August 2018 with Entergy staff teaching a portion of the curriculum. The engineering program will focus on mechanical engineering, primarily a result of industry needs as expressed by Entergy.

Philander Smith is currently advertising for a highly qualified PhD Engineer to administer the program. Dr. Frank James, Professor of Mathematics, is currently overseeing the program, assisting in hiring the Engineer. Dr. Frank Hahn, Professor of Physics, is assisting with related curriculum development; for example, designing the thermodynamics component needed for a well-rounded engineering program. PSC math professors, including Dr. James, are involved in planning and advising due to the heavy use of mathematics in mechanical engineering.

Before an engineering program can be approved by the PSC Board of Trustees, courses need to be clearly re-identified to clarify the prefixes related to each major. Dr. James has been working on ensuring that each description clearly states what classes fall under the engineering major so that students will have a clear academic pathway to graduation. The current team members are also working to revise student registration into appropriate categories. For example, if a student is not fully admitted to the engineering program, their admission may need to be conditional so that it's clearly communicated that they need additional time on pre-requisite math or science classes. PSC is also currently seeking accreditation for the program from ABET, the Accreditation Board for Engineering and Technology.

As in all STEM programs, engineering students need a good foundation in math classes. They should seek out supplemental programs whenever possible, choosing STEM classes when selecting electives in junior high and high school. Establishing a mentor relationship has also been cited as a critical step in selecting a career in STEM. WISE-P3's STEPP-UP program is

helping establish the pipeline of STEM careers for students at Dunbar Magnet Middle School by offering mentoring and hands-on, informal STEM opportunities for students who express an interest in those areas. Engaging students in STEM at an early age is critical in establishing the educational and career pathways needed for success in those fields. We are currently developing partnerships with middle schools throughout our service footprint in order to expand opportunities for all students. In addition to self-selecting STEM activities, training, and classes, current testing processes demonstrate early aptitude in the sciences/math. Major fields tests may be taken in high school to determine aptitude, and ACT and SAT scores are also indicative of strong aptitudes in STEM.

Entergy is the ideal corporate partner for WISE-P3. They have expressed the need and desire to diversify their workforce and, with a presence in four states and a large market share of the energy industry in the southeastern U.S., they are uniquely qualified to offer hiring opportunities for graduates of the PSC engineering program. Entergy is also staffed with educated, trained, and certified engineers who are well-positioned to advise WISE-P3 on the formation of their own engineering program. Entergy is an historic company with a strong philanthropic presence in Arkansas, Mississippi, Louisiana, and Texas. They play a unique role in the partnership, assisting in developing the program, and also agreeing to hire qualified engineering graduates. Their physical presence, or footprint, in four different states, allows them to offer a wide array of employment opportunities for qualified engineering graduates.

PSC's President, Dr. Roderick Smothers, had a conversation with a previous President of Entergy, and the executive stated the industry need for more people of color and women, especially women of color. He indicated that Entergy would hire as many people as the college could graduate from an accredited program. Entergy stepped forward to express their industry needs and assist in developing the educational programs that are capable of fulfilling that need. Entergy is the best partner for helping to educate Arkansans then employing them after graduation. Both engineers on the WISE-P3 Advisory Council are graduates of Louisiana Tech University, and they have offered to engage their alma mater as an advisor. Bell College of Engineering, The University of New Orleans, and the University of North Carolina at Greensboro functioned as program development advisors during the early phases of the program.

I-CYPER

Partners in I-CYPER reflect the preeminent energy providers and controllers in Central Arkansas. MISO, a multi-national consortium of energy companies, provided a Cybersecurity expert for extensive consultation with WISE-P3 to help write programs and curriculum that reflect industry needs. Entergy is a member of MISO, and as one of its members, is already a partner with many technology programs funded by WISE-P3. Entergy added its endorsement, reflecting MISO's support of the program. Entergy will provide internship and employment opportunities to qualified engineering and I-CYPER students and graduates.

Shorter College, an academic partner for I-CYPER, is a Junior College located in North Little Rock. Shorter has a 2-year program, "Business Computing," and they have committed to an articulated agreement for transferrable credits, with "special latitude" to equivocate core curriculum courses with comparable coursework between the two colleges. For example, a class at Shorter College with a different title, but the same core content, as a class at PSC, will be a transferrable credit. Students from Shorter College may come in to I-CYPER as a junior.

I-CYPER partners and their representatives have provided vital roles in developing the program

and adding to the pipeline of qualified students. Lamar B. Davis, Executive Director of MISO South Region/Government and Regulatory Affairs, served as liaison for developing the I-CYPER program, and is currently a member of the WISE-P3 Advisory Council. Entergy's project representative is Chan Tucker, the Manager of Southeast Region at Entergy Arkansas, Inc., and he consulted on developing the program. Dr. Demetrius Gilbert, VP of Academic Affairs, represented Shorter College in establishing the articulated agreement for easier transfer of credits between his college and PSC, overseeing its continuous implementation and application. Dr. Swaid and Ms. Anwar are currently teaching cybersecurity courses, and staff will be added in the future as program needs require.

Industry partners MISO and Entergy have worked consistently to encourage I-CYPER's program development, advising on curriculum, and providing employment opportunities upon completion. Shorter College provides an initial pipeline for students interested in cybersecurity careers. Many students do not enroll directly into 4-year colleges like Philander Smith, and Shorter, as a smaller institution, may provide a more personal college experience for their students that encourages them to achieve their academic goals, including furthering their education beyond a 2-year degree. I-CYPER participants may be traditional college students with a strong background or interest in STEM, or they may work in a company or agency that would benefit from cybersecurity training. I-CYPER is a certificate program at PSC, not a major or minor, though its completion may be a course credit that counts towards a baccalaureate degree.

I-CYPER partners are uniquely qualified and motivated to work with WISE-P3 to train future generations of cybersecurity professionals. The security of the energy grid is a matter of state and national defense, and increasingly reliant on computer technology as practiced by cybersecurity experts. Dr. Swaid engages with MISO staff members weekly to refine the curriculum so it is best suited for industry standards and employer needs. MISO and Entergy are both on the front lines of the battle to protect their clients and member organizations. Being able to assist in developing the curriculum for cybersecurity training enhances their ability to hire qualified and well-trained staff to better conduct their operations.

MISO controls the power transmission in ¼ of the United States and in Manitoba, Canada. If a state borders or touches a state bordering the western side of the Mississippi River, they oversee power transmission. They buy and sell power across 15 states. MISO consistently seeks qualified workers, employing more than 1,000 employees serving 42 million end-use customers in 400+ markets. Lamar B. Davis, Executive Director of MISO South Region—Government and Regulatory Affairs, is a former member of the Arkansas Public Service Commission. He learned of the cybersecurity program and offered MISO as a partner, establishing the relationship. MISO and PSC are holding a joint press conference, including Governor Asa Hutchinson, to announce the partnership in the near future as an example of the public-private partnerships that can effect change in the arenas of training and employment.

Entergy has a strong presence and long history in Arkansas, Mississippi, Texas, and Louisiana, with more than 2.9 million retail customers in those four states. They are professionally vested in assuring that the educational offerings of AR schools and colleges align with their workforce needs. Entergy became a partner of WISE-P3 because they are a participating affiliate of MISO, which has 185 affiliates as of January 2018. Entergy is an existing partner with WISE-P3 on STEPP-UP and engineering, and they sought to deepen the existing relationship by engaging in additional program planning and delivery.

Shorter College is a 2-year, historically black liberal arts college located in North Little Rock, AR. Many students begin their college careers at Shorter, later transferring to Philander Smith or other 4-year colleges. As a participant of the Arkansas Course Transfer System (ACTS), Shorter College has an articulation agreement with Philander Smith, an appealing recruiting tool for students, who can achieve basic requirements before transferring into PSC. Shorter College, like PSC, has roots in the Methodist faith. As a smaller institution, their tuition is not as high as Philander Smith, making them an attractive alternative to students who also may not be prepared to attend a larger, 4-year college. Shorter College and PSC have a longstanding relationship and have worked together to provide complementary educational opportunities for Arkansas students. For I-CYPER, Shorter is primarily an educational pipeline for their students that leads to further education and careers in STEM.

IT Registered Apprenticeship

PSC was a partner in the Arkansas Apprenticeship Pathway Initiative, funded by the US Department of Labor. The initiative was the first RA in the state to focus on information technology, a successful endeavor we are building on with the help of Simmons Bank, our IT Registered Apprenticeship partner.

With funding sought from the Regional Workforce Continuation Grant, WISE-P3/Philander Smith and Simmons Bank will partner to recruit, train, and place qualified graduates from the IT Registered Apprenticeship program into related banking positions. The private/public partnership is a model for successful training and hiring practices in the industry, as demonstrated by the APPRENTI program in Washington State. APPRENTI's charter corporate sponsor came from the banking industry, and we wish to replicate their model for success. Governor Hutchinson's focus on coding in public schools is leading to an increase in the number of students considering IT as a career, so our timing for establishing an Apprenticeship program in IT is impeccable.

Apprenticeships blend classroom and on-the-job training. RA seamlessly integrates employment, technical training, and industry-driven education in high-demand fields, critical to economic development, and consistent with the principles of innovation and accountability, the very foundation of WIOA. According to WIOA's website, the Act is "landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers." Registered Apprenticeships, including WISE-P3's IT program, align perfectly with WIOA. In WISE-P3, apprentices perform entry-level information technology system and application support for organizations while working towards obtaining their Master license and IT certifications. The curriculum division supports the successful model of a typical industry-recognized apprenticeship, and students will spend time in the classroom and on the job:

Apprentice Program Education (25%):

- *Classes – Pass all class coursework/tests with 80% or better.+
- *CCNA – Pass CCNA Routing & Switching certification test.
- *MCSA –Pass MCSA 410 certification test.
- *Time Duration: 12 Months – 18 Months

Information Technology Department (50% +):

- *Act as initial contact for all internal customer technical support required for computer workstation hardware and software, telephone, network, operating system, printing, and Internet access problems.
- *Investigate user problems and identifies their source; determine possible solutions, test and implement solutions, and escalate to higher level when needed.
- *Perform installs, upgrades, moves, and changes for computer workstation hardware and software, printers, and other peripheral devices.
- *24 hour/7 day on-call support as scheduled.
- *Maintain confidentiality with the business information being processed, stored, or accessed by end-users on the network.

Engineering Department (25% +/-):

- *Based on customer project need and for those pursuing AA degree
- *Assist Engineering Teams with customer facing projects; includes but not limited to phone system and/or networking equipment. This may require long-distance travel and remote lodging.

As a partner in the Apprenticeship program, Simmons Bank will advise and assist Philander Smith in developing the curriculum they view as best practices in IT for the banking industry. Simmons Bank is a regionally-recognized leader in exemplary banking practices. Simmons is well-poised to provide workforce and talent development activities given the strong knowledge base of its staff and executives. Paul Kanneman, Executive Vice President and Chief Information Officer of Simmons Bank, is the primary personnel overseeing the industry-recognized apprenticeship. Philander Smith will provide students, and Simmons Bank will offer internships, and eventually jobs, to qualified graduates of the program. Philander Smith's current student population is 60% female, an underrepresented presence in the world of IT. By supporting the Apprenticeship program, Simmons would be assisting in diversifying their corporate culture, a goal for many male-dominated fields.

SIM, the Society for Information Management, has been suggested by Arkansas Chapter President Paul Kanneman as a partner in this program. Simmons Bank is a strong supporter of SIM, and Mr. Kanneman reached out to WISE-P3 staff, expressing industry needs for a skilled, educated, and more diverse pipeline for banking staff. SIM is a professional organization of more than 5,000 senior IT executives, Chief Information Officers, prominent academicians, selected consultants, and other IT-associated professionals. Building a local skilled IT workforce is important to the organization, and their members will be aware of the RA program, offering permanent employment to qualified completers. To cite a SIM study concerning trends in the IT workforce, "Global IT sourcing, baby-boomer retirements, and low IT enrollments in universities are prompting changes in the IT skills available to and desired by IT departments. The resulting potential for a mismatch of supply and demand is a concern for business executives and academics alike. To address these concerns, the Society for Information Management (SIM) sponsored research on the current and future needs for IT skills in IT departments."

A review of the SIM website indicates that their organizational goals are an excellent fit for this program, including: Giving back to the community through scholarships, mentorship, community involvement initiatives, and educational programs; Networking with contemporaries, business executives, technology experts, and community leaders; Training and career development through knowledge sharing and cultivation of the next generation of IT leaders; Advocating for the IT community of local and national importance. Shared goals encourage excellent community partnerships, and WISE-P3, Simmons Bank, and SIM look forward to producing the next generations of IT leaders.

LEEAP

As the need for additional police officers in Little Rock continues to make headlines, LRPD will continue to work with WISE-P3 to foster the LEAPP collaboration to prepare competent and ethical professionals in the state of Arkansas for careers in law enforcement. The WISE-P3 continuation grant would enable program staff to extend the Law Enforcement Educational Advancement Program into other counties, including Saline, Faulkner, Lonoke, Prairie, and Monroe counties.

Chief Kenton Buckner of the LRPD stated in a meeting of African American professionals that his department needs to hire officers more representative of the community, including more women and people of color. They also seek to hire officers that will live in LR, not commuting from other areas. WISE-P3 staff discussed developing a program to address those needs, and Chief Buckner was very supportive of that idea. Sgt. Van Thomas serves in Human Resources at the LRPD and was assigned to work with Dr. Carmen Harden, Department Chair of Criminal Justice, to help develop the curriculum for LEEAP. They also developed outreach material, and Sgt. Thomas continues to advise on marketing materials. Anyone who reaches out to the LRPD that has had problems passing the academic portion of exam, or decided not to take it, is referred to the program to gauge their interest in LEEAP participation.

An experienced team of PSC personnel assists Dr. Carmen Hardin with program delivery so that LEEAP participants are prepared for careers in law enforcement. Dr. Hardin is the Program Director, developing curriculum in conjunction with LRPD staff and academic instructors. She assists with LEEAP recruitment initiatives and registration as needed, overseeing daily operations and events and hiring/managing staff.

Mrs. Shannon Clowney-Johnson, Distance Learning Coordinator/Writing and Grammar Instructor. Mrs. Johnson commits to developing curriculum, collecting curriculum materials to support instruction, preparing distance learning experiences, implementing skill building activities as needed, and providing support to participants as they navigate the online learning environment.

Ms. Ashley Embry, Assistant Curriculum Development Coordinator/Math Instructor, develops curriculum and collects materials to support instruction. She will develop and track learning outcomes for each area of emphasis, creating individual reports for program participants. Ms. Embry will also assist in recruiting speakers that align with LEEAP goals and objectives.

The LEEAP curriculum is aligned with workforce needs, and is not conducted as a traditional college course. LEEAP is an online course with mandatory weekend sessions that mirror the requirements needed to successfully enter the LRPD by passing the requisite entrance exam. Successful completers receive a certificate, but LEEAP is not a degree program. LEEAP may be used as a lattice component for greater career advancement when paired with other educational trainings, creating stacked credentials in post-secondary training and education.

WISE-P3 can offer training in many areas, but if the trainings do not have industry support and partners, that program does not have a purpose. The partnership between WISE-P3 and the LRPD is essential for success in that the police department has a need for diversity, and WISE-P3 has the ability to provide the training that can make that happen. The WISE-P3/LRPD partnership will train potential officers and allow the hiring of a police force that is more representative of the community, a more effective means of policing a community with respect, intelligence, and empathy.

The LRPD is the primary law enforcement agency in the community where PSC is located, as well as being the largest police department in the state of Arkansas. The LRPD is uniquely qualified to assess the hiring needs of their agency, and in determining the need to diversify, entered the partnership with WISE-P3 to provide LEEAP training that will lead to hiring more people of color for the police force.

WISE-P3 and the City of Little Rock previously discussed a partnership in Advanced Manufacturing, but soon determined that the Police Department's diversification and increasing hiring needs were much greater than any need in Advanced Manufacturing. Police Chief Buckner was addressing an audience that included the WISE-P3 Director, and they began a discussion on how to diversify the largest police force in the state. Hiring practices were examined, and Chief Buckner determined that they would greatly benefit from a more diverse and community-representative workforce. Many police applicants do not live in the city, and partnership conversations included discussion on how police officers are more community-oriented if they are residents in the towns they serve. Because the LRPD is the primary industry employer, WISE-P3's relationship is a logical pairing to be able to accomplish the goals at hand—educating potential officers to assist them in entering the workforce, bringing diversity to the police department.

STEPP-UP

Dunbar Magnet Middle School has been the primary partner for STEPP-UP, and in the continuation grant period, they will continue to assess interest, referring their students so that they may be engaged in STEM educational activities. The program director will engage other schools within the geographical footprint of Philander Smith to replicate the successful program and provide mentoring to additional students and families.

Entergy Arkansas, Inc. has supported the program as a way to diversify their workforce, engaging minorities in science and technology from an early age. Entergy has consulted in the mentoring process, and having their involvement lends legitimacy to the program. When the program is advertised, the Entergy name being attached is a draw for students and their families. The two engineers who serve on the WISE-P3 Advisory Council are involved in the program, demonstrating the hands-on support offered by Entergy. As an industry partner, Entergy offers the promise that STEM students have strong employment opportunities, encouragement for students continuing on that career path.

Dunbar staff and teachers will gauge interest in the STEM program among their student body, referring interested students for inclusion in STEPP-UP. Additional local schools are in the process of being added to the partnership, expanding the scope of students served. Dunbar staff and teachers will provide STEPP-UP with nominations for students to participate in the program and encourage parental engagement.

Glenn Sergeant, Executive Director of WISE-P3, has worked extensively to establish partnerships for STEPP-UP, including Dunbar. He is currently working to establish relationships with additional schools to replicate the program's success.

Melisha Griffin, an engineering instructor at North Little Rock Center of Excellence, implements STEPP-UP through PSC's Division of Physical Sciences. Her role as a robotics instructor is to engage students and their parents with interest in STEM, encouraging students to stay involved

in that field through interactive, informal educational opportunities. Maker's kits with manipulatives for hands-on experimentation encourages STEM enrichment, and mentoring from STEPP-UP instructors reinforces the value and potential of an education in STEM. Ms. Griffin is a University of Arkansas graduate in engineering. She worked at Alcoa, and now teaches math/robotics. She attended UCA for a master's degree in teaching. Her robotics team places highly in competition every year, demonstrating her ability to ignite a passion for engineering in students.

Each STEPP-UP facilitator and partner plays a role in formulating the program. STEPP-UP instructors conduct the program, hoping that the enrichment will encourage students to continue to pursue STEM, perhaps coming to PSC to further their education in the field. Dunbar staff and teachers refer the students, who participate in the program encouraging and enriching their STEM education. Dunbar teachers, advisors, and counselors see students every day, and they know which students would receive the most benefit from STEPP-UP. Their personal observations offer an insight that test scores may not. Educators have personal interaction with students, and a child that may not have the best test scores, but has a passion for STEM learning, would be a great candidate for STEPP-UP.

STEPP-UP was piloted for 8th grade students who were 13/14 years old. The goal is to reach children early, especially girls and minorities, in order to retain their involvement in STEM. The first program cohort included a diversified group of students--a mix of males, females, Caucasians, African Americans, and Latinos. Encouraging STEM interests will lead to more STEM classes in middle schools, junior highs, and high schools.

STEPP-UP was initially suggested by a former Director of the Department of Higher Education. Dunbar Magnet Middle School is recognized for its Gifted and Talented program, and also serves a significant African American population, located within walking distance of PSC. Dunbar has a number of faculty who are STEM-focused, inspiring students to become and stay involved in that field of study. Their students are considered at-risk, or underserved, with 75% eligibility for free and reduced lunches Little Rock Public Schools. PSC's involvement with the school is a form of outreach--a community service to their common neighborhood. If future funding and staffing are secured, STEPP-UP could be replicated in other underserved schools throughout Little Rock, establishing additional support for a strong STEM pipeline to college, training, and careers.

Partners by Industry



Business

- American Interplex
- FTN Associates, Ltd.
- Entergy Arkansas
- MISO
- Simmons Bank



Nonprofit/Government

- Arkansas Dpt. of Workforce Services
- Central Arkansas Planning & Development District
- Hope Rises
- Little Rock Black Police Officers
- Little Rock Workforce Development Board
- Society for Information Management



Education

- Dunbar Magnet Middle School
- Henderson Health Sciences Magnet Middle School
- Horace Mann Arts & Science Magnet Middle School
- Shorter College

SECTION 4 – BUDGET PLAN

15 Points

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

Essential Components:

- Clear alignment between funding request and grant activities- detailed discussion of how each component of the grant budget supports the goals and stated outcomes of the program.
- Institutions may request up to \$1 million over two years that will provide resources to continue approved Phase 2 projects.
- Local match of at least 10% of the total request, with a maximum cap of \$50,000- all proposals will include a plan for local funding to match 10% of the total grant proposal. For example, a grant requesting \$400,000 in funding would be required to provide \$40,000 in matching funds. However, the local match is capped at \$50,000, meaning grants in excess of \$500,000 will have the same match as a \$500,000 project.

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

Keep the following rubric in mind when completing this section:

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

Section 4.1 – Budget Plan Detail

Please provide your detailed financial plan in the box below.

Project Budget:

A. PROGRAM LEADERSHIP SUPPORT

1. Personnel

- a. Executive Director oversees all aspects of the WISE-P3 initiative. He is charged with establishing and enforcing the vision of the initiative; supervising office staff; maintaining a productive relationship with the PSC leadership, and business and community partners.

\$65,000.00 x 2 years = 130,000.00

Fringe (22%) 14,300 x 2 years = 28,600.00

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

\$55,000 x 2 years = 110,000.00

Fringe (22%) 12,100 x 2 years = 24,200.00

- c. Grant Financial Administrator is responsible for performing financial review and analysis of fiscal, contract, grant, and/or budget information. Provide financial analysis, reporting, and post-award support to WISE-P3 leadership and all funded programs and initiatives of WISE-P3.

\$ 30,000 x 2 years = 60,000.00

Fringe (22%) 6,600.00 x 2 years = 13,200.00

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

\$30,000.00 X 2 years = \$60,000.00

Fringe (22%) 6,600.00 x 2 years = \$13,200.00

Total Personnel \$ 439,200.00

2. Travel

- a. Travel for WISE-P3 staff to attend the following conference for 2 years: 1) P3 Higher Education Summit, September in San Diego, CA, and 2) National HBCU Week Conference in the fall of 2018. Cost of travel will include conference registration fees, air travel, transportation, and standard allowable per diem a day for meals.

\$20,000.00

Total Travel \$20,000.00

TOTAL PARTNER PARTICIPANT COSTS \$459,200.00

B. OTHER DIRECT COSTS

1. Equipment

With anticipated growth in all of the WISE-P3 programs, especially in Ecotoxicology, Engineering, and STEPP-UP, we foresee additional cost in lab equipment, science and technology kits, maintenance, and repair.

Total Materials and Supplies \$25,000.00

2. Material and Supplies

Consumable office supplies and training materials including software and software licenses for use in training sessions, UBS drives, and training manuals for all the programs and initiatives funded by WISE-P3.

Total Materials and Supplies \$34,500.00

3. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION

Publication Cost includes publications, brochures, web page development, video production, and WISE-P3 campaign, etc., which includes engagement in aggressive recruiting and community outreach for the WISE-P3 programs.

Total Publication Costs, etc. \$65,000.00

4. CONSULTATION SERVICES

a. Proposal Consultants with experience in writing grant proposals, performing research to develop the proposals, and familiarizing themselves the organization's programs, goals, and financial needs. The proposal consultant will also look into potential funding sources and compile all the information needed and compose the proposals.
\$20,000.00

b. Adjunct instructors will teach courses at the following rates:

- PSC Program Director – 2 Directors @ \$2,500 per yr per course x 4 courses = \$10,000
- Adjunct Faculty, 3 cr. – 4 Faculty @ \$2,000 per semester per course x 8 courses = \$16,000
- Adjunct Faculty, 4 cr. – 1 Faculty @ \$2,666 per semester per course x 4 courses = \$21,328
- Specialized Instructors – 3 Faculty @ \$5,000 per course per semester x 12 courses = \$60,000

Total Adjunct Salary = \$107,328.00

Fringe \$107,328 x 9.15% = \$9,820.51

Total Consultation Services \$137,148.51

5. OTHER

a. IT Talent Hotspot is a talent incubator that provides tutoring in all subject areas for students and participants in WISE-P3 programs including Cybersecurity, Ecotoxicology, and Engineering. \$20,000.00

b. Engineering Director - \$150,000 per academic year x 1 yr = \$150,000
Fringe \$150,000 x 22% = \$33,000.00
\$183,000.00

Total Other \$203,000.00

TOTAL OTHER DIRECT COSTS \$464,648.51

C. TOTAL DIRECT COSTS (A and B) \$ \$923,848.51

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

E. Total Requested Grant Budget \$973,848.51

Section 4.2 – Budget Plan Template

Please complete the budget template below. Totals will calculate automatically based on your input. Institutions may request up to \$1 million in grant funding for Phase 3 Projects.

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

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	\$439,200.00
2. Travel	\$20,000.00
3. Other (Explain Below)	\$0.00
Briefly Explain Other Costs	
TOTAL PARTNER PARTICIPANT COSTS	\$459,200.00

B. OTHER DIRECT COSTS

1. Equipment	\$25,000.00
2. Materials and Supplies	\$34,500.00
3. Publication Costs/Documentation/Dissemination	\$65,000.00
4. Consultant Services	\$137,148.51
5. Other (Explain Below)	\$203,000.00
Briefly Explain Other Costs	
TOTAL OTHER DIRECT COSTS	\$464,648.51

C. TOTAL DIRECT COSTS (A & B)

\$923,848.51

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

\$50,000.00

Total Continuation Grant Budget

\$973,848.51

Other Notes

Direct Costs: Other - \$20,000 for IT Talent Hotspot - \$183,000 for 1 year salary for Engineering Director
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SECTION 5 - SUSTAINABILITY

20 Points

Proposals will include a commitment and detailed plan for sustaining grant activities beyond the twenty-four (24) month continuation 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 continuation 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.

Overview
 WISE-P3 will ensure sustainability by supporting formal articulation agreements with our partners and memoranda of understanding with industry and other partnerships. We will collect data to ensure that benchmarks are being met, and use the data to address program participants’ needs accordingly. The integration of academic preparation, high-quality training, shared training program design, ongoing evaluation, supportive services, and professional development will ensure the viability of our programs and encourage sustainability. Changes to work/education requirements for Medicaid recipients will also enhance our program viability. TANF, and soon Medicaid, recipients will be referred to WISE-P3 for training programs, with their tuition/fees paid through those federal programs.

WISE-P3 creates a strong pipeline for eligible participants to enter the workforce through a targeted participant referral strategy using a network of community organizations. ADWS will

refer work-ready, benefits-eligible recipients for training. Designated recipients will receive supportive services, enhancing their likelihood of training and employment success.

WISE-P3 is implementing both overall and program-focused processes to sustain programming without major changes once the funding period ends. For example, a subscription to Foundation Directory Online will assist PSC in finding new sources of funding to extend programs, even endowing them, as foundations allow. Many WISE-P3 program directors recently attended a grantwriting workshop focused on securing federal funding for Historically Black Colleges and Universities (HBCUs), evidence of PSC's recognition of the importance of diversifying revenue sources for program funding. Maintaining industry and government contacts and information pathways will allow WISE-P3 administrators to be alerted to funding and partnership prospects that may lead to additional funding and advancement opportunities.

Overall sustainability processes include the WISE-P3 Advisory Council quarterly meetings, encouraging continuing involvement from industry partners and advancing new opportunities while maintaining existing programs. Continuing to cultivate new employer relationships will assist in expanding our population served, even going beyond sustaining our current educational offerings. In terms of sustainability, the Arkansas Professional Pathway to Educator Licensure (APPEL) is one of the success stories in WISE-P3. APPEL is an alternate route to a teacher's license for an individual with a 4-year degree in an area other than education. Originating in WISE-P3, APPEL is now funded by the Arkansas Department of Education and PSC.

Retaining students and program participants is a major determining factor in sustainability, and WISE-P3 is establishing a program to encourage students and assist them in the successful completion of their educational pursuits. WISE-P3's IT Talent Hotspot is a talent incubator for ensuring excellence in all students, in all areas, providing supportive services to encourage potential and current students. For example: A potential engineering student from a rural/small school district may not have the advanced math/science skills needed for unconditional admission to the engineering program. The IT Talent Hotspot will assist that student with tutoring in the newly renovated library space on campus. Tutors will be available for the following WISE-P3 areas: Cybersecurity, Ecotoxicology, and Engineering.

SUSTAINABILITY

Coding

Governor Asa Hutchinson has supported Coding and other Computer education programs in public schools throughout his campaign and first term as governor. He convened a Blue Ribbon Commission on the Economic Competitiveness of Data Analytics and Computing in Arkansas, with a resulting report issued in December 2017. Page 4 of the report states, "The success of Arkansas in advancing its vision of transforming existing industries through data analytics and computing depends upon having a balanced approach of near-term actions that meet industry needs, along with an organizational plan for a sustained public-private partnership effort." The state of Arkansas is committed to sustaining partnerships in computing, a public endorsement from the state of Arkansas in support of programs (and partners) that provide that training, including Philander Smith.

PSC is in the application phase of becoming a certified Education and Training Provider, and we will be an approved contractor for federal and state programs. WISE-P3 has been funding the coding program, but upon our certification, ADWS clients will be funded by TANF and Medicaid, which require qualified recipients to be in a training program, attend school, volunteer for an

approved entity, or work in order to continue receiving those benefits. WISE-P3 partners will refer TANF and Medicaid recipients to our Coding program, and the federal government and state will pay for associated institutional costs, ensuring the longevity of the program. Hope Rises clients may receive tuition expenses via TANF and Medicaid, or through Arkansas Community Corrections. Hope Rises is supported financially by a social enterprise, The Dandy Line catering and home furnishings, and they are expanding their fundraising efforts to provide career and post-incarceration training and options for the women they serve.

PSC staff conducting the program will continue to be paid by the college, teaching classes funded by student fees via scholarship, private pay, or loans. Participants receiving TANF or Medicaid will receive tuition funding through those federal assistance programs as part of the work and school requirements conditional for participation in the program. As PSC becomes a provider of services for the ADWS, the agency will pay for every client/customer receiving services via TANF or Medicaid, including programs at CACI, the in-house coding program we offer. Money is set aside for formal providers of service, with education paid for through TANF and Medicaid. Other participants in the program will receive scholarships, Pell Grants, and loans, or will pay privately for the coding program.

The partnerships established during WISE-P3 will endure as a result of the professional relationships established and the interconnected nature of the demographics served. Partner communication will remain consistent due to ongoing and changing program needs and succeeding cohorts undergoing training and classes. As ADWS identifies and refers potential qualified students for the CACI, Philander Smith will maintain the lines of communication to better serve our students.

Coding students will also be served best with the use of modern computer resources. The Coding Initiative utilizes existing equipment also used by other computer science classes. PSC has a regular repair and replace program to maintain infrastructure, including equipment needed for conducting classes. Philander Smith will continue to apply for federal grant funding, a common source for equipment, in order to replace outdated technology and hardware. The Coding Initiative is ongoing. Employer hiring needs won't end at the conclusion of the funding period, and program participants will consistently enroll in coding courses, needing all available computers and software. TANF and Medicaid recipients have to either go to school, work, or volunteer in an approved agency setting, and state agencies will continue to refer qualified students to our training program, increasing our equipment needs.

Ecotoxicology

Ecotoxicology is now a concentration of study at PSC, and as a part of the college curriculum, trainings, classes, and partnerships are established and maintained. Because the program is new, they have yet to apply for additional foundation or donor funding, but Dr. Jackson is currently researching funding options and will approach foundations and individual donors to increase the donor base of the program. Our private sector partnering companies pay students for work and offer on-the-job training, allowing students to pay tuition and continue attending school. The pilot program and related training to begin offering Ecotoxicology coursework began last year. The implementation phase of the output from previous funding begins Summer 2018. Industry partners continue to request interns and qualified graduates of the program, both excellent indicators of the need for Ecotoxicology education. Philander Smith will continue to support the program and students as a concentration of study within the college curriculum beyond the grant-funded period.

The Ecotoxicology program benefits greatly from experienced and dedicated partners who proactively assist whenever needed. FTN & Associates and American Interplex will continue to train students via paid internships and will also hire qualified graduates. These relationships, and the program, have been industry-driven, demonstrating workplace demand for Ecotoxicology training. The program is supported by PSC, and as private businesses, the industry partners have the financial standing to support the educating, training, and hiring of qualified students.

Funding for the program beyond the grant period will be provided via student tuition, additional grant awards, and industry support for the program, which has always been driven by industry partners. The relationship is well-established, with open lines of communication between Dr. Jackson, the head of the program, and the companies seeking her students for internships and permanent employment. That communication will continue beyond the scope of grant funding.

The durable goods and disposable equipment cycle will be ongoing for the Ecotoxicology program. Computers and disposable supplies will be repaired and replaced as needed, according to the College maintenance schedule. The Ecotoxicology concentration was recently placed under the Chemistry Department, so any equipment utilized by Ecotoxicology students may also be accessed by Chemistry or Biology students.

Engineering

Engineering's primary partner is Entergy, a community-engaged company with a long history of philanthropy in Arkansas. Entergy assisted in developing the engineering program and will continue to support it through its generous donations and staff involvement. Engineering will also be a component of Philander Smith's budget, and will continue to be offered, ensuring its longevity once the grant funding period ends. Little Rock is home to a growing tech community, and engineers support that model, generating additional corporate support for the program. Philander Smith will also seek foundation and governmental funding to continue the program, and student fees and tuition will ensure sustainability.

PSC is currently in the process of attaining certification from ABET for the Engineering department and I-CYPER. ABET certification is an endorsement of the quality of a program, assuring that graduates and completers are trained appropriately and are well-prepared to meet the needs of their respective professions. ABET certification will assist in attracting students considering their Engineering department options at different schools, helping sustain and grow PSC's program.

PSC will continue to offer classes beyond the grant funding period, and industries in need of engineers are committed to diversity in their workforce, recognizing PSC as a primary source for diversified education and professional training. PSC has been contacted by many potential industry partners, but they have not been in our service/geographical footprint. Others have expressed genuine interest, and we are considering their viability. Public-private partnerships are the industry standard, and industry recognizes that fiscal investment is necessary to accomplish program goals. Partnerships will develop more fully as the program is more firmly established.

Entergy will hire graduating, qualified engineers from PSC. Entergy is a community-focused company with a presence in Arkansas, Mississippi, Louisiana, and Texas, expanding the footprint for potential new hires from PSC. Entergy is a financially thriving company, and as they have donated funding in past years for various PSC programs, they will continue to do the same for the engineering program. Entergy Executives and staff offer industry-driven suggestions and guidance

for educational training, classes, and employment. An Advisory Council meets quarterly, and includes Entergy and others to create a broad-based committee of engaged industry experts.

Engineers are working to establish curriculum for the Engineering department, including equipment specific to that field. Grant-funded requests often include an equipment category of funding. Future funding from grantors and federal agencies may be used to replace/repair equipment beyond what Philander Smith's typical maintenance policy offers. The majority of grants funded for PSC are STEM-related, and that equipment can be shared between departments. Service contracts (consistently purchased), ongoing maintenance, and capital expenses related to campus operations are all handled in-house, or are budgeted to cover any technical or mechanical problems. Equipment will be used throughout the life of the grant, and all will be outdated by the time it's no longer needed in the classroom. STEM is an equipment-heavy field, and mechanical engineering will need equipment for heat transfer, electrical processing, and perhaps 3D printers. Other departments on campus may also have use of the engineering lab equipment.

I-CYPER

The Cybersecurity Program is an established part of the PSC curriculum—a line-item budget that will not be discontinued once the 24-month grant funding ends. In May 2018, Governor Hutchinson announced a \$378,000 grant for cybersecurity at Jacksonville (AR) High School, with students able to complete certification during high school. Such funding demonstrates the commitment Arkansas has to cybersecurity as a growth industry. PSC will apply for grants, and has established a relationship with NASA as we look to develop programs to become qualified to apply for federal contracts. WISE-P3 Executive Director, Glenn Sergeant, has been selected to participate in the Jet Propulsion Laboratory's (JPL) Historically Black Colleges and Universities/Minority Institutions (HBCU/MI) Outreach Initiative. Dr. Swaid, director of I-CYPER, will also be attending the conference, an opportunity to further the collaborative potential between PSC and NASA.

Tuition-paying and/or scholarship students will offset program expenses. Many technology grants are available for cybersecurity due to its rapidly growing need for qualified graduates, a need Philander Smith is prepared to address. The U.S. Dept of Energy initiated communication with PSC to encourage development of the program with the intent of enhancing the capability of applying for contract work, creating a diversified revenue stream to support cybersecurity education.

Students may choose cybersecurity as a field of concentration, and PSC plans to offer an associate degree program in the near future, demonstrating PSC's continuing support of cybersecurity education. Our partners (MISO and Entergy) are working with us to expand cybersecurity educational opportunities to the general public. Eventually, our partners and other businesses and institutions will be able to pay for existing staff to attend trainings in addition to hiring qualified PSC graduates into their companies.

MISO and Entergy will continue to hire students, monitor curriculum, and assist in updating content as needed. MISO and Entergy will provide internships for students to experience the real world, supplementing the theoretical knowledge of the classroom. MISO is a not-for-profit, member-based organization that manages electricity delivery for 15 states over 66,000 miles of high-voltage transmission. Entergy is an electric power producer and retail distributor, serving 709,000 Arkansans. Each company has a long history in the state, and each is committed to continuing the strong community partnerships they have developed within Arkansas.

Shorter College is a 2-year community college that often serves as a preparatory training ground for students to later attend a 4-year college such as Philander Smith. Shorter helps its students maintain their enrollments (as they prepare to go to schools such as Philander Smith) via tuition scholarships, donations, and grant funding or endowment.

WISE-P3 Advisory Council partnerships will not go away—PSC depends on industry partners to support them by hiring students, and that need will not end. Public-private partnerships strengthen bonds, increase diversity, yet promote increased revenue streams—companies use profits to train interns and hire graduates. Partners recruit students, present classroom lectures, and provide jobs. Any company with federal contracts gains “points” when developing relationship with HBCUs, encouraging them to continue to facilitate such relationships.

PSC has demonstrated its support of cybersecurity education, and those programs require current technology. Computers used for Cybersecurity classes are available for use by other departments/computer science courses. PSC has a regular maintenance schedule for repairing/replacing durable goods such as computers. The College is enhancing its capability to write funding proposals to both maintain and expand our grant-funded programs, assisted by the grant funding requested for a Foundation Directory online subscription.

Employer-driven cybersecurity needs will never end in this age of automation and digitization. Dr. Swaid, associate professor of computer science at PSC, says that devices people rely on every day such as cars, phones, alarms, and even traffic systems are vulnerable to cyber attack—“Imagine if any of these IT efforts were at-risk of not working, or failing.” National and local security depend on protection from electronic threats, and programs such as I-CYPER will be in great demand. As such, computers will need to be replaced/updated periodically, per the PSC facilities maintenance schedule. The computers utilized for cybersecurity will also be used for other computing needs and training.

IT Registered Apprenticeship

The federal government has committed its support to increasing the use of RA, and PSC will pursue the resulting grant funding in support of its IT Registered Apprenticeship program. According to the National Skills Coalition website (accessed 5/17/18), the Department of Labor is scheduled to spend \$100 million to support and expand apprenticeships. Approximately \$20 million “will go to update technology and market apprenticeship.” The federal government is committed to supporting evidence-based and successful industry-recognized apprenticeships, allocating funding resources for sustainability. The Executive Order on Expanding Apprenticeship in America strives to “diversify a pipeline of workers with ability to access and succeed in high-quality work-based learning opportunities and to support a broad range of businesses—including small- and medium-sized businesses—in developing and running these same programs.”

Arkansas has formalized its support of apprenticeships in the WIOA Combined State Plan for Years 2016–2019. WIOA outlines a plan to promote and support a talent development system that offers employers, individuals, and communities the opportunity to achieve and sustain economic prosperity. The overarching statewide economic development goal is to bring Arkansans’ incomes in line with the national average. Developing more Registered Apprenticeships is a key step in achieving this goal. To do this, WISE-P3 and PSC have targeted an industry sector offering solid growth opportunities to increase or create RA, resulting in high wages for potential employees.

Simmons Bank has committed to a longterm partnership with PSC, with a corporate representative

serving on the WISE-P3 Advisory Council. Industry-recognized apprenticeships include financial support from professional partners as a component of on-the-job-training, and Simmons has agreed to pay apprentice salaries at scale. Apprenticeship fees related to PSC courses will be paid through tuition fees, scholarships, and future grant funding opportunities. Simmons Bank will offer employment to qualified completers of apprenticeships.

The Arkansas JobLink System, funded in part by TANF, will serve as one of the critical links between apprentices and employers. For qualified completers who are not offered positions at Simmons, the JobLink website will offer opportunities to connect with other potential employers, the desired result of the training process. Simmons has also discussed the increased employment and training opportunities if additional banks become involved. SIM is chartering a chapter in Little Rock, and WISE-P3 has been invited to speak at their June meeting, a prime opportunity to discuss Registered Apprenticeships in front of industry representatives, including executives from Murphy Oil, BlueCross BlueShield of Arkansas, and Axiom. Paul D. Kanneman, President of the new SIM chapter in Arkansas, is committed to diversifying the IT Industry, and is willing to “push” his fellow executives to begin the process with WISE-P3.

LEEAP

As a strong industry-driven program in partnership with the LRPD, LEEAP will continue to thrive once the funding period ends. In order to ensure that success, expansion is planned as program leaders reach out to other police departments in Central Arkansas, including Saline, Faulkner, Lonoke, Prairie, and Monroe Counties. Enrolling additional students in a fees-based program (once the funding period ends) will allow potential employers to fund student enrollment and program continuity. LEEAP is a direct reflection of the mission of Philander Smith College: “To graduate academically accomplished students, grounded as advocates for social justice, determined to change the world for the better.” PSC views LEEAP as a fulfillment of their mission and will continue to support the program under the college’s Department of Criminal Justice.

LEEAP and I-CYPER program leaders are discussing the possibilities of integrating components of their two programs; for example, students in the LEEAP program may have a cybersecurity lesson (or class) included as part of their curriculum. The viability of each program is strengthened by the additional student enrollment, drawn by the appeal of crossover educational opportunities.

To continue LEEAP beyond the grant-funded endeavor, organizers will solicit in-kind support from partnering organizations. The LRPD, in reviewing the initial proposal, worked with PSC to establish the LEEAP program, and continues to play an active role. LEEAP is expanding its parameters to work with other police departments, addressing their needs in staff recruiting. This industry-driven educational endeavor will not cease operating at the conclusion of WISE-P3 funding. PSC will develop a fee-for-service structure to support the program’s financial needs, requiring participants who receive instruction to pay a fee. In order to ensure continuity, PSC will seek out local public funding for LEEAP. Cities and counties often provide safety-focused funding programs to ensure the security of their population, and LEEAP, under the auspices of PSC, will be eligible for such funding. Local police departments are taxpayer-supported, and could use a portion of their funding to train existing officers and staff. New graduates would be considered for positions in police departments, and other staff would be referred to the LEEAP program.

As previously stated, PSC’s primary partner in the LEEAP program is the LRPD. Tax-supported police departments will fund current employees to enhance their training, and PSC plans on casting a wider net for recruitment, fostering relationships with police departments in other areas

of Central Arkansas. Private businesses will assist LEEAP financially as they send employees and community members to the school, paying tuition fees for their staff members. LEEAP does not require any equipment, only (periodic) classroom space and staff, reducing the amount of continuous funding needed for sustainability.

STEPP-UP

WISE-P3 and PSC have been funding STEPP-UP, not requesting any fees from parents or Dunbar. Numerous “mini-grants” ranging from \$1,000-5,000 are available for mentoring programs and technology needs for such programs. Locally, the CB (Crow Burlingame) Foundation, Union Pacific, 3m, Walmart, Sam’s Club, and Entergy all have community grant programs which fund varying amounts for similar programs. Local banks and credit unions also support STEM-related programs. WISE-P3 and program staff will work with fundraising officers at PSC to develop funding plans to sustain STEPP-UP beyond the grand funding period.

STEPP-UP and other mentoring programs are critical in filling the pipeline for trained, qualified STEM professionals. If students (particularly women and African Americans) are not engaged and encouraged in STEM pursuits by the time they are in middle school, their chances of studying and entering STEM fields decrease exponentially. Many students lack professional role models and the social encouragement to pursue these fields, creating a “leaky pipeline” to STEM professions. Women outnumber men enrolled in college, and minority student levels are also increasing. PSC reaches out to middle school-aged students, encouraging them to continue studying STEM and to consider its related fields as career paths. When students see role models who look like them and encourage them, they are more likely to stay engaged in STEM pursuits, and may also be encouraged to attend Philander Smith to continue an education and career in STEM. STEPP-UP leaves a lasting impression on the middle school students they serve, enriching the STEM educational network and professional community in the future.

Dunbar’s role in STEPP-UP is not budget-based, and they will continue to serve students through encouraging STEM engagement and involvement in the STEPP-UP program and activities. As a public school, Dunbar is not reliant on this grant funding to continue their normal operations. According to their website, “Gifted and Talented Dunbar Magnet Middle School is Little Rock School District’s only learning and research center specifically designed for high-ability learners. Dunbar’s Gifted and Talented (GT) program encompasses breadth and depth in core subject while stressing creative thinking, risk-taking, curiosity, imagination, and interpersonal relations.”

PSC maintains contact with previous and potential STEPP-UP participants, including organizing regular campus events and activities focused on STEM pursuits. Students in the STEPP-UP program, as well as former students, are invited to attend STEM-related events at PSC, remaining engaged with PSC staff and college students who are involved in STEM careers, education, and activities. Dunbar students remaining in contact with STEPP-UP facilitators encourages continued engagement with STEM coursework and related career pathways.

Technology equipment used to conduct STEPP-UP is owned, maintained, and housed at PSC, and is subject to the regular maintenance schedule for repair/replacement. We are not requesting any equipment for STEPP-UP in this application, and any program needs for existing equipment are addressed in Philander Smith’s regular repair/replacement schedule.

SUBMIT BY JUNE 1, 2018

Email to ADHE.Workforce.Grant@adhe.edu

Applications will only be accepted for projects that were awarded an implementation grant.

CONTINUATION 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 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)	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

FRENCH HILL
2ND DISTRICT, ARKANSAS

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



Congress of the United States
House of Representatives
Washington, DC 20515

June 1, 2018

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

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

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

Ms. Maria Markham, Ph.D.,
Director
Arkansas Department of Higher Education
423 Main St, Suite 400
Little Rock, AR 72201

Dear Dr. Markham:

I write to you today in support of Philander Smith College and their application for the Center for Workforce Innovation and Strategic Economic Public Private Partnership (WISE P3) continuation grant proposal. This funding has allowed Philander Smith to create a statewide, comprehensive structure that enables Arkansans to participate in career and technical education programs developed with input from area employers.

This program was established as Philander Smith's primary effort to provide its students and young professionals with the skills they need to fill regional workforce needs and deficits. The continuation of this funding will allow for the expansion of their focus on technical and career training in the STEM fields.

I applaud Philander Smith and their continued efforts to provide skilled workforce training to their students. I ask that you give their request for continuation full and fair consideration as it moves through the process and I request that you keep Chloe Maxwell apprised of its progress. Chloe can be reached by phone at (501) 324-5941 or by email at chloe.maxwell@mail.house.gov.

Sincerely,

French Hill
Member of Congress



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

Asa Hutchinson
Governor
Daryl E. Bassett
Director

May 18, 2018

Roderick Smothers, PhD
President
Philander Smith College
900 West Daisy Gaston Bates Drive
Little Rock, AR 72202

Dear Dr. Smothers:

The Department of Workforce Services Temporary Assistance for Needy Families (DWS-TANF) is delighted to support Philander Smith College's application to the Arkansas Department of Higher Education Regional Workforce Continuation Grant. The proposed Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnership (WISE P-3) program has clearly demonstrated its effectiveness as an Information Technology training program for in-demand coding languages.

DWS-TANF is pleased to collaborate with WISE P-3. We will ensure that that the program is registered as a DWS-TANF Education and Training provider for Pulaski County. The Arkansas TANF Program will refer recipients in need of job preparation to the Central Arkansas Coding Institute (CACI) operated by WISE P-3 for training and education. Participants in our Transitional Employment Assistance, Work Pays and Arkansas Works programs will be referred as candidates for enrollment in CACI. Beginning January 2019, Medicaid eligible recipients will also be referred to WISE P-3 Education and training programs.

Arkansas TANF Program was created to help families in need to become self-sufficient. The program's features include:

- Reduction of the dependency of needy parents by assisting with job preparation
- Provide training in local high-demand occupations and career fields
- Intensive counseling and supplemental services, including childcare and transportation assistance
- **Job searches in coding field, including services provided by current WISE P-3 partners: Little Rock Workforce Development Board and Central Arkansas Planning and Development District**

We look forward to working with WISE P-3 in this collaborative effort to provide career and technical training to Arkansas TANF families as they move toward self-sufficiency.

Sincerely,

Phil Harris, ADWS Assistant Director - TANF
Temporary Assistance for Needy Families



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

Asa Hutchinson
Governor
Daryl E. Bassett
Director

September 1, 2015

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

RE: LETTER OF COMMITMENT

Dear Dr. Powell:

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

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

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

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

Sincerely,

Arnell Willis, Sr.

Workforce Investment Director



May 30, 2018

Philander Smith College.
ATTN: Ms.
Post Office Box 400
Lonoke, AR 72086-200

Re: WISE P3 Program

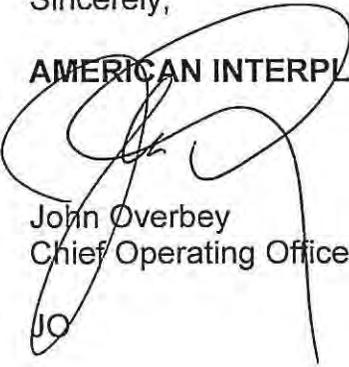
Dear Dr. Jackson:

Thank you for helping place students with jobs at our laboratory. It is clear that the Ecotoxicology program you have initiated is providing needed skills for the students to enter the work force. I support your efforts with this program.

If I can be of any further assistance, please feel free to contact me.

Sincerely,

AMERICAN INTERPLEX CORPORATION



John Overbey
Chief Operating Officer

JO



CENTRAL ARKANSAS Planning & Development District, Inc.

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

September 1, 2015

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

RE: LETTER OF COMMITMENT

Dear Dr. Smothers:

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

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

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

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

Sincerely,

Rodney Larsen
Executive Director



DUNBAR MAGNET MIDDLE SCHOOL

INTERNATIONAL STUDIES/GIFTED AND TALENTED EDUCATION

May 22, 2018

Dr. Roderick Smothers, President
Philander Smith College
900 West Daisy Bates Drive
Little Rock, AR 72206

Dear Dr. Smothers,

It is with great pleasure that I write this letter of support for the Science, Technology and Engineering Preparatory Program for Under-Represented (STEPP-UP) minority middle school students hosted by Philander Smith College and the Center for Workforce Innovation and Strategic Economic (WISE P3).

Philander has been a long-time supporter of Dunbar Magnet Middle School and its community. We were honored you selected our school to participate in this opportunity and we saw the value it added to the lives of our students. The experiences students gained from the program far exceeded the experiences of their counterparts. As students shared these experiences with other students, the interest in the program increased.

I fully support the efforts of WISE P3 and STEPP-UP as they seek external funding to support a program designed to increase the number of minority girls and boys who choose STEM fields. We look forward to recruiting more students in the upcoming years and engaging them to participate in STEPP-UP.

Sincerely,

A handwritten signature in cursive script that reads "Eunice M. Thrasher".

Mrs. Eunice Thrasher, Principal
Dunbar Magnet Middle School



www.conwayecofest.com 422 Conway Blvd. Conway, Ar. 72034 (501)538-5878 hello@conwayecofest.com

May 30,2018

Dr. Latonya Jackson and Faculty,

Conway EcoFest is a 501c3 Nonprofit focused on environmental education through quarterly outreach in Central Arkansas and host of an annual outdoor sustainability festival.

We are an all volunteer nonprofit who seeks to improve health and vitality in Central Arkansas communities and the environment in which they live. We support providing fair and balanced information with desire to create awareness of how each citizens interaction with the environment can either help to sustain or negatively impact our resources. We highlight science, conservation, education, innovation, civic groups, local business owners, and municipalities who are all local and all working toward a more sustainable community.

We were made aware of your Ecotoxicology program and would like to the opportunity to support and work with your students during summer 2018. We understand there will be class, lab and hands on education that occurs and have desire to help in any way.

In turn, we invite your faculty and students to participate in our 10th annual Sustainability festival on October 6, 2018 to present your work and share the environmental education that is happening at Philander Smith. For more information on our festival please check out our website at www.conwayecofest.com. We look forward to partnering with you.

Best Regards,

Treci Buchanan

Executive Director Conway EcoFest

treci@conwayecofest.com

501-538-5878



Entergy Arkansas, Inc.
P.O. Box 551
Little Rock, AR 72203-0551
Tel 501 377 3887

Rick Riley
President and CEO

December 4, 2017

Samar Swaid, Ph.D.
Associate Professor of Computer Science, Chair
Division of Natural and Physical Sciences
Philander Smith College
900 West Daisy Bates Drive
Little Rock, AR 72202

Dear Dr. Swaid:

On behalf of Entergy Arkansas, I would like to express our willingness to have Chan Tucker, senior manager of customer service, serve as a collaborator on the Institute for CYbersecurity and Privacy Education and Research (I-CYPER) project that is partially funded by the Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE-P3) grant. Mr. Tucker will serve as a member on the I-CYPER Advisory Board as part of his role at Entergy.

We look forward to this collaboration, which will provide opportunities for consultation from security experts in the field. As a collaborator, Entergy nor any of its employees will benefit through personal gain or intramural research, nor accept any form of remuneration, whether in the form of salary, honoraria or travel expense. We will provide expert consultation on cybersecurity, but will not have any duties associated with programmatic stewardship.

We look forward to working with you on this collaboration.

Sincerely,

A handwritten signature in dark ink that reads "Rick Riley".

Rick Riley, President & CEO
Entergy Arkansas



Entergy Arkansas, Inc.
P.O. Box 551
Little Rock, AR 72203-0551
Tel 501 377 3887

May 22, 2018

Rick Riley
President and CEO

Roderick Smothers, PhD
President
Philander Smith College
900 West Daisy Gaston Bates Drive
Little Rock, AR 72202

Dear Dr. Smothers,

I am pleased to offer my enthusiastic support to Philander Smith College's application to the Arkansas Department of Higher Education Regional Workforce Continuation Grant. As you know, the proposed Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnership (WISE P-3) program offers a unique pipeline that begins in the middle grades and continues through college and career training and career advancement. The partnership between public school districts, higher education institutions and employers is an important element of Central Arkansas' economic development strategy.

The Science Technology Engineering Program for Under-rePresented Students program (STEPP UP) addresses the broadening participation challenge of increasing participation of females and underrepresented minority population in the STEM workforce. The project incorporates in and out-of-school career awareness activities for grades 7-9 in a high poverty community in Little Rock, Arkansas. STEPP UP brings together a constellation of existing community partners from all three sectors (public, private, government) to leverage and expand mutually reinforcing STEM career awareness and workforce development activities in new ways by using a collective impact approach.

This project builds on a local network to infuse career exposure elements into the existing mutually reinforcing STEM activities and interventions in the community. A STEM education and career exposure software, Learning Blade, will be used to reach students. A shared measurement system and assessment process will contribute to the evaluation of the effectiveness of the collective impact strategies, the implementation of mutually reinforcing activities across the partnership and the extent to which projects attract students to consider STEM careers.

I look forward to working with WISE P-3 on our continued partnership to encourage females and underrepresented students to pursue STEM careers.

Sincerely,

A handwritten signature in cursive script that reads "Rick Riley".

Rick Riley,
President and CEO
Entergy Arkansas



May 31, 2018
RSmothers@philander.edu

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

Dear Dr. Smothers:

FTN Associates, Ltd. (FTN) is very pleased to offer its support to Philander Smith College's application to the Arkansas Department of Higher Education Regional Workforce Continuation Grant program. FTN Senior Project Manager Pat Downey will work closely with Dr. LaTonya Jackson to plan and refine the curriculum for the Ecotoxicology program. FTN looks forward to further developing this partnership.

If you wish to contact me or Pat Downey please do not hesitate to call at (501) 225-7779.

Respectfully,
FTN ASSOCIATES, LTD.

Paul Crawford, PE, PG
President

PWC/dlc

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May 29, 2018

Dr. Roderick Smothers
President
Philander Smith College
900 West Daisy Gaston Bates Drive
Little Rock, AR 72202

Dear Dr. Smothers,

I am pleased to write you today in support of a new partnership that Hope Rises is beginning with Philander Smith College's WISE-P3 program. Our shared goals of reaching underserved populations with educational opportunities and job training create a natural partnership beneficial to both parties and program participants.

Hope Rises provides holistic services to women impacted by addiction, trauma, or incarceration to improve their health and well-being and provide opportunities for personal growth and empowerment. Our goal is to reduce recidivism for women by providing interventions and treatment for the specific obstacles women encounter that have created revolving doors in prisons and jails. Between 2006 and 2016, the incarceration rate for women increased 70%, an unsustainable model that requires a unique approach to decrease recidivism. The number of Arkansas women who go back to prison is among the worst in the nation, with approximately 48% returning within the first 3 years (2013 release cohort).

Hope Rises is licensed by Arkansas Community Corrections, and we currently serve women incarcerated in Hawkins Women's Prison and Pulaski County Jail as well as operating a six-month, 8-bed residential reentry program at the Hope Rises Wellness and Recovery House. The vast majority of our clients come from impoverished, rural, and/or minority communities. Our goal is to reduce recidivism by providing interventions and treatment for the specific obstacles women encounter to societal reentry, helping them achieve economic empowerment through job training. The Coding programs provided by WISE-P3 offer a wonderful opportunity for our residents to attain training in a highly employable field.

We appreciate the opportunity to align our goals with WISE-P3 and are committed to ensuring that our partnership is a long-term, successful endeavor. I look forward to working with you on this worthwhile educational undertaking.

Sincerely,



Kimberlee Roxburgh
Executive Director
Hope Rises



LITTLE ROCK BLACK POLICE OFFICERS ASSOCIATION
P.O. Box 164638 Little Rock, Arkansas 72216-4368 (501) 247-8076

June 1, 2018

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Dr. Roderick Smothers, President
Philander Smith College
900 West Daisy Bates Drive
Little Rock, Arkansas 72206

Dear Dr. Smothers,

The Little Rock Black Police Officers Association (LRBPOA) is writing in support of the Law Enforcement Educational Advancement Program (LEEAP) offered through WISE-P3 and Philander Smith College.

Sergeant Van Thomas worked in close collaboration with Dr. Carmen Hardin to develop the curriculum for LEEAP. The program was designed to specifically target minority personnel deficits that exist in the Little Rock Police Department (LRPD). The program will be a huge asset to LRPD and the City of Little Rock as we believe it will help us in recruiting more men and women of color.

We are grateful to Philander and WISE-P3 for working with us to address our needs and we applaud your efforts made, thus far, towards training underrepresented men and women to pursue law enforcement careers.

Sincerely,

Sergeant Rodney Lewis
President of Little Rock Black Police Officers Association



*Kenton Buckner
Chief of Police*

LITTLE ROCK POLICE DEPARTMENT

**700 WEST MARKHAM
LITTLE ROCK, ARKANSAS 72201-1329**



**(501)-371-4605
Fax (501)-371-4892**

May 30, 2018

Roderick Smothers, PhD
President
Philander Smith College
900 West Daisy Gaston Bates Drive
Little Rock, AR 72202

Dear Dr. Smothers,

The City of Little Rock Police Department (LRPD) is pleased to lend our enthusiastic support to Philander Smith College's (PSC) application to the Arkansas Department of Higher Education Regional Workforce Continuation Grant program. It is our intention to continue to work with the Central Arkansas Center for Workforce Innovation and Strategic Economic Public Private Partnerships (WISE P-3). Our partnership has resulted in the effective Law Enforcement Education Advancement Program (LEEP).

LEEP is designed for individuals interested in becoming police officers. The Continuation grant will allow us to expand the existing program beyond the current target area of Little Rock and Pulaski County into other Central Arkansas counties including Monroe, Prairie, Lonoke, Saline, and Faulkner. PSC faculty member Dr. Carmen Harden, has worked with LRPD Sergeant Van Thomas to design the program curriculum which focuses on improving academic skills to increase students' success on law enforcement entrance examinations.

I look forward to our continued partnership and I am excited about the possibilities for the future.

Sincerely,

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

Kenton Buckner
Chief of Police

KB: mkh



August 31, 2015

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

Dear Dr. Powell:

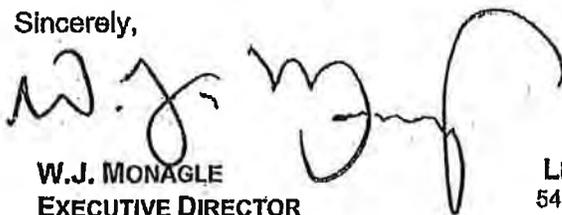
The Little Rock Workforce Investment Board is now the Little Rock Workforce Development Board and we are pleased to support the proposal and request of Philander Smith College (PSC) for planning grant funds as part of the Regional Workforce Planning Grant initiative. As one of the community's workforce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

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

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

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

Sincerely,



W.J. MONAGLE
EXECUTIVE DIRECTOR

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



LITTLE ROCK
SCHOOL DISTRICT

May 21, 2018

Dr. Roderick Smothers, President
Philander Smith College
900 West Daisy Bates Drive
Little Rock, Arkansas 72206

Dear President Smothers,

As the principal of Horace Mann Arts and Science Magnet Middle School, I am pleased to provide this letter of support for WISE-P3's Science, Technology, & Engineering Preparatory Program for Under-Presented Students (STEPP-UP) at Philander Smith College.

The mission and goals of the STEPP-UP program aligns perfectly with our magnet concentration offered at Horace Mann. As we strive to provide our students with unique experience in the arts and science, our partnership with Philander Smith College and the STEPP-UP program seemed like a natural fit for our students.

I support the funding for this program and look forward to offering STEPP-UP to our students during the fall and spring of the upcoming academic year. We want our students to take advantage of this opportunity because we believe it will help reinforce STEM education on our campus.

Sincerely,

A handwritten signature in black ink that reads "Dr. Keith McGee". The signature is written in a cursive, flowing style.

Dr. Keith McGee, Principal
Horace Mann Arts and Science Magnet Middle School
1000 East Roosevelt Street
Little Rock, AR 72206
(Office) 501-447-3100\
(Email) keith.mcgee@lrsd.org



December 5, 2017

Samar Swaid, Ph.D.
Associate Professor of Computer Science, Chair
Division of Natural and Physical Sciences
Philander Smith College
900 West Daisy Bates Drive
Little Rock, AR 72202

Dear Dr. Swaid:

I write to express my willingness to support the development of the Institute for Cybersecurity and Privacy Education and Research (I-CYPER) project at Philander Smith College (PSC).

MISO is a not-for-profit organization who manages one the world's largest energy and operating reserves markets using security-constrained economic dispatch of generation. As part of our commitment to the public interest, and in response to a request by Mr. Glenn Sergeant, Executive Director of Philander's WISE-P3 program, MISO began providing expert consultation to PSC for the purpose of developing a cyber security program. On September 19, 2017, Jacqueline Leonard of MISO began working with PSC and has provided over 80 hours of consultation and research.

As a member of the I-CYPER Advisory Board I will provide or cause to be provided, expert consultation on cybersecurity in keeping with the aims and goals of MISO and PSC. My position on the Advisory Board will be voluntary and in the public interest, thus I will expect nor accept any form of remuneration, whether in the form of salary, honoraria, or travel expense. In addition to my duties on the Advisory Board, I will expose PSC students who are interested in STEM education to career opportunities in the utility industry.

I look forward to working with you on this wonderful partnership opportunity.

Sincerely,

Lamar B. Davis
Executive Director
Government and Regulatory Affairs
MISO South Region
1700 Centerview Drive
Little Rock, AR 72211



May 30, 2018

Dr. Roderick Smothers, President
Philander Smith College
900 West Daisy Bates Drive
Little Rock, Arkansas 72206

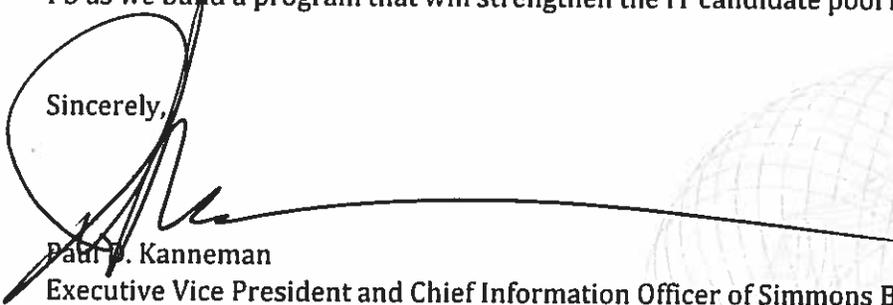
Dear Dr. Smothers,

It is my pleasure to write on behalf of Simmons Bank and the recently formed Arkansas Chapter of Society for Information Management (SIM), in support of Philander Smith College's WISE-P3 initiative. Through this initiative we have partnered with Mr. Glenn Sergeant to build an IT Registered Apprenticeship program.

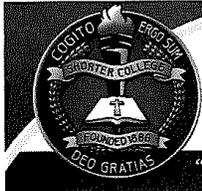
We can benefit tremendously from employees who are trained in highly qualified technical skills, such as those required to solve information technology problems or to repair automatic teller machines, computers, and other office machines. We intend to work with Philander to design a quality apprenticeship program to reduce the gaps in skills and minorities represented in IT positions in banking.

I thoroughly support the continued funding of WISE-P3 as their training programs will help fulfill our workforce and industry needs. I look forward to a lasting relationship with Philander, Mr. Sergeant, and WISE P3 as we build a program that will strengthen the IT candidate pool in banking.

Sincerely,



Paul P. Kanneman
Executive Vice President and Chief Information Officer of Simmons Bank
Vice Chairman of SIM Arkansas
425 W. Capitol Ave.
Suite 1400
Little Rock, AR 72201



SHORTER COLLEGE

604 Locust Street | North Little Rock, AR 72114
501-374-6305 (o) 501-374-9333 (f)

Email: info@shortercollege.edu
Web: www.shortercollege.edu

"the nation's only private two-year historically black college"

YOU FIT HERE

November 15, 2017

Samar Swaid, Ph.D.
Associate Professor of Computer Science, Chairperson
Division of Natural and Physical Sciences
Philander Smith College
900 West Daisy Bates Drive
Little Rock, AR 72202

Dear Dr. Swaid:

If the proposal submitted by Dr. Samar Swaid entitled, Institute of Cybersecurity and Privacy Education and Research (I-CYPER), is selected for funding by NSF, it is my intent to collaborate and/or commit resources as detailed in the Project Description or the Facilities, Equipment and Other Resources section of the proposal.

Shorter College is a private, faith-based, two-year Liberal Arts College located in North Little Rock, Arkansas. Founded in 1886 by the African Methodist Episcopal Church, Shorter is one of the nation's 110 Historically Black Colleges and Universities (HBCU) and the only private, two-year HBCU in the nation. In particular, we will promote, support and prepare our Computer Science associate recipients as eligible candidates for Philander Smith College's PSC) Cybersecurity program.

Our collaboration will provide opportunities for our computer science students, who desire to pursue an educational advancement in the field of Cybersecurity to continue their educational careers in Central Arkansas. I support your efforts in offering formal training in Cybersecurity and I look forward to introducing new students of Short College to this valuable opportunity.

Thank you for choosing Shorter College. I look forward to working with you on this collaboration.

Sincerely,

Dr. Demetrius Gilbert –Associate Dean
Shorter College
604 Locust Street
North Little Rock, AR 72114

HBCU RESEARCH

HISTORIC UNIVERSITIES. HISTORIC DISCOVERIES.



YOUR
SHIPS
ARE COMING IN
THE STUDENT ISSUE

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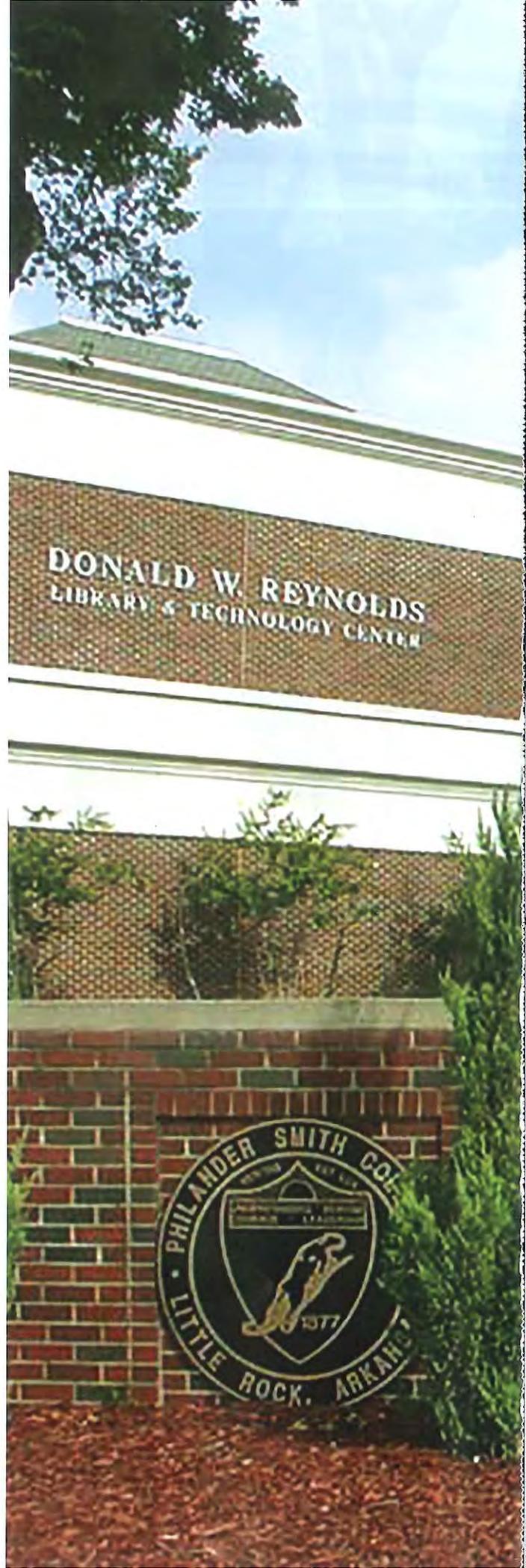
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MOVING PHILANDER FORWARD▶

BY MADELYN PENNINO

Philander Smith College, a liberal arts school in Little Rock, Arkansas, is clearing a new path for students to join a workforce in need of highly-trained individuals in the fields of science and technology.

Through local, statewide and national partnerships, Philander Smith is working to build a workforce that will have an impact on all facets of society for decades. 2018 will mark a pivotal year in the school's history where education, commitment and inspiration converge to transform lives.



*Philander Smith College is impacting
both Arkansas and the nation,
as they aggressively make
strides to fill the much
needed pipeline for
cybersecurity.*





When Philander Smith College marked its 140th anniversary last year it was both an opportunity for the college to reflect on its past and a time to carve out a new course for its future; a course focused on preparing students to become global citizens.

That vision is encapsulated in Philander Forward, the school's overarching theme designed to guide the actions and interactions of the school necessary to form critical community and government partnerships aimed to redefine the college.

Through the lens of Philander Forward, Dr. Smothers said the college is committed to enhancing the student experience so that it extends well beyond the classroom.

"However, in order to get there, it's going to take innovation, it's going to take creativity and it's going to take a spirit of entrepreneurship," Dr. Smothers, who was named president of Philander Smith College in 2015, said. "There is no way [schools] can do it alone, government can do it alone or private entities can do it alone. It's going to take a partnership between the three to tackle some of the issues our country is facing right now."

Through strategic partnerships, Dr. Smothers said students and the public will have access to more training programs to better prepare them to begin careers at a livable wage. Many of these programs are focused on STEM fields, an area the Arkansas workforce is severely lacking.

"We want to build a stronger workforce on the campus and prepare students to become game-changers," Dr. Smothers said.

In 2016, the school launched its 10-year strategic plan, an aggressive vision that focuses on transforming the college into a top HBCU by accomplishing a number of initiatives.

Some of the other school's initiatives include increasing student enrollment to 1,200 by 2026, hiring additional highly-qualified faculty and adding a master's degree program. The plan also includes a sizable capital investment of \$55 million to build – among other campus projects – two new residence halls, a campus center and a regional social justice center.

Dr. Smothers said the plan's many initiatives align with the college's mission to foster an environment where students view all aspects of social justice – whether it be racial, economic or health justice – through the lens of a global approach.

"Our goal is to graduate academically accomplished students who are grounded as advocates for social justice determined to change the world for the better," he said.

The college is now in the midst of developing a minority engineering program for women as well as a teacher training program designed to fill the education pipeline with highly skilled educators.



PHILANDER SMITH COLLEGE

The Philander Smith College WISE-P3 initiative is designed to place women and underrepresented minorities in high skill, high demand occupations through partnerships with key businesses and industries.

CURRENT & EMERGING PROGRAM INITIATIVES:

- **Arkansa Coding Academy (ACA):** a "boot camp" that creates a pipeline of talent for IT and IT-related industries, including cyber security.
- **IT Registered Apprenticeship:** 18-month apprenticeship with Metova Solutions, a provider of military grader cyber security technologies.
- **Cyber Security Initiative:** Training program allowing participants to earn a Certificate of Proficiency or B.S. Degree.
- **Science, Technology, Engineering and Mathematics Camp:** a year-round, hands-on weekend experience for pre-collegiate students with focus on STEM subjects.

PHILANDER
FORWARD ▶



philander.edu

900 W. Daisy L. Gatson Bates Drive
Little Rock, Arkansas 72202



WISEP3

WORKFORCE INNOVATION
AND STRATEGIC ECONOMIC

PUBLIC PRIVATE PARTNERSHIPS

ECOTOXICOLOGY CERTIFICATION PROGRAM

The only program of this kind in the state of Arkansas!

The Ecotoxicology Certification provides students with the basic skills and training necessary to secure base-level jobs as lab technicians within companies that conduct, or are involved in, environmental or ecotoxicological studies, tasks or projects.

Lecture and Lab-Based Program Features:

- Extensive hands-on field work
- Applicable lab bench work
- Biostatics training

For more information or to register, contact Mr. Glenn Sergeant
at gsergeant@philander.edu or 501.375.9845.





PHILANDER SMITH IS "WISE" TO ARKANSAS' WORKFORCE

Several years ago, administrators at Philander Smith College took a close look at the school's academic programs to see whether they were aligned with the needs of the Arkansas workforce.

School officials found that the college could do more in terms of providing students with the necessary opportunities to begin meaningful jobs. Now, through Philander Smith College's Workforce Innovation and Strategic Economic Public Private Partnerships Program (WISE-P3), both students and the public are embarking on careers where employers are paying top dollar for highly-skilled workers with a background in STEM.

"What we are trying to do is enlarge the academic palette for Philanderians and to show the general community that this is a school that is very much involved in the 21st century and providing 21st century opportunities for our students," Glenn Sergeant, WISE-P3 executive director, said.

A main goal of the program is not only to give students leverage to secure high-paying jobs, but also to fill the state's shallow STEM talent pool with professionals looking to change careers or enhance their technological expertise and gain immediate entry into STEM jobs.

Philander Smith College's WISE-P3 program comes on the heels of 2015 legislation that requires all high schools in Arkansas to offer computer science to students – an education mandate part of Governor Asa Hutchinson's platform to expose more students to fields in computer science and coding.

Arnell Willis, Workforce Investment director at the Arkansas Department of Workforce Services, an agency that provides education and training to individuals, said since the computer science legislation was passed, more tech companies are looking to Arkansas to fill jobs. He said STEM Education must be a top priority in strengthening the pipelines to colleges, universities and the workplace. "We've got to focus on this

like a laser," Willis, a 1977 graduate of Philander Smith College, said. "We just can't talk about it, we have to do it."

Willis acknowledges that change can be hard and a shift in statewide curriculum will require "thinking outside of the box."

"In order for us to create jobs and put Arkansans back to work there must be a better alignment between education, workforce development and economic development," Willis said.

The five-year WISE-P3 program, which is being funded through the Arkansas Department of Education's state's Workforce Improvement Grant, is now in its third year and includes many academic and industry-funded initiatives designed to provide students and others with specific course training and certification in the fields of science and technology. Philander Smith College was the only HBCU in the state of Arkansas to receive the grant.

Dr. Julia Hears-Young, WISE-P3 accountability specialist, said the program will also act as a key recruitment tool. "Providing more [academic] opportunities will attract talented students," she said.

Sergeant said institutions of higher education in Arkansas as a whole aren't producing nearly enough graduates qualified for careers in STEM. In fact, data suggests that the state has to quadruple the number of computer scientists in order to be competitive in the IT marketplace.

So far, the college has received about \$934,000 to implement WISE-P3. Sergeant is now applying for funding related to the last two years of the project, which will focus on sustaining initiatives under WISE-P3.

Sergeant said this focus includes growing initiatives under WISE-P3 by expanding community and business partnerships, and by strategically positioning itself to secure future research funds through large federal contracts.



ENVIRONMENTAL CERTIFICATE PROGRAM FOCUSES ON CREATING NEEDED WORKFORCE

Dr. Latonya Jackson worries about the future consequences of ignoring rampant pollution that is destroying the environment and its fragile ecosystems.

A biology professor at Philander Smith College, Dr. Jackson is leading the Ecology and Ecotoxicology Certification Program. It is a new initiative that is part of WISE-P3 designed to fast-track students and other adults to careers related to ecotoxicology.

Ecotoxicology – the study of the interaction of toxins and pollutants within the environment and within organisms in the environment – is a scientific discipline severely lacking skilled workers who are able to identify and remediate pollutants that are wreaking havoc on the environment.

"A lot of this [harm to the environment] has to do with what we are doing as humans and what we're doing at such an accelerated rate right now. There needs to be something to remediate some of this or we are going to be in trouble," Dr. Jackson said.

The initiative is two-pronged and allows science majors to select ecotoxicology as a concentration in their field of study. Beginning in the fall, the program will also allow interested individuals outside of the college to become certified to work as biology laboratory technicians and take on other

ecotoxicology-related jobs without having to enroll in a lengthy advanced degree program.

Last summer, five Philander Smith College students – studying not only science, but also business, computer science and psychology – participated in training as part of the ecotoxicology initiative and conducted field and laboratory work associated with identifying and taking samples of pollutants that are, for example, poisoning waterways.

Jackson said while sewer systems filter out most pollutants in rivers, streams and other waterways, some toxins remain and directly contribute to serious environmental issues such as rapidly declining fish populations.

Dr. Jackson said there are many hazardous sites statewide that don't require regular inspections, and she fears some polluted areas won't be remediated due to a lack of skilled workers.

"There's not enough manpower," she said. "We need more young people to take over the jobs of older people who work for [environmental] companies. This is more concerning than anything else."

FTN Associates and American Interplex Corporation are partnering with Philander Smith College as part of the ecotoxicology initiative.

STUDENTS AND PARENTS SHARE CLASSROOM AND KNOWLEDGE

Dunbar Magnet Middle School students have traded their Saturdays sleeping in for learning about science with their parents.

For some seventh and eighth graders science has become a family affair through WISE-P3's Science Technology & Engineering Preparatory Program for Underrepresented Students called STEP-UP. The new program aims to teach students about science, technology, engineering and math while sharing the classroom with their parents.

Melisha Griffin, an engineering instructor at North Little Rock Center of Excellence, is teaching middle school students concepts in engineering and robotics through STEP-UP.

She said the fact that students are learning how to problem solve while being exposed to engineering concepts with their parents enriches their educational experience. "It opens up a whole new world," Griffin said.

Dr. Samar Swaid, chair of the Division of Natural and Physical Sciences and associate professor of computer science at Philander Smith College, said the student/parent classes have helped further engage students in learning.

"We are seeing parents discover and explore STEM areas," Dr. Swaid said. "In many cases they are learning from their student."

The eight-week program introduces students to STEM modules to help them learn critical thinking skills. One of the immediate goals of the program is to give minorities access to laboratory equipment and computers to learn about STEM through hands-on activities.

Entergy Arkansas has partnered with STEP-UP to achieve goals of the program in hopes of engaging minorities in science and technology.

For decades, Griffin has taught students in the Little Rock area. She said typically less than 15 percent of her students are minorities and women. She thinks part of the reason underrepresented groups stay away from studying STEM fields is because they are simply unaware of the available careers options.

"Many don't understand the diversity behind degrees that are STEM-related. There is so much out there like jobs in manufacturing and consulting," Griffin said.

She said industries across the state are asking schools for help in filling the STEM pipeline in order to prepare the next generation of innovative scientists. "Companies have to look outside of Arkansas to fill jobs," Griffin said. "They are eager to help build that talent pool."



"LEARNING HOW TO PROBLEM SOLVE... OPENS UP A WHOLE NEW WORLD."
- MELISHA GRIFFIN



HELP WANTED: SKILLED TECH WORKERS

Employers in Arkansas are nearly desperate. They are in need of highly-skilled workers in the fields of computer science and coding, but the number of qualified individuals statewide to fill these jobs is severely lacking.

Philander Smith College is working with industries across Arkansas to change the existing science and technology marketplace to empower both the employer and employee through the Institute for Cyber Security Private Education & Research or I-CYPER.

The new initiative, part of Philander Smith College's computer science program, is uniquely designed to educate students through a series of courses. I-CYPER focuses heavily on a community component where the public, including professionals working in tech-related companies, can earn certification in cyber security. Classes are available on-site at the college and online.

Students at PSC who enroll in the institute can choose cyber security as a field of concentration or use courses as career credentials. The college also has plans to begin a cyber security associate's degree program in the near future. I-CYPER has partnered with Mid-Continental Independent Systems Operators and Entergy to expand educational opportunities in cyber security for students and the public.

Dr. Samar Swaid, chair of the Division of Natural and Physical Sciences at Philander Smith College and associate professor of computer science, said devices people rely on every day such as cars, phones, alarms, and even traffic systems are vulnerable to cyber attacks. "Imagine if any of these IT efforts were at-risk of not working or failing," Dr. Swaid said.

She said that's why it is so critical to build a workforce of individual who have expertise in all aspects of cyber security and who are trained to detect sophisticated phishing and other complex hacking methods.

"We are preparing students to be ready for cyber attacks and threats. We are looking at what is happening now in the cyber security area so students will be updated and trained on how to handle all cyber threats and risks in the workplace," stated Swaid.

Equally important as building a workforce able to combat sophisticated cyber threats and attacks, is training individuals to be skillful coders. Philander Smith College's Arkansas Coding Academy, an initiative under WISE-P3, is designed to attract more students to careers in coding and help fill gaps in the existing state workforce. Fifteen individuals participated in ACA last fall. Seven are currently in the spring sessions of ACA, which began in January.



Individuals who enroll in ACA go through an evening six-month coding boot camp where they learn to code in a variety of programming languages, such as Java and SQL, for different operating systems. They are also trained in IDE and debugging methods.

"They are trained in the full cycle of how to develop software," Dr. Swaid said. "That's why our instructors provide education with hands-on projects and real-life applications."

ACA has joined forces with Central Arkansas University and industries including Acxiom, Black Oak Analytics, Ensono, Metora and Rock-Pond to bolster the IT and coding workforce throughout the state.

