



**Act 1131 of 2015  
Regional Workforce Continuation Grant**

**APPLICATION COVER SHEET**

*DUE JUNE 1, 2018*

<b>To:</b>	Arkansas Department of Higher Education	
<b>Requesting Institution:</b>	Black River Technical College	
<b>Title of Project:</b>	Training Tomorrow's Workers Today	
<b>Project Partners:</b>	1. See Attached for Complete List	6.
	2.	7.
	3.	8.
	4.	9.
	5.	10.
<b>Requested Budget:</b>	\$995,180	
<b>Date Submitted:</b>	May 31, 2018	
<b>Applicant Contact:</b>	Patti Blaxton	
<b>Applicant's Information:</b>	P.O. Box 468	
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**Authorized Signatures for Institution**

Black River Technical College

Dr. Eric Turner

Lead Institution

Authorized Official

### NEAC<sup>3</sup> Project Partner List

Business/Institution		Business/Institution	
1	American Rail Car	44	Unilever
2	Arkansas Career Education	45	Unity Health
3	Arkansas Northeastern College	46	Walnut Ridge High School
4	Arkansas State University Newport		
5	Armored Schools		
6	Axis, LLC		
7	Big River Steel		
8	Black River Technical College		
9	Blytheville Public Schools		
10	City of Paragould		
11	Corning High School		
12	Five Rivers Medical Center		
13	General Cable		
14	Gosnell School District		
15	Greene County Economic Development Council		
16	Greene County Industrial Training Consortium		
17	Greene County Tech School District		
18	GRT Rubber Technologies		
19	Harrisburg School District		
20	Houseworth Hotels & Restaurants		
21	Hoxie Public Schools		
22	Hytrol		
23	Manila Public Schools		
24	Marmaduke Public Schools		
25	Maynard Public Schools		
26	NEA Baptist Memorial Medical Center		
27	Northeast Arkansas Workforce Development Board		
28	Osceola Public Schools		
29	Paragould Chamber of Commerce		
30	Paragould High School		
31	Paragould Light Water & Cable		
32	Paslode		
33	PECO		
34	PepsiCo (Frito Lay Division)		
35	Pocahontas Aluminum Company, Inc.		
36	Pocahontas Healthcare & Rehab		
37	Pocahontas High School		
38	Randolph County Nursing Home		
39	Rector High School		
40	Rivercrest High School		
41	Sloan Hendrix High School		
42	St. Bernards Regional Medical Center		
43	Tenaris		

**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](mailto: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:

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

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

### **Section 1: Program Need (20 Points)**

Arkansas has incorporated a number of reforms into its K-12 educational system to address the needs of 21<sup>st</sup> century students and employers. The Smart Core curriculum is in place for all public high school students. Career and Technical Education (CTE) coursework requirements have proven their value and are now reaping dividends for school districts and their students across the state. Policies and programs have been implemented to more comprehensively align CTE programs with the needs of local industry, improve career readiness, and provide access to college credit and third-party credentials. CTE and academic curricula are becoming integrated at the high school level. In northeast Arkansas, 21 school districts are now served by three Secondary Technical Centers in the NEAC<sup>3</sup> service area, with seven of these districts having gained access to centers since *Training Tomorrow's Workers Today* began in 2016 (a 50 percent increase). Opportunities for concurrent training continue to increase, providing seamless career pathways for high school students to earn Certificates of Proficiency (CP), Technical Certificates (TC), and Associate Degrees (AA) in secondary education. From K-12 on up, increased attention is being paid to ensure Arkansas' future workforce is trained and ready.

Significant efforts are being made to assess college and career readiness for all high school students so that career planning can occur at the earliest possible levels. Over the last two years, work of the Career Coaches has shifted in priority to direct resources at CTE pathways, industry credential attainments, and job shadowing/internships. All partners have worked to develop very close relationships with public schools to promote collaboration that helps align performance needs of all stakeholders. This alignment brings collective resources to bear in a manner that avoids duplication of effort and identifies gaps in services.

To be sure, the alignment of CTE coursework with the knowledge and skill demanded by industry and the ability to adapt quickly to changing industry needs is still a work in progress. It is still the case that too few high school students have the opportunity to work towards the National Career Readiness Certificate (NCRC) by taking Career Ready 101 with the KeyTrain curriculum and ACT Soft Skills Modules.

However, Mississippi County has now become the first Certified ACT Work Ready Community in Arkansas and is currently at 81 percent of maintaining its continuation certification goals. Through collaborative efforts of ANC, public schools, DWS, and industries, there have been over 1,319 CRCs awarded in Mississippi County and 67 employers that have recognized, recommended, and/or required the NCRC. The other colleges in NEAC<sup>3</sup> are very close to achieving this national certification.

During the 2018 academic year, remediation rates averaged 59 percent for first-time college students during the fall semester at the three NEAC<sup>3</sup> two-year colleges. This exceeds the remediation rate of 52.7 percent for two-year colleges elsewhere in the state for the same time period. While prior years' rates were higher, the rates for the last two academic years have been calculated based on the new placement policy, which makes a trend uncertain. Regardless, programs of study at the post-

secondary level require a sustained focus on engaging students to address areas where they lack preparedness for college and career.

In northeast Arkansas, the three two-year colleges serving the region are the lynchpin between growth industries and their need for qualified workers and the emerging workforce needing training, education, and workplace experience. These two groups, industry and workforce, must each have their needs met for northeast Arkansas’ economy to flourish. Because of this, the Northeast Arkansas Community College Collaboration (NEAC<sup>3</sup>) has embraced the vision of being a bridge for successfully transitioning students from high school, into training, and out into the workforce.

The organization is comprised of Black River Technical College (BRTC), Arkansas State University-Newport (ASUN), and Arkansas Northeastern College (ANC). It was created to ensure:

- the three colleges maintain strong relationships with employers, regional workforce alliances, and area public schools so that gaps in job candidate skills throughout the regional workforce pool can be responded to strategically with programs that are aligned to meet those needs, and
- that those programs are developed and maintained at high levels which meet national standards and are delivered efficiently and with effective support systems in place.

*Training Tomorrow’s Workers Today*, will continue its focus on addressing the training and workforce demands of northeast Arkansas’ high-growth, in-demand occupations in industry sectors projected to have the highest growth in employment -- manufacturing, health services, and leisure and hospitality – between now and 2024. Through 2024, these industry sectors are projected to continue to have the highest gains in employment growth of all major industries in northeast Arkansas, just as they did when the project commenced in 2016, according to the Northeast Arkansas Workforce Development Area (NEAWDA) data at [www.discover.arkansas.gov](http://www.discover.arkansas.gov).

Table 1 demonstrates how these sectors outrank others in the region in terms of numeric and percentage employment growth through 2024.

**Table 1: Northeast Arkansas Workforce Development Area: Projected Industry Growth, 2014-2024**

Industry	Estimated Employment	Projected Employment	Numeric Change	Percent Change
Total Employment, All Jobs	109,906	124,940	15,034	13.68
Natural Resources and Mining	2,225	2,422	197	8.85
Construction	3,428	3,882	454	13.24
<b>Manufacturing</b>	<b>19,804</b>	<b>22,431</b>	<b>2,627</b>	<b>13.27</b>
Trade, Transportation, and Utilities	19,023	20,555	1,532	8.05
Information	737	699	-38	-5.16
Financial Activities	3,165	3,398	233	7.36
Professional and Business Services	6,889	7,942	1,053	15.29
<b>Education and Health Services</b>	<b>26,518</b>	<b>31,199</b>	<b>4,681</b>	<b>17.65</b>
<b>Leisure and Hospitality</b>	<b>8,539</b>	<b>9,976</b>	<b>1,437</b>	<b>16.83</b>
Other Services (Except Government)	2,710	2,948	238	8.78
Government (Excluding State/Local Education & Hospitals)	6,577	7,118	541	8.23

Source: <http://www.discover.arkansas.gov/Local-Area-Statistics/Northeast-Arkansas-Excel-Version>

Students benefiting from *Training Tomorrow’s Workers Today* will graduate with knowledge and skills in advanced manufacturing that are directly transferrable to at least 12 of the 15 targeted industries identified by the Arkansas Economic Development Commission. Table 2 shows occupations hi-lighted in yellow which are the top ten growth occupations in the region and which also directly correspond

to the Arkansas Economic Development Commission’s targeted industries list. These growth occupations represent targeted career pathways which are a focus for NEAC<sup>3</sup> colleges.

**Table 2: Top Ten Growth Occupations Ranked by Net Growth, 2014 - 2024**

Occupation	Base Employment	Projected Employment	Net Growth	Percent Growth (%)
Combined Food Preparation and Serving Workers	2,517	3,136	619	23.59
Registered Nurses	2,015	2,599	584	28.98
Nursing Assistants	1,873	2,324	451	24.08
Retail Salespersons	3,514	3,904	390	11.1
Personal Care Aides	1,520	1,890	370	24.34
Team Assemblers	2,863	3,221	358	12.5
Laborers and Freight, Stock, and Material Movers	2,635	2,938	303	11.5
Industrial Machinery Mechanics	643	931	288	44.79
Heavy and Tractor-Trailer Truck Drivers	1,924	2,211	287	14.92
Office Clerks, General	2,522	2,767	245	9.71

<http://www.discover.arkansas.gov/Local-Area-Statistics/Northeast-Arkansas-Excel-Version>

*Manufacturing Growth.* The NEAWDA has the highest projected growth for total employment (13.68 percent) of any other WDA in the state between now and 2024, according to the State of Arkansas Workforce Development Area Long-Term Industry and Occupational Projections Report, 2014-2024. In northeast Arkansas, the NEAWDA projects a 13.27 percent growth in employment for manufacturing (see Table 1). Occupations identified as high demand in advanced manufacturing career pathways include Computer Numerical Control (CNC) machinists, including operators, programmers, machine setters, and supervisors. Also in demand are industrial electricians, industrial maintenance technicians, industrial machinery mechanics, welders, and production managers.

*Health Services.* According to the NEAWDA, the northeast Arkansas Health Services sector will experience 17.65 percent growth in employment (see Table 1), with exceptional demand for NEAC<sup>3</sup> graduates in the therapeutic services, diagnostics services, health information, and support services. These areas will have need for occupations such as home health aides, EMT paramedics, pharmacy technicians, nursing assistants, LPNs, respiratory therapists, medical and clinical lab technicians, billing and posting clerks, and medical transcriptionists, all of which can receive training at the partnering colleges.

*Leisure and Hospitality.* Like Health Services, the Leisure and Hospitality sector is part of the service-providing sector of the U.S. economy. Nationally, most of the job growth in the next ten years will be in the service-providing sector, with occupations in healthcare leading the way, according to “Projections Overview and Highlights, 2016-2026” in *Monthly Labor Review*, published by the U.S. Bureau of Labor Statistics. As reflected in this national trend, the Arkansas economy, and that of northeast Arkansas, will generate most of its revenue through service industries, per the WIOA Combined State Plan, 2017.

The NEAWDA expects the Leisure and Hospitality sector, which includes, restaurant, food, and hospitality services, to experience 16.83 percent growth in employment in the region (see Table 1), resulting in jobs for occupations such as chefs, line supervisors, food prep staff, and food service managers. Two of the three partnering colleges provide training for these occupations with each applying special focus to either the hospitality industry or nutrition, food service and dietetics in the health services industry.

The projected need for qualified labor is heightened by the fact that the number one challenge continues to be the education/skills level of the workforce in the region. As recently as April, 2018,

top policymakers from the Arkansas Department of Career Education (ADCE) spoke to economic developers and chamber officials at the annual Mid-South Basic Economic Development Course in Little Rock, citing the many challenges top employers in the state are having in finding skilled workers. ADCE Deputy Director, Cody Waits, said common complaints state policymakers receive from industry are that many Arkansans lack the basic skills necessary for entering the workplace. He said “bridging the gap” between employee demand and the community supply is key. That requires complete alignment between secondary and post-secondary education goals and local industry need and the nimbleness to adapt.

This reiterates the need for making certain students are equipped with communication skills, critical thinking skills, workplace discipline, and the ability to work with a team. In conversations with the region’s employers, soft and basic/core skills are on everyone’s list of qualities they look for in job candidates. This was hi-lighted in employer feedback received by the Arkansas Department of Career Education (ACE) and reported to its board in April, 2016.

At the regional level, the need was made clear in the survey of regional employers conducted as part of preparation for the *Training Tomorrow’s Workers Today* planning grant. The need was reinforced in interviews with area employers in the preparation of the Regional Workforce Implementation Grant application. It will be also be addressed in the follow up survey with industries in the post-project survey to be conducted in June, 2018 for presentation to the NEAC<sup>3</sup> Partnership in August, 2018, in accordance with the timeline of the Implementation Grant.

The Georgetown University Center of Education and the Workforce calculated that by 2020, more than 65 percent of all jobs will require some form of postsecondary education. The Lumina Foundation estimates that with current graduation rates, the U.S. will be 19.8 million credentials short of the number that are needed in a decade. A report released by Lumina in April, 2018 shows that even with progress in higher education attainment, looming gaps remain in the percentage of Americans with education beyond high school.

Community colleges are critical for bridging those gaps if the demands of a 21st century economy are to be met. While there is considerable momentum at present to increase access to community colleges by more clearly communicating to students and parents the value of a community college education and removing financial barriers, increasing access alone is not sufficient. Support must be in place to increase college and career readiness.

Previously, there were more students graduating high school but the percentage rate of those seeking post-secondary training was not keeping up, according to a report of the Higher Education Coordinating Board in July, 2015. More recently, however, the number of graduating students has flattened out at around 30,000 the last two years, according to the ADHE Annual Report on the College-going Rate of Public High School Graduates, 2017. Along with this leveling off, this report indicates Arkansas experienced a 1.3 percent decrease (from 51.0 percent to 49.7 percent) in the 2016 College-Going Rate of public and independent institution graduates. Nearly half of these are due to the number of public high school graduates dropping by 0.7 percent (equivalent to 218). All told, the number of high school graduates choosing a postsecondary education is not going up. Outreach efforts to inform and motivate students and their parents must be maintained.

There is a need, absent any outright requirement, to inspire students to focus their learning in a program of study in high school so that coursework builds a sequence of learning and knowledge toward a career field. A study by the Thomas B. Fordham Institute published in April, 2016 entitled *Career and Technical Education in High School: Does it Improve Student Outcomes?* examined

Arkansas high school students and found that CTE concentrators have a 93 percent high school graduation rate, compared to 51 percent for those who do not concentrate in CTE courses. Concentrators are more likely to graduate high school by 21 percent compared to otherwise similar students and 28 percent more likely to enroll in college. The two-year college-going rate is especially high for students who concentrated in programs of study in Health Sciences and Manufacturing clusters, among others.

Those findings have recently been corroborated by additional studies on a national scale, including *Linking the Timing of Career and Technical Education Coursetaking With High School Dropout and College-Going Behavior* in the American Educational Research Journal, October, 2017. Specifically, taking any CTE course in high school decreases the odds of dropping out by 1.2 percent *for each course*. In other words, the more courses taken, the better, but taking a CTE course in eleventh or twelfth grade is even more beneficial: those same odds decrease by 1.6 percent. Clearly, helping students focus their learning early on channels them into extending their continuum of learning into high school graduation and higher levels of education and training.

As superintendents, principals, and secondary school teachers continue to adjust to a more career-oriented K-12 culture, there is need for additional reinforcement, support, and information sharing of the resources two-year colleges can offer to better prepare students for college and careers. Northeast Arkansas currently has 13.5 career coaches serving thirteen school districts across the region. ANC also has one Early College Coordinator serving ten Missouri school districts in the ANC service area. The successes of the Arkansas College and Career Coach Program (ACCCP) are well documented. Not only did ACCCP meet goals set for the five-year period from 2009 to 2015, but the program has expanded and continues to meet goals set for its performance.

That being said, over half the school districts in the region serve students who are not beneficiaries of the career coach program. Moreover, despite the movement forward in the last two years,

- students continue to need sustained levels of encouragement to concentrate in and complete CTE courses and receive recognition when they do so;
- students may attend schools where CTE courses are still not in alignment with career clusters that match the top growth industry opportunities in the region;
- students are not likely to use Career Ready 101 (CR101) as a supplemental resource to develop soft skills, unless motivated to do so;
- students may not have access to or be encouraged to attend summer learning opportunities such as career exploration camps where students are exposed to career pathway options or ACT Academies to reduce remediation and improve ACT scores; and
- they may not have access to a technical center which provides exposure to other career options.

*Training Tomorrow's Workers Today* will fulfill industry workforce needs by preparing tomorrow's workers through activities including:

- monitoring performance of new, revised, and enhanced programs of study and their curricula launched in the Implementation Grant phase of the project;
- the purchase of equipment for Industrial Electricity, Welding and Machine Tool Technology for BRTC; Advanced Manufacturing and Allied Health for ASUN; and equipment for Advanced Manufacturing programs at ANC, all in response to program growth and training needs in the region in these industry sectors;

- the monitoring of industry-recognized credentialing by third-parties which have been embedded in curricula as requirements for program completion. These credentials validate the training standards and competencies for graduates of these programs;
- the continued monitoring of concurrent credit by high school students to streamline their continuum of education and expedite their transition into the workforce while fulfilling industry expectations for workforce knowledge, skills, and preparedness;
- the expansion of the career coach programming in the region, both where it is in place and in school districts not yet served, for the purpose of strengthening workforce and college preparedness through concentration and completion of CTE courses, including CR101, so that more workers in northeast Arkansas enroll in post-secondary training and education and become CRC certified. This will be supported by other grant resources;
- investment into professional development and certifications for instructors and teachers to enhance their understanding of the targeted programs and skills needed;
- the expansion of the W.O.R.K. program across the region into ASUN and BRTC service areas to accelerate job readiness with certification and mentorship;
- the continuation of the IGNITE Academy at ASUN and TOPSS at the BRTC Secondary Technical Center service areas to offer high school students from area school districts an opportunity to earn workforce-ready credentials in high demand industry fields while simultaneously earning their high school diploma;
- the support of manufacturing-related pathways like diesel technology at the IGNITE Academy, a pathway which has growth projected in the region and which shares a need for credentialing that is already offered through the *Training Tomorrow's Workers Today* project;
- the incorporation of a data collection and reporting process amongst the NEAC<sup>3</sup> partners to standardize record keeping across the consortium and establish common metrics for reporting outcomes in ways that not only make data more accessible for analyzing and reporting outcomes, but helps NEAC<sup>3</sup> tell its story more effectively;
- the continued support of school-sponsored recruiting and career-related events targeting secondary and post-secondary students and adults. These include career days with instructor and industry participation; county-wide job fairs; resume writing workshops, and other events.

*Training Tomorrow's Workers Today* will build on the successes of the past two years by undergirding the progress made with sustained efforts to make strategic use of resources, respond to needs, build trust, and reinforce for all stakeholders the importance and long-term benefits of investing in northeast Arkansas' future workforce.

## 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:

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

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

<b>Section 2: Program Plan (25 Points)</b>	
<b>Detailed Project Timeline and Overview</b>	
<b>Table 1. NEAC<sup>3</sup> Training Tomorrow's Workers Today (TTWT) Project Timeline</b>	
July, 2018	Summer Career Cluster Camps Across NEAC <sup>3</sup> Service Area Notification of Continuation Grant Award and Permission to Proceed Quarterly Meeting of NEAC <sup>3</sup> Steering Committee NEAC <sup>3</sup> Announces TTWT Project Director Position Project Director Hired Analysis of June, 2018 Industry Survey
Phase I Begins August, 2018	High School Incentive Program 2018 Kicks Off Report Findings on Industry Survey
September, 2018	Steering Committee Meets with New Project Director Project Director Drafts Common Reporting Templates for Quarterly and Progress Reports for Review and Approval by NEAC <sup>3</sup> Steering Committee
October, 2018	Review and Update of NEAC <sup>3</sup> By-laws (if needed) 1 <sup>st</sup> Quarterly Meeting of NEAC <sup>3</sup> Steering Committee, Continuation Grant
November, 2018	BRTC will add OSHA 10 training into hard tech programs
December, 2018	Quarterly Report Due to Project Director
January, 2019	Review of Project Expenditures for Any Necessary Reallocation Requests 2 <sup>nd</sup> Quarterly Meeting of NEAC <sup>3</sup> Steering Committee, Continuation Grant BRTC will begin the WORK program
March, 2019	Quarterly Report Due to Project Director
April, 2019	3 <sup>rd</sup> Quarterly Meeting of NEAC <sup>3</sup> Steering Committee
Phase Two Begins June, 2019	Quarterly Report Due to Project Director
July, 2019	Summer Career Cluster Camps Across NEAC <sup>3</sup> Service Area 4 <sup>th</sup> Quarterly Meeting of NEAC <sup>3</sup> Steering Committee
August, 2019	Anticipated grand opening of new BRTC-Paragould building for program expansion
September, 2019	Interim Report Due to Project Director Interim Report Due to ADHE Secondary to Targeted Pathway Tracking Begins
October, 2019	High-lights of Interim Report Presented to NEAC <sup>3</sup> Partnership 5 <sup>th</sup> Quarterly Meeting of NEAC <sup>3</sup> Steering Committee
December, 2019	Quarterly Report Due to Project Director
January, 2020	Review of Project Expenditures for Any Necessary Reallocation Requests Begin Design, Collect Feedback for Industry Survey

	6 <sup>th</sup> Quarterly Meeting of NEAC <sup>3</sup> Steering Committee BRTC will add CP, TC, and AA Industrial Maintenance Technician program
March, 2020	Quarterly Report Due to Project Director
April, 2020	Review and Approve Industry Survey 7 <sup>th</sup> Quarterly Meeting of NEAC <sup>3</sup> Steering Committee
June, 2020	Quarterly Report Due to Project Director Distribution of Survey to Regional Employers
July, 2020	Summer Career Cluster Camps Across NEAC <sup>3</sup> Service Area 8 <sup>th</sup> Quarterly Meeting of NEAC <sup>3</sup> Steering Committee
August, 2020	NEAC <sup>3</sup> Survey Findings Distributed Project Hi-lights Report Presented to NEAC <sup>3</sup> Partnership Final Updates due to Project Director
September, 2020	Continuation Grant Project Ends Final Report Due

**Measurable Objectives for Each Phase of the Project.**

**Phase One.** Phase One in continuing *Training Tomorrow's Workers Today* will focus on the enhancement and expansion of post-secondary academic programs for Fall, 2018 in the manufacturing, health science and food career clusters based on performance outcomes from the Implementation Grant, industry survey findings, and other new data. Phase One will also include the expansion of programs and activities at the K-12 level in Fall, 2018 to reach more students so that they will be prepared for success in these programs and in their career of choice. Objectives and metrics will include the following:

**Objective One.** Monitor, expand, and improve upon, as needed, the career pathways targeted in the Implementation Grant in twenty-four academic programs at the secondary and post-secondary partner institutions.

These programs are targeted in response to projected industry growth and in-demand skills and competencies as identified by industry in the region and by the Northeast Arkansas Workforce Investment Board (NAWIB). Based on the quarterly assessments of the project, the three partnering post-secondary institutions will review program performance, assess need for curriculum revisions, and will monitor participation in the Certificates of Proficiency (CP), Technical Certificates (TC), AAS degrees in the targeted career pathways, and the program offering General Technology, LPN qualification to address the workforce needs in the career pathways of the three targeted sectors.

Program improvements and expansions will be based on identified outcomes of the Implementation Grant, the June, 2018 industry survey, and new data from NAWIB and other agency partners. These programs include:

**Table 2. Career Pathways Enhanced by *Training Tomorrow's Workers Today***

Status	Implemented/ Effective Date	Certificate/Program Offered	K-12	NEAC <sup>3</sup> Partner
Existing	Fall, 2016	AAS, General Technology		BRTC-Pocahontas
Existing	Fall, 2016	AAS, Industrial Maintenance		BRTC-Pocahontas
New	Spring, 2019	CP, Industrial Maintenance		BRTC-Paragould
New	Spring, 2019	TC, Industrial Maintenance		BRTC-Paragould
Existing Beginning	Fall, 2016 Fall, 2019	TC, Welding Technology	✓	BRTC-Pocahontas BRTC-Paragould
Existing	Fall, 2016	TC, Machine Tool Technology	✓	BRTC-Pocahontas

Beginning	Fall, 2019			BRTC-Paragould
Existing	Fall, 2016	TC, Industrial Electricity Electronics	✓	BRTC-Pocahontas BRTC-Paragould
Beginning	Fall, 2019			
Existing	Fall, 2016 Fall, 2016	CP, Nursing Assistant	✓	BRTC-Pocahontas BRTC-Paragould
Existing	Fall, 2016	CP, Phlebotomy	✓	BRTC-Pocahontas
Existing	Fall, 2016	CP, EMT	✓	BRTC-Pocahontas
Existing	Fall, 2016	General Technology, LPN	✓	BRTC-Pocahontas
Existing	Fall, 2016	CP, Hospitality Services		ASUN Jonesboro
Existing	Fall, 2016	CP, Industrial Maintenance		ASUN Jonesboro
Suspended	Fall, 2016	CP, CNC Operator	✓	ASUN at NEACTC
Existing	Fall, 2016	TC, CNC Programmer/Set Up		ASUN Jonesboro
Existing	Spring, 2017	AAS, General Technology (CNC)		ASUN Jonesboro
Expanding	Fall, 2018	CP, Diesel Technology CP, TC Diesel Technology		ASUN Jonesboro ASUN Newport
Expanding	Fall, 2018	CP, TC Welding		ASUN Jonesboro
Expanding	Fall, 2018	CP, TC Welding	✓	ASUN Newport
Expanding	Fall, 2018	CP, TC Truck Maintenance	✓	ASUN Newport
Existing	Spring, 2017	CP, Industrial Technology*	✓	ANC
Existing	Spring, 2017	TC, Industrial Technology*	✓	ANC
Existing	Spring, 2017	AAS, Industrial Technology*		ANC
Existing	Fall, 2016	CP, Welding	✓	ANC
Existing	Fall, 2016	TC, Welding	✓	ANC
Existing	Fall, 2016	AAS Welding		ANC

\*previously known as Advanced Manufacturing

These programs were targeted by NEAC<sup>3</sup> partners for the *Training Tomorrow's Workers Today* project as part of an on-going formal process of meetings with each institution's technical advisory council made up of regional industry employers. In addition to regular face-to-face meetings and plant visits, information-gathering and feedback has benefited from the use of electronic surveys and polling. Each institution's educational design team incorporated this information into specific career pathways founded upon a study of successful educational models for these programs and developed as part of a formal curriculum development process.

These formal processes were supplemented by one-on-one contact with industry leaders to identify competencies employees must know to perform their jobs successfully. That on-going contact has been sustained over the course of the project and has made program adjustments possible and tailored to specific industry needs. This process has been successful because of staff background and experience working in industry and the historically strong industry relationships developed around the region's on-going successful collaborations. These include:

- *The Greene County Industrial Training Consortium (GCITC)*, a consortium of business, education, and industry which draws its membership from a three-county region (Greene, Craighead, and Randolph). GCITC is an NEAC<sup>3</sup> partner and has contributed over \$25,000 dollars to provide Career Readiness 101 training in support of local high school students;
- *Arkansas Delta Training and Education Consortium (ADTEC)*, a coalition of five community colleges including two NEAC<sup>3</sup> partners (ANC and ASUN), which has successfully brought over \$68 million in technical education investments into east Arkansas. Of this, approximately \$12 million has been directly invested in the NEAWDA region for manufacturing, health science, and food career clusters. ADTEC has implemented the Arkansas Delta Accelerating Pathways Together (ADAPT) program which focuses on delivering training that provides rapid entry into

the regional workforce in targeted sectors identified as high demand by labor market data, workforce development boards, and employer feedback. It focuses on pathways in advanced manufacturing and transportation, distribution and logistics with a regional approach to Certified Driver License (CDL) training. These sectors were selected because of the high level of importance in the region, and the interdependence of the two sectors.

- *The ACT Work Ready Communities initiative* funded by the Delta Regional Authority was launched in Fall, 2015 by East Arkansas Planning and Development District (EAPDD). It advocates for CRC credentialing and its use by business and industry in the pre-employment hiring process. It originally focused on four counties in the region, but participation has expanded to all seven counties in the NEAWDA in partnership with the NEAC<sup>3</sup> post-secondary institutions. It is led at the county level by a mix of industry, education, workforce, and economic development leadership. As of May, 2018, 8,467 individuals have achieved a bronze, silver, or gold CRC certification in the region. This is up from 3,888 when *Training Tomorrow's Workers Today* began in 2016 and represents a 117 percent increase. In addition, Mississippi County became certified as a Work Ready Community in May, 2017.
- *The Arkansas Rural Nursing Education Consortium (ARNEC)*, a coalition of eight community colleges, two of which are NEAC<sup>3</sup> partners (ASUN and BRTC). For thirteen years, ARNEC has worked with hospitals, clinics, and nursing homes to provide nursing students with real-world clinical experience and equip them for meeting the workforce needs of the state's health care providers. ARNEC administers the state's largest RN training program and had 86.5 percent of its students pass the national licensure exam during the 2017 reporting period according to the Arkansas State Board of Nursing web site. Both ASUN and BRTC students currently out-perform the ARNEC pass rate for first time testers.
- *The Arkansas Steelmaking Academy* to increase workforce education. The academy is funded through a partnership between ANC and SMS Group, a company that makes equipment for the metals industry. Area high school students are introduced to the wide range of steel manufacturing jobs available. The Arkansas Steelmaking Academy offers career training, and graduates provide the workforce needed at steel companies, including Nucor Steel and Tenaris in Blytheville and Big River Steel in Osceola.

The primary goal of the Academy is to bring training that has historically only been available in Germany to the United States, specifically to Mississippi County, where the training will have great value and impact. Steel mills have processes and equipment that are incredibly precise and that are required to meet the standards of product quality, production goals, and safety. The Academy makes it much easier and more economical for local companies to train more of their employees in a shorter time, with less expense, and with less disruption to their jobs and the processes of steel making. The Academy strengthens the entire region and secures jobs and the economy for Arkansas' steel mills.

**Objective Two.** Promote the value of the National Career Readiness Certificate (NCRC) among regional employers and educators with evidence of how individuals acquire the necessary workplace skills to be successful as employees through CRC training and testing.

Among Regional Employers: *Training Tomorrow's Workers Today* will continue its approach of targeting project partners and other employers during each of its regular contacts with them, to educate them regarding the value of utilizing NCRC in their business hiring practices. According to the ACT Work Ready Communities web site, 251 employers in the seven-county region currently recognize or recommend the ACT Workkeys NCRC. This is up from 38 employers in May, 2016.

Among Post-secondary Educators: *Training Tomorrow's Workers Today* has incorporated the ACT CRC training and testing at the post-secondary level in targeted programs to close skill gaps frequently noted by hiring managers. To increase NCRC credentialing and strengthen career and college preparedness, NEAC<sup>3</sup> post-secondary partners have also embedded NCRC and soft skill training modules into more coursework requirements for the targeted pathways. The soft skill modules include:

- Interpersonal and business communication;
- Problem solving and critical thinking;
- Working productively in a team;
- Customer Service, and
- Developing good work habits and workplace discipline.

This expanded use of ACT CRC and soft skill modules is required for fulfillment of most NEAC<sup>3</sup> CP, TC and AA programs in manufacturing, health science and food. NCRC credentialing at ASUN is undergoing review for implementation; partners are working with faculty and staff to expedite those internal processes.

Among Secondary Educators: *Training Tomorrow's Workers Today* will share information and practices with secondary educators, career coaches, and school administrators to demonstrate the value of NCRC training and credentialing and how to incorporate it into their internal processes and curriculum. Specifically, *Training Tomorrow's Workers Today* will strengthen the existing continuum of career pathways for high school students across the region by advocating for CTE concentration and completion, promoting the alignment of CTE courses with regional industry needs, encouraging enrollment in CR101 courses, and advocating for the use of CR101 modules in all other CTE courses apart from the career orientation class. This will support the transition of students from high school into post-secondary programs of study or their career of choice and prepare them for NCRC testing.

*Training Tomorrow's Workers Today* will continue to advocate for and lend its support to career coach programs in schools where they currently are placed and when new coaches are hired. The colleges are committed to working with them to influence CTE planning teams' support for CTE and for CR101 so that more students are prepared with soft skills and to take the NCRC test upon qualifying. Likewise, *Training Tomorrow's Workers Today* will work through its CTE Deans and Secondary Technical Liaisons to develop relationships with school districts not currently working with career coaches.

While there is a great deal to be gained from the contributions a career coach can make, school district budget decisions make it difficult to anticipate how many career coaches may be added in the region. In August, 2018, NEAC<sup>3</sup> will extend an offer to all high schools for resources for incentivizing students to concentrate and complete CTE, to take CR101, and to transition into post-secondary education. Appropriate incentives will be decided by each college and may include badging, gift cards, and other forms of student recognition as they achieve successful completion of various qualifying modules.

**Objective Three.** Expand third-party, industry-recognized credentialing opportunities for secondary and post-secondary students to demonstrate that specific technical skills meet industry established standards and to help candidates stand out from their competition when applying for jobs.

At the outset of the project, the NEAC<sup>3</sup> educational and industry partners identified six industry-recognized, national certifications, in addition to the NCRC, that assess and document knowledge and skills across a variety of competency levels for students taking courses in the targeted career

pathways. Certifications were selected in consultation with industry for the level of skill needed at each program certificate level. The recommendations made continue to reflect the current and emerging industry requirements for workforce in the region and are based on industry employment projections and conversations with local industry partners. Six of the seven credentials were 100 percent in place by May, 2017. These seven certifications include:

**Table 3. Third-Party, Industry-Recognized Credentials**

OSHA 10	OSHA 10 certification reduces industry’s need for on-the-job training by promoting a culture of safety and tailoring topics to specific industry needs with peer-led, participatory, hands-on training in English, Spanish, or other languages.
CPR/First Aid	OSHA-compliant, comprehensive training meets OSHA First Aid standards for occupational first aid and CPR training.
NIMS (National Institute for Metal Working Skills)	NIMS-accredited training and testing of metal working skills provides industry with a NIMS-credentialed work force to fulfill national industry standards requirements for operations.
AHLEI (American Hotel and Lodging Educational Institute)	The Guest Service Gold certification offers training and recognition for implementing and achieving best practices in guest services delivery.
NCCER (National Center for Construction Education and Research)	NCCER for construction, welding, and other skills are tailored to area industry demands.
AWS (American Welding Society)	AWS certification recognizes and documents expertise and knowledge in specific welding-related disciplines including, inspectors, supervisors, educators, radiographic interpreters, welding engineers and fabricators.
NCRC (National Career Readiness Certificate)	NCRC is based upon the WorkKeys® assessments and demonstrates to employers that an individual possesses the basic workplace skills required for 21st century jobs. A CRC allows an individual to show prospective employers they possess the basic skills employers seek. It verifies job candidates can handle tasks such as reading instructions and directions, working with figures, and finding information - tasks common in today's workplace.

Training for these credentials has been seamlessly integrated at the secondary level in partnership with career coaches, CTE instructors, and career and technical centers where credentialing is available to students under 18 years of age. For example:

- **TOPSS Program.** TOPSS, Technical Opportunities and Pathways for Secondary Students, offers two career pathways in health services and three in industrial technology for high school juniors and seniors at eight high schools in the BRTC service area, up from the original five. These include: Lawrence County School District, Pocahontas, Sloan-Hendrix (S-H), Hoxie, Corning, Maynard, Rector, and Marmaduke. Over four semesters, depending on their chosen career pathway, students can achieve their CP in a health profession or a TC in industrial technology and become certified in OSHA 10, CPR/First Aid, NCCER, and AWS, while also preparing to test for the NCRC. An increase in student participation in TOPSS is anticipated in the 2018/2019 academic year from students in the Marmaduke and Rector school districts.
- **IGNITE Academy Secondary Technical Center.** ASUN Jonesboro partnered with the NEA Career Technical Center (NEACTC) in Jonesboro in Fall, 2016 to offer a seamless bridge to a CP level program of study for CNC Operators at the ASUN Jonesboro campus. This two-semester program of study for juniors and seniors was designed to mirror the newly launched CP CNC Operator

program at the ASUN Jonesboro campus so that students in either program could qualify for the CP and four NIMS certifications embedded in the curriculum. Given the program constraints at the NEACTC, those students who complete the program of study have a limited set of skills. ASUN retains an informal relationship with the NEACTC instructor to assist students who want to pursue a career path in the CNC Machinist program. Completers may sit for the NIMS 1 Certification exam and ASUN is committed to assisting any students achieving NIMS 1 proficiency in seeking credit through the Prior Learning Assessment process.

Realizing the on-going regional demand for CNC Operators, ASUN is now building a bridge from its IGNITE Academy Secondary Technical Center to the ASUN Jonesboro campus' CNC program that more effectively addresses training needs and provides access to certifications and career pathway resources. IGNITE stands for Investing in Gen Next Industrial and Technical Education. It is located on the ASUN Newport campus.

IGNITE also includes welding and diesel technology programs for CP and TC certifications. The welding pathway is an entry program to springboard students to either Advanced Manufacturing, CNC Machinist, Industrial Maintenance, or the Welding program on the Jonesboro campus. Because of the seamless nature of the welding training for entering into other programs of study and the overlap in certification requirements, ASUN is incorporating Welding, Truck Maintenance, and Diesel Technology as programs in their targeted career pathways. High schools participating in CP certification in Truck Maintenance and Welding include Augusta, Cedar Ridge, Jackson County, and Newport.

- ANC Secondary Technical Center. During the Implementation Grant period, ANC began offering secondary students from six high schools concurrent credit towards a CP and/or a TC certificate in two career pathways, Welding and Industrial Technology. Students in the ANC service area can also become certified in NCCER, OSHA 10, CPR/First Aid, and the AWS for welding, and qualify to test for the NCRC upon turning 18.

Across the secondary technical centers, emphasis is placed on completion and credential attainment. The targeted programs which have had third-party credentials embedded in them and those designated for revision or expansion are as follows:

**Table 4. Targeted Programs with Embedded Credentials**

Certificate/Program		Credentials Embedded	Post-secondary Institution
<b>Secondary Level Concurrent Programs</b>			
<b>Technical Center</b>			
TOPSS	TC, Welding Technology*	OSHA 10, NCCER, AWS, CPR/First Aid	BRTC-Pocahontas
TOPSS	TC, Machine Tool Technology*	NCRC, OSHA 10, CPR/First Aid	BRTC-Pocahontas
TOPSS	TC, Industrial Electricity Electronics*	NCRC, OSHA 10, CPR/First Aid	BRTC-Pocahontas
TOPSS	CP, Nursing Assistant*	NCRC, CPR/First Aid	BRTC-Pocahontas
TOPSS	CP, Phlebotomy*	NCRC, CPR/First Aid	BRTC-Pocahontas
TOPSS	CP, EMT	NCRC, CPR/First Aid	BRTC-Pocahontas
TOPSS	General Technology, LPN	NCRC, CPR/First Aid	BRTC-Pocahontas
IGNITE-Newport	CP, Welding*	NCRC, AWS, NCCER	ASUN
IGNITE-Newport	CP, Truck Maintenance*	NCRC, AWS	ASUN

ANCCTC	CP, TC Welding	NCCER, OSHA 10, CPR/First Aid, AWS, NCRC	ANC
ANCCTC	CP, TC Industrial Technology	NCCER, OSHA 10, CPR/First Aid, NCRC	ANC
<b>Post-secondary Level Programs</b>			
TC, Welding Technology*		OSHA 10, NCCER, AWS	BRTC-Pocahontas BRTC-Paragould
TC, Machine Tool Technology*		OSHA 10	BRTC-Pocahontas BRTC-Paragould
TC, Industrial Electricity Electronics*		OSHA 10	BRTC-Pocahontas BRTC-Paragould
CP, Nursing Assistant*		CPR/First Aid	BRTC-Pocahontas BRTC-Paragould
CP, Phlebotomy*		CPR/First Aid	BRTC-Pocahontas
CP, EMT		CPR/First Aid	BRTC-Pocahontas
CP, TC, AAS, Industrial Maintenance*		NCCER, AWS	BRTC-Pocahontas BRTC-Paragould
CP, Hospitality Services		AHLEI, ServSafe	ASUN Jonesboro
CP, Welding*		CRC, AWS	ASUN Newport
TC, Welding*		AWS	ASUN Jonesboro
CP, TC Diesel Technology*		AWS	ASUN Newport
CP, CNC Operator		NIMS 1	ASUN Jonesboro
TC, CNC Programmer/Set Up		NIMS 1, AWS, NCCER	ASUN Jonesboro
CP, TC, AAS Industrial Technology		NCRC, NCCER, OSHA 10, CPR/First Aid	ANC
CP, TC, AAS Welding Technology		NCRC, NCCER, OSHA 10, CPR/First Aid, AWS	ANC

\*this program is being revised or expanded

Because of the increased capacity of the three colleges to offer training and certifications through the Implementation Grant, there is now the ability to also reach additional populations with credentialing. BRTC and ASUN will implement W.O.R.K., a program for individuals who are marginally employable. The program offers training and credentialing, mentoring, and monetary incentives for completion. BRTC is requesting support for the W.O.R.K. program through this grant. The colleges will also seek to serve the credentialing needs of adult education learners. BRTC also plans to offer a CP and TC in Industrial Maintenance in Spring, 2019 in Paragould.

The Implementation Grant has also made it possible extend the offer to assist with credentialing needs to other programs of study across the region that have the same or similar certification needs, such as Welding, Diesel Technology, and Truck Maintenance. Welding, for example, often serves as a segue to these or other careers in the manufacturing and/or manufacturing-related sector where significant job growth is expected through 2024. Because these programs require similar educational pathways and certifications, they represent opportunities to further embed certification training in curriculum as *Training Tomorrow's Workers Today* expands opportunities for credentialing.

**Objective Four.** *Training Tomorrow's Workers Today* will sustain and strengthen measures that reduce barriers to program enrollment and completion and which also address the needs of non-traditional students resulting in increased enrollment, retention, and certificate completion.

Wrap Around Support Services. The three partnering colleges each have existing wrap around services to support enrollment, retention, completion, and overall success for students seeking to develop skills, fulfill industry expectations, and juggle the obligations of work and family. Academic learning and success is supported by:

- tutoring assistance,
- ACT and Accuplacer placement testing,
- services for older students returning to school for further training or to acquire a GED,
- licensed psychologists offering mental health services;
- study skills, time management, and stress management assistance, and
- transfer scholarships.

Support systems play a fundamental role in communicating the career pathway options to students, helping them overcome barriers to success, and assisting in their preparation for program requirements. At entry points, support systems include articulation agreements between high schools and community colleges and between community colleges and four-year universities. Transportation may be provided for certain populations of students, and a variety of accommodations for the disabled or for those needing flexible training times, including self-paced coursework, are made.

Encouraging students to stay in school and persevere in their coursework also requires academic support services such as tutoring, remediation, and drop-out prevention programs. Other services, such as accelerated programs, college and career advisement services, internships, and individualized learning plans, help students reach their career goals.

BRTC has implemented the Students Transitioning to Educational Pathways (STEP) program. STEP allows high school students transitioning from secondary to post-secondary education take remediation courses during the summer before starting their fall semester of college coursework. This program has received approval to extend to sophomore, junior, and senior students. In the first year, BRTC had 30 students enrolled in 167 hours of remediation courses. In Fall, 2017, 27 students enrolled in 289 hours of college training. Approximately half of these students choose to pursue programs of study in Health Sciences; the remainder choose a variety of other programs. The STEP program is preparing secondary juniors to step into concurrent training to pursue CP, TC, and AA degrees with remediation already completed.

Without question, support systems are critical to employment assistance upon or near the completion of a student's studies, as resume preparation, interviewing techniques, job matching and placement, or continued career and education planning are needed. These systems will come into play as students are introduced to the career pathways targeted by *Training Tomorrow's Workers Today*. Performance of these support systems will require regular review by NEAC<sup>3</sup> partners to determine whether adjustments are required. Future NEAC<sup>3</sup> initiatives may consider an injection of resources into enhancing support systems, but not at this time.

*Training Tomorrow's Workers Today* will continue to leverage other grant resources to provide these and additional support services such as career exploration, career planning and advising, pre-assessment remediation, tuition, childcare, and transportation assistance, and job placement services.

Career Coaches and Other Secondary Partners. Each institution will also leverage other grant resources to provide 14.5 career coaches hired to facilitate college readiness, career exploration, credential attainment, and work-based learning opportunities. The following table indicates where

career coaches currently serve or will be recruited to serve between now and Spring, 2020.

**Table 5. Current and Proposed Full Time Career Coaches in the NEAC<sup>3</sup> / NEAWDA**

Secondary Partner	Postsecondary Partner	Number of Current or Planned Career Coaches
Corning HS	BRTC	.5
Paragould HS	BRTC	1 FT in Fall, 2018
Piggott HS	BRTC	.5
Pocahontas HS	BRTC	1
Harrisburg HS	ASUN	1
Jackson Co. HS	ASUN	1
Jonesboro HS	ASUN	3
Marked Tree HS	ASUN	.5
Armored HS	ANC	1
Blytheville HS	ANC	1
Gosnell HS	ANC	1
Osceola HS	ANC	1
Rivercrest HS	ANC	1
Riverside HS	ANC	1
Total:		14.5

Career coaches work with CTE instructors in the high schools and at the BRTC and ASUN secondary technical centers (TOPSS and IGNITE), at the NEA Career and Technical Center, and at the ANC Technical Center. They will work closely with secondary and post-secondary NEAC<sup>3</sup> partners to build on their successes and adjust strategies as needed. This grant will provide funds to continue supporting their work to prepare students for success and increase their awareness of and value for credential attainment, including incentivizing and celebrating student achievements.

*Training Tomorrow's Workers Today* will continue to use career coaches to develop the secondary to postsecondary pipeline. At the beginning of this grant, coaches were focused on implementation of activities to impact metrics such as ACT scores, college going rates, and numbers applying for financial aid. Over the last year, the statewide program has shifted to new performance measures aligned with the federal Carl Perkins Grant guidelines. These guidelines are focused solely on the advancement of Career and Technical Education. Examples include increasing the number of students who are CTE completers, who participate in work-based learning experiences, who obtain third-party credentials, and who enroll and remain in college. These new performance measures mean coaches will serve as more effective resources in achieving NEAC<sup>3</sup>'s project outcomes due to the common alignment of goals shared with the Arkansas College and Career Coach Program (ACCCP). Both will strive to impact the college and career readiness of secondary students, and NEAC<sup>3</sup>'s additional resources will provide compelling support to career coaches through this grant.

In addition, new federal public school guidelines titled *Every Student Succeeds Act* (ESSA) will provide new common ground for the consortium and public schools to collaborate. Arkansas' State ESSA Plan contains a student growth model by which schools are measured. Two new criteria will allow schools to earn points for every student's concurrent enrollment and another point for third-party credential attainment. These two new shifts in state policy will further lend support by paving the way for a close working relationship with secondary schools, career coaches, and colleges to increase college concurrent enrollment, number of CTE completers, job shadowing, internships, and workforce readiness credentialing. Because of these shifts in state policy focus, NEAC<sup>3</sup> will begin working with

career coaches to track students' secondary and postsecondary transitions into the targeted pathways in Year Two of the Continuation Grant.

E-learning. Barriers for students in pursuing further education and training can include their limited availability due to employment and associated shift schedules. ASUN has developed hybrid and e-learning options in advanced manufacturing which include self-paced coursework along with classes scheduled around shift schedules. Students will be identified by talking with plant managers to determine interest and identify candidates, followed by one-on-one recruitment of employees. Incentives will generally be offered by employers, either by paying for tuition directly or by paying employees for their time spent in class as though they were on the job. These measures will help meet the high, unmet demand for qualified personnel in industrial maintenance among industries in the Jonesboro area.

The ASUN and BRTC ARNEC registered nursing program is a hybrid on-line course format using the CIV platform for course delivery which has reduced on-campus class time by 50 percent. It has been successful in helping working students in rural areas overcome geographic barriers to continuing their training.

Clinical Site Coordinator. ASUN will use this grant to continue paying the salary of a full time Clinical Site Coordinator (CSC) to serve as liaison with industry in establishing additional clinical rotation sites for RN, LPN, and Allied Health students in addition to the 35 sites already in place. The CSC has been pivotal in soliciting feedback from industry regarding student skills and performance so that adjustments to classroom instruction can be made. This additional option for receiving industry input has improved student performance and raise pass rates for students taking the National Council Licensure Examination for Practical Nurses (NCLEX-PN) on the first attempt. In fact, since the CSC was hired, pass rates for first time NCLEX-PN testers went from 85.7 percent in 2016 to 100 percent in 2017. RN first time pass rates have also risen from 68.5 percent to 88.5 percent, an increase of 29.2 percent.

This position acts as a liaison within the Division of Nursing, Allied Health, and Community services to ensure health profession programs provide integrated care experiences and improve efficiency of physical and monetary resources such as the use of high-fidelity mannequins and consumable supplies. RN students participate in clinical rotations every other weekend during their 11-month program and a clinical instructor is required to be present. The coordinator is a licensed RN and is on call on those weekends that RN students are doing clinical practice in the event an additional clinical instructor is needed to provide the required level of supervision. This coordinator also allows ASUN to more effectively contribute to the regional peer group of coordinators formed in partnership with BRTC and ANC to provide support, contacts, and improved coordination of clinical site arrangements.

Success Navigator. ANC will continue to hire the institutionally-funded Success Navigator to assist post-secondary students in enrollment and completion. The Navigator will work closely with faith based and other community agencies to recruit and enroll the hardest to serve populations, particularly those enrolled in college bridge programs such as the W.O.R.K. Program, Adult Education students, and those being served by SNAP E&T. These students are least prepared for a college environment and have tremendous need for additional supports to acclimate to and succeed in the learning environment, and to learn about and gain access to support services. The navigator position has been so utilized that two additional part-time positions, Student Success Navigators, have been created and put in place. This has expanded the capacity for support services and allowed successful ANC students to gain work-based learning experience while still in school. These Student Success Navigators are seen as approachable and knowledgeable about how to make it through

college, and work under the direction of the full-time Success Navigator.

Marketing and Promotion. ANC will use grant resources to increase enrollment by marketing and promoting the Industrial Technology career pathway with special attention to non-traditional students and special populations. This will include print materials to highlight program components, access to the pathway at secondary and post-secondary levels, credential attainment opportunities, work-based learning options, demand and salaries in the region, and the financial and support services available to help students succeed.

These activities, along with new career coaching strategies, align with the region's goal of certifying counties as ACT Work Ready Communities. Mississippi County has already become the first Certified ACT Work Ready Community in Arkansas. Greene, Clay, Randolph, Lawrence, and Craighead counties are close to achieving theirs. ANC is currently at 81 percent of maintaining its continuation certification goals while BRTC and ASUN are close to achieving theirs.

This collaboration with DRA and EAPDD promotes the National Career Readiness Certificate as the measure for workforce readiness. In Mississippi County, the initiative is chaired by industry representatives from DENSO and Tenaris and includes partners from secondary and post-secondary education, the Department of Workforce Services, and the Great River Economic Development Foundation. In May, 2017 Mississippi County achieved its ACT Work Ready Communities certification. Since the launch of the ACT Work Ready Communities initiative three years ago, collaborative teams like this have formed across the NEAC<sup>3</sup> region to establish and grow credential attainment as a valued mechanism for economic development.

This comprehensive approach supports the entire workforce continuum by including strategies to reach emerging workers from secondary schools, incumbent workers seeking advancement, unemployed workers seeking gainful employment, and business and industry who agree to recognize, recommend, and/or require this credential for employment.

**Phase Two.** K-12 summer camps will take place along with the collection of outcome performance data from education and industry partners for reporting to NEAC<sup>3</sup> partners and ADHE.

The completion of three academic years of programming for most project initiatives provides an opportunity to more closely monitor progress and make adjustments to maximize attainment of project outcomes. Phase Two will include the following objectives:

**Objective One.** Build upon the expressed interest in and need for summer programs by continuing the promotion of summer career cluster camps in the region and incentivizing attendance as a means of closing the knowledge gap with students, educators, and school district decision-makers about industry career options in the region and the role and value of CTE and CR101 courses.

Two examples of summer camp offerings for students in the region are the Arkansas State Chamber-led Young Manufacturers Academy and the UAMS MASH Camp. The Young Manufacturers Academy is designed to reach young people from grades six through eleven who are interested in technical professional careers in manufacturing. The Academy offers students the opportunity to explore the broad range of high-wage, in-demand careers that today's advanced manufacturing offers. This program uses an innovative approach to STEM-learning through authentic experiences that generate student engagement in hands-on experiences with manufacturing-related activities that are contemporary, driven by industry, and emphasize the importance of technology literacy, reasoning, and problem-solving proficiencies.

STEM-based, innovative programs that engage young people in a diverse array of STEM topics are increasingly recognized as integral parts of the STEM education “ecosystem” that knits schools, their communities, and local industry together more intentionally. The UAMS MASH Camp allows rising high school juniors and seniors to shadow health professionals and attend workshops that let them explore career opportunities in the health care field. MASH students participate in dissections, CPR training, casting, and daily job-shadowing allowing first-hand experience in a variety of health care environments.

Train-the-Trainer learning is imperative in technical training courses to insure instructor competencies. BRTC will use grant funds to enhance the knowledge of our regional CTE teachers. This will help teachers in the classroom convey the skillsets needed for today’s workforce. This will also promote BRTC’s skilled trades and advanced manufacturing programs. Other events focused on careers in technology or other exploration of careers are also being planned to meet the interest and demand for specific training.

A repeated concern in Arkansas High School to College Freshman Success Reports is the need for additional preparation of students at the high school level. The *America After 3PM* study of 2014 found that only 13 percent of Arkansas students participate in afterschool or summer programs – but 45 percent of those who do not participate expressed interest if no barriers to participation existed.

*Training Tomorrow’s Workers Today* will begin promotion of summer camps among secondary educators and decision makers upon announcement of the Summer, 2019 and 2020 camps. Project partners will work with CTE Deans and Secondary Technical Liaisons to decide how best to apply resources to incentivize student attendance and reduce barriers to participation. Resources may also be applied to incentivize secondary teachers to attend professional development opportunities that link classroom learning to careers.

**Objective Two.** Update the survey previously conducted among industry partners to track employee and job candidate preparedness and gaps in skills and knowledge across the NEAC<sup>3</sup> region.

In the survey, industries are asked to rate current employees and job candidates. Among the questions, industries are asked to:

- rate the professional skills that challenge their workforce or are lacking;
- rate basic employability skills that challenge their workforce or are lacking in job candidates;
- quantify career readiness and job candidate qualities in the targeted career pathways, and
- quantify their employment gap in the targeted career pathways.

Findings from the June, 2018 survey will be reported in August, 2018 and will serve as the basis for any enhancements or revisions to the project. A final survey will be conducted in June, 2020 and those findings will be distributed in August, 2020.

NEAC<sup>3</sup> will also begin to track outcomes based on its work with career coaches in Year Two of the grant, particularly as Perkins and ESSA guidelines impact outcomes relative to CTE concentration and completion, CRC credentialing, and successful transitions into the workforce or postsecondary education.

***Project Governance and Accountability Plan.***

BRTC acts as the lead institution in NEAC<sup>3</sup> and will manage the grant, assuming responsibility for its finances, project management, and reporting. BRTC has an established record of grant and project

administration, compliance with state and federal regulations, timeliness in the submission of progress reports, and success in meeting or exceeding project outcomes.

NEAC<sup>3</sup> drafted a set of by-laws at the outset of the project for addressing governance issues, decision-making, and scheduling meetings on behalf of the *Training Tomorrow's Workers Today* project. These by-laws, adopted in Fall, 2016, continue to be in effect and build on the original NEAC<sup>3</sup> Memorandum of Understanding. Meetings will continue to be held no less than quarterly to focus on project administration, accountability, and the accrual, monitoring, and reporting of data and other information related to project outcomes. These meetings are exclusive of meetings designed to present outcomes and engage stakeholders across the region.

The *Training Tomorrow's Workers Today* shall be overseen by a Project Director to be named upon receiving the grant. The Project Director is responsible for ensuring the project stays on schedule, that project partners share information and resources, that joint activities are arranged and well publicized for the benefit of partners and other stakeholders, that the project is monitored for maximizing outcomes, that project data is collected and aggregated quarterly, and that reports and requests for information are submitted or responded to in a timely fashion.

Highlights of the interim report to ADHE due September, 2019 will be presented to NEAC<sup>3</sup> partners as a means of sharing *Training Tomorrow's Workers Today* success stories and promoting the value of working regionally to address workforce needs. Highlights will also be presented to the NEAC<sup>3</sup> partners at the close of the project in 2020.

*Training Tomorrow's Workers Today* draws on the existing NEAC<sup>3</sup> network of industry, advisory councils, training consortiums, post-secondary consortiums, K-12 educational cooperatives, and other partners to identify and recruit additional partners for addressing workforce needs. The project Steering Committee will maintain oversight of the project and will be comprised of representatives from the three colleges. They will seek input and guidance from other NEAC<sup>3</sup> partners as needed. Members of the *Training Tomorrow's Workers Today* Steering Committee are:

**Table 6. *Training Tomorrow's Workers Today* Steering Committee**

<b>Name</b>	<b>College</b>	<b>Title</b>
Phillip Dickson	BRTC	Dean of Technical Education
Alan Decker	BRTC	Director of Corporate and Community Education - Paragould
Patti Blaxton	BRTC	Director of Corporate and Community Education - Pocahontas
Charley Appleby	ASUN	Vice Chancellor of Economic and Workforce Development
Jeff Bookout	ASUN	Vice Chancellor for Strategic Initiatives
Kimberly Long	ASUN	Dean of Students
Gene Bennett	ANC	Dean, Workforce and Economic Development
Sherri Bennett	ANC	Vice President for College Readiness

***Pathways Articulation and Support.***

The objectives of *Training Tomorrow's Workers Today* achieve their greatest successes by being undergirded by a greater alignment of career pathways between K-12, post-secondary learning, and successful job performance in the region's industry. Streamlining concurrent enrollment to provide "stackable" credits for transitioning between high school and college helps students attain post-secondary credentials sooner and makes the transfer of credits easier as they progress. The results are the reduction in the duplication of courses or the need for additional courses, a learning continuum that accelerates the steady flow of skilled labor into industry, and a supportive

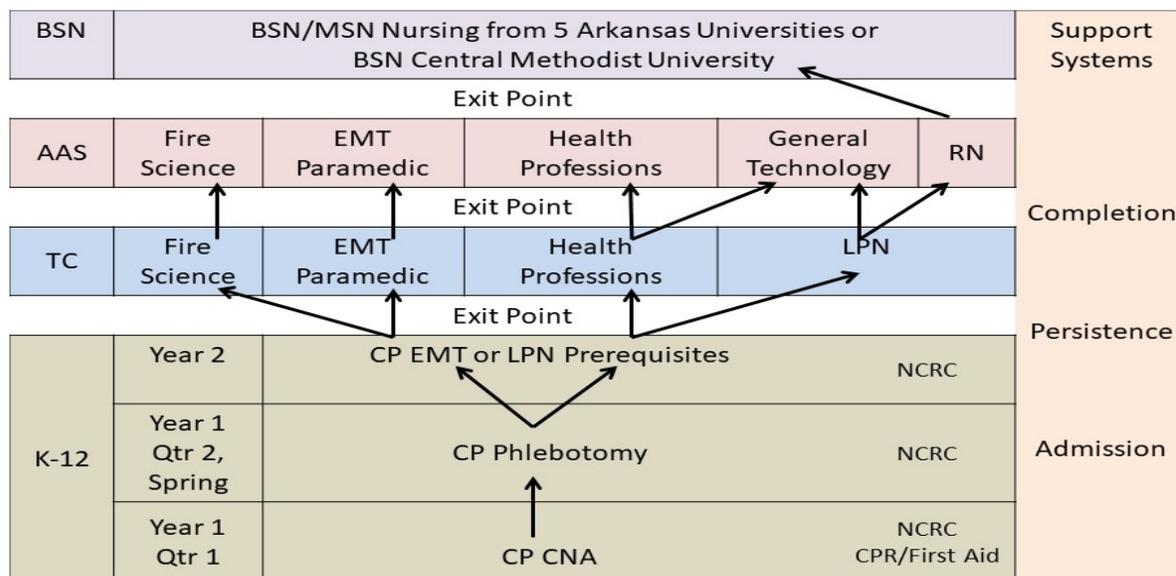
environment that provides assessment, feedback, and clear direction as students make decisions about their next educational or career moves.

The pathways shown in Tables 7 through 14 and the programs of study they represent are aligned with employer-validated work readiness standards for critical functions and practices based on successful competency models. Together, employers and NEAC<sup>3</sup> post-secondary institutions identified the most critical of these tasks and those which are most frequently performed along with the knowledge, skills, and abilities necessary to perform them.

Competencies needed for each step in career progression have been incorporated into the curriculum for the programs listed below. Each program embeds instruction for achieving the industry-recognized credential or certificate associated with the pathway. As demonstrated, certificates are stacked to progressively lead to another certificate or diploma. Students will be required to complete one or more third-party credentials to fulfill graduation requirements.

BRTC Health Careers and Industrial Technology. BRTC will continue with the two pathways for K-12 juniors and seniors in Health Careers which were launched during the Implementation Grant. Both options of the Health Career pathways offer students Year One tracks resulting in CPs as CNAs, Phlebotomists, and EMTs. Year Two of the first option provides students a CP in EMT. Year Two of the second option provides students the prerequisite 20 hours of coursework needed to apply for the LPN Technical Certificate. The Health Career pathways are illustrated here:

**Table 7. Black River Technical College-Pocahontas Health Career Pathways**



BRTC also has three Industrial Technology pathways which will launch at the BRTC Paragould site. The Welding Technology, Industrial Electricity/Electronics, and the Machine Tool Technology will launch upon completion of the BRTC Innovation Center in 2019. These programs consist of two years of instruction resulting in Technical Certificates in each program. These certificates qualify students for entry into the AAS for General Technology program or the AAS in Industrial Maintenance Technology program.

The AAS in General Technology requires a focus in one of several major technical disciplines, including Nutrition and Food Service Management, Industrial Electricity/Electronics, Industrial Maintenance Technology, Machine Tool Technology, Welding, and six other disciplines. There are also AAS pathways for LPNs wishing to pursue a Health Profession AAS or an RN AAS, provided they are accepted into the program. Table 8 illustrates options for the three Industrial Technology pathways:

**Table 8. Black River Technical College-Paragould  
Industrial Technology Pathways**

AAS	Industrial Maintenance Technology		General Technology		
Entry/Exit Point					
TC	Industrial Maintenance NCCER, AWS	Welding OSHA 10, NCCER, AWS	Machine Tool Technology OSHA 10	Industrial Electricity/ Electronics OSHA 10	Support Systems Completion Persistence Admission
CP	Industrial Maintenance NCCER, AWS				
Entry/Exit Point					
K-12		TC, Welding 4 semesters NCR, OSHA 10, CPR/First Aid, NCCER, AWS	TC, Machine Tool Technology 4 semesters NCR, OSHA 10, CPR/First Aid, NCCER	TC, Industrial Electricity/ Electronics 4 semesters NCR, OSHA 10, CPR/First Aid	

The BRTC AAS in Industrial Maintenance Technology program prepares students for work in industrial maintenance occupations. Students receive training in Machine Tool Technology, Electricity/Electronics, Hydraulics, Welding, and Supervisory Management Skills. Effective Spring, 2019, students will also be able to earn a CP or a TC in Industrial Maintenance at the Paragould site.

ASUN Industrial Maintenance and CNC Machining Pathways. The ASUN Industrial Maintenance program, which is an industry-driven program, will produce Industrial Maintenance Technicians, CNC Operators, Welders, and Industrial Maintenance Mechanics. The Industrial Maintenance students will be trained to operate in a diverse manufacturing setting and will be prepared to work with metals, aluminum, plastics, logic controllers, sensors and installs, tests, and repairs to a variety of electrical machinery. This will enable students to earn industry certifications, including NIMS Machining I. Local industry partners along with ASUN faculty will also adopt other industry certifications recognized in the industry to further assist students to gain employment.

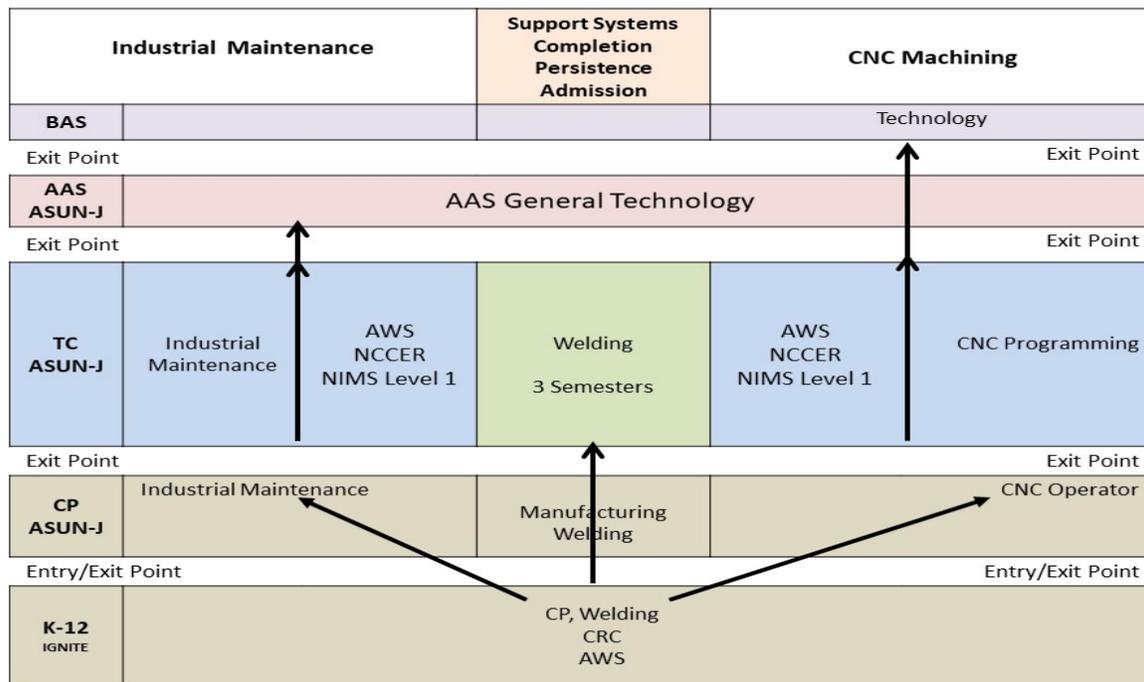
The ASUN CNC Machining program, which was established with the assistance of machinists from the northeast Arkansas area, generates students who are experienced at fabricating a variety of parts from plastics, aluminum, and other metals. Students in the program learn to read blueprints, engineering plans, specifications, and drawings. The program provides experience with a variety of mills and lathes to ensure students understand verifying settings and maintaining tight specifications no matter the type of mill or lathe for the job. Local industry partners along with ASUN faculty have adopted industry certifications that are recognized in the industry to further assist students to gain employment. The AAS in CNC Machining provides students with a bridge between the TC level CNC Machining program and a BAS degree offered at a four-year university like Arkansas State University.

ASUN has revised its CP CNC Operator program to provide K-12 instruction over four semesters at the IGNITE Academy Secondary Technical Center in Newport. This is a 3-hour per day, 2-days per week program. Completion will allow students to qualify for the CP and four NIMS certifications embedded in the curriculum. It will also qualify students for entry into the second semester of the TC program for CNC Programmer/Set Up. This TC program embeds two NIMS certifications. They are:

- CNC Turning: Programming Setup and Operations and
- CNC Milling: Programming Setup and Operations.

The Industrial Maintenance and CNC Machining pathways are illustrated as follows:

**Table 9: ASUN Jonesboro Campus  
Industrial Maintenance and CNC Machining Pathways**

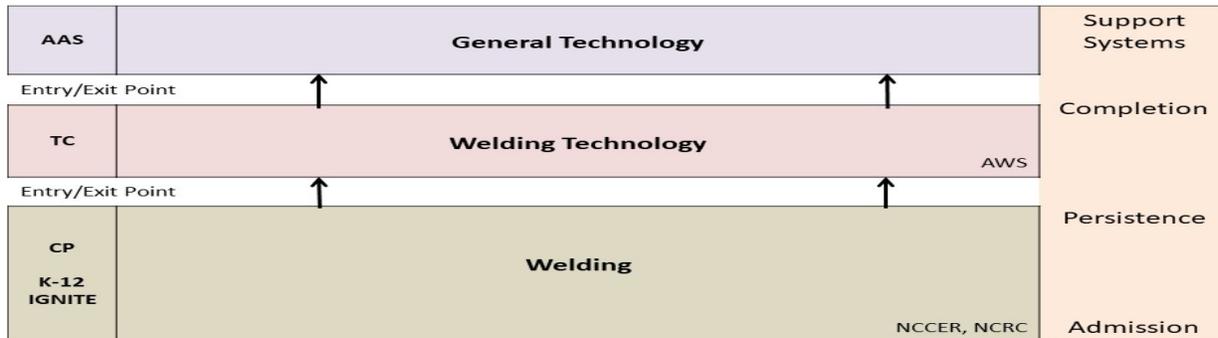


ASUN Welding. ASUN’s welding program is designed to provide knowledge and skill development in Shielded Metal Arc Welding (stick), Gas Metal Arc Welding (MIG), Tungsten Inert Gas Welding (TIG), Flux Core Arc Welding (FCAW), thermal cutting processes, print reading, fabrication, and automated cutting and welding. Students can earn a CP and a TC in the program. ASUN’s IGNITE Welding program awards a certificate of proficiency in Manufacturing Welding and is an introductory program that provides students with the opportunity to prepare for an entry level job as an introductory wire welder, production welder, fabrication welder, or maintenance welder upon completion or prepare the student to progress to the Technical Certificate in Welding at the ASUN Jonesboro campus.

IGNITE students that progress to the Technical Certificate in Welding, will learn to weld using a variety of welding processes, learn automated welding techniques such as CNC Plasma cutting and robotic welding operations. The final semester of the program completes training in print reading, fabrication, thermal cutting and add Stick welding, TIG welding, CNC cutting and robotic weld programming. Industry certifications embedded in the program include AWS and NCRC.

Graduates of the program have gone on to work for companies such as Hytrol Conveyor Company, American Rail Car, Apex Tool Group, Cameron Construction, Jonesboro Tool & Die and Phelps Industrial.

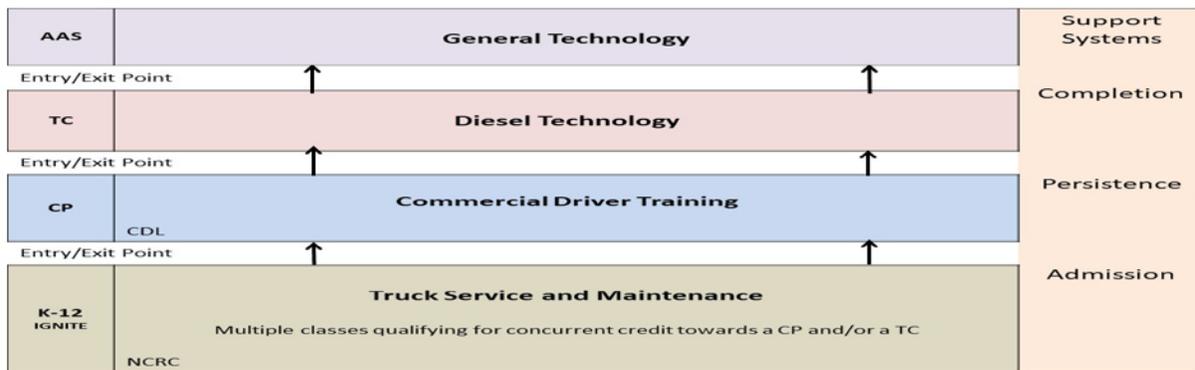
**Table 10: ASUN IGNITE Academy and ASUN Jonesboro Campus Welding Pathway**



ASUN Diesel Technology. The Diesel Technology Program at ASUN, which is industry driven, trains students to perform heavy-duty mechanical repairs to achieve service technician status. Students can earn a CP or TC in the program, which tightly follows the National Automotive Technicians Education Foundation (NATEF) objectives list. Upon completion of this program, students will understand how to perform heavy truck maintenance on a variety of industry-standard systems. Students are well versed in fuel systems, chassis, engine tune-up and general maintenance. Students perform troubleshooting at all levels especially major problems with tractor systems. Local industry partners along with ASUN will adopt AWS, CDL and other industry certifications recognized in the industry to further assist students to gain employment.

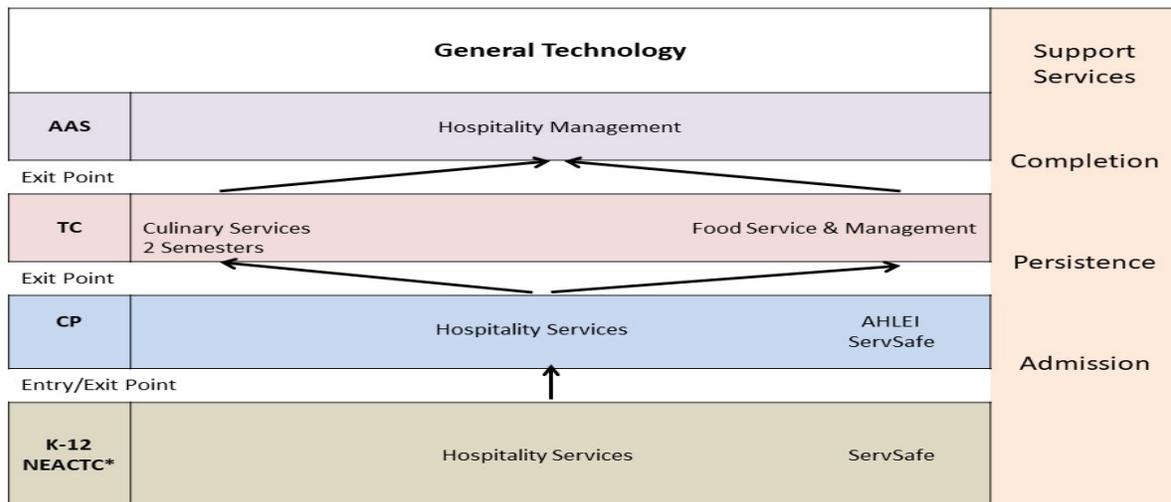
ASUN Truck Service and Maintenance. The ASUN Truck Maintenance Program prepares students to perform routine procedures, service and maintenance, and safety operations on semi-trucks, trailers, and other diesel equipment. Instruction includes trailer suspension, truck brake systems, and chassis and steering. IGNITE students are eligible to take the NCRC and work towards a Certificate of Proficiency. Upon completion of the program, students may enroll in the Commercial Driving Training Program and learn basic training in the principles and skills of commercial truck operations towards earning a CDL. Students may opt to complete a Technical Certificate in Diesel Technology. Diesel Technology offers students the experience in routine maintenance, heavy-duty transmissions, and HVAC service and diagnostics.

**Table 11. ASUN Diesel Technology and IGNITE Truck Maintenance Pathways**



ASUN Hospitality Services. The ASUN Hospitality Services program prepares students with the necessary skills for culinary and management careers in the hospitality industry. At the CP level, the Hospitality Services program embeds the American Hotel and Lodging Educational Institute (AHLEI) Guest Service Gold certification program into coursework for all students along with ServSafe, the nationally accredited food safety certification from the National Restaurant Association. The two pathways leading to an AAS degree in General Technology are as follows:

**Table 12. ASUN Jonesboro  
Culinary Services and Food Service and Management Pathways**



\*program is suspended for the time being although an informal relationship exists

ASUN RN and LPN Pathways.

ASUN offers an eleven-month LPN-to-RN program fully approved by the Arkansas State Board of Nursing, combining classroom instruction with clinical experience. The Registered Nursing Program meets requirements for application to the Arkansas State Board of Nursing and the NCLEX-RN Examination. ASUN is a member of the Arkansas Rural Nursing Education Consortium (ARNEC). Students apply to ASUN and ARNEC for acceptance into the Registered Nursing Program. The Practical Nursing program is also fully approved by the Arkansas State Board of Nursing and requires a

combination of classroom and clinical experience. The Practical Nursing Program meets requirements for application to the Arkansas State Board of Nursing and the NCLEX-PN examination.

**Table 13: ASUN RN and LPN Pathways**

BSN	Arkansas State University			Support Systems
Entry/Exit Point				
AAS	Registered Nursing - ASUN-N (ARNEC)			Completion
	Prerequisites: LPN NCLEX license, ARNEC Acceptance, GPA			
Entry/Exit Point				
TC	Licensed Practical Nursing - ASUN-N, ASUN-J, ASUN-MT 3 Semesters			Persistence
	Prerequisites: LPN prerequisite courses, TEAS VI, GPA, Acceptance			
Entry/Exit Point				
K-12 IGNITE	CP, Phlebotomy 1 Semester	Licensed Practical Nursing (LPN) Prerequisites	CP, Certified Nursing Assistant (CNA) 4 Semesters CPR First Aid	Admission

ANC Industrial Technology. ANC has revised the Industrial Technology career pathway to reflect a seamless alignment from secondary to post-secondary programming. This revision includes new course content identified by industry experts through online surveys, advisory committee meetings, and a DACUM process. The pathway includes a CP, TC, and AAS in Industrial Technology; the addition of a TC credential during the Implementation Grant phase has provided greater flexibility with more exit and entrance points for students. Previously, ANC Technical Center students could complete a CP in Industrial Technology and then enter the AAS program and complete in three semesters. Adding the TC to the spectrum has allowed students to achieve a step credential after only one semester following high school. All students in this pathway will also have the opportunity to achieve credential attainments in NCRC, OSHA 10, CPR/First Aid, and NCCER.

ANC's Welding Technology pathway incorporates competency-based placement and delivery of instruction to assess skill attainment more efficiently and effectively. In addition to the credentials previously mentioned, Welding students also have the opportunity to achieve an AWS credential.

**Table 14. Arkansas Northeastern College  
Advanced Manufacturing and Welding Technology Pathways**

<b>BAS/ BPS</b>	BAS, UAFS BAS, ATU BPS, ATU		<b>Enhanced</b>	Support Systems  Completion  Persistence  Admission
Exit Point	↑	↑		
<b>AAS</b>	<b>Industrial Technology</b> NCRC, NCCER, OSHA 10, CPR-First Aid	<b>Welding Technology</b> NCRC, NCCER, OSHA 10, CPR-First Aid, AWS		
Exit Point	↑	↑		
<b>TC</b>	Industrial Technology NCRC, NCCER, OSHA 10, CPR-First Aid	Welding Technology NCRC, NCCER, OSHA 10, CPR-First Aid, AWS		
Exit Point	↑	↑		
<b>CP</b>	Industrial Technology NCRC, NCCER, OSHA 10, CPR-First Aid	Welding Technology NCRC, NCCER, OSHA 10, CPR-First Aid, AWS		
Entry/Exit Point	↑	↑		
<b>K-12</b>	Multiple classes qualifying for concurrent credit towards a CP and/or a TC NCRC, NCCER, OSHA 10, CPR-First Aid	Multiple classes qualifying for concurrent credit towards a CP and/or a TC NCRC, NCCER, OSHA 10, CPR-First Aid, AWS		

**Role of Equipment Request.**

**BRTC Welding Equipment**

- BRTC is building a new 6,000 square foot BRTC Innovation Center adjacent to the BRTC-Paragould site which will also be home to the welding and HVAC programs. A new welding ventilation system will be customized to the new weld lab configuration. The building is anticipated to open in Fall, 2019.
- BRTC Pochontas has two welding programs offering TC and AA certifications to traditional students, adult learners, and TOPSS secondary students. The building housing these programs needs a new and upgraded ventilation system. The current ventilation system is a down draft process and is an aging system. A new up draft system is needed to provide the most effective and efficient method to capture gases resulting from the welding process.
- BRTC will acquire robotic welders to enhance BRTC student skills as automation trends make workforce labor more competitive. These will provide training on robotic arm and robotic track welding. Programming and equipment maintenance will be included in the curriculum.

**BRTC Machine Tool Technology Program Equipment**

- The BRTC Paragould site's Automation Technology lab will purchase upgraded Allen Bradley equipment. BRTC recently added a Siemens work unit for broader exposure to Programmable Logic Control components. This upgrade to the Allen Bradley equipment will allow the addition of an Advanced Automation Technology course with up to date PLC training experience.
- BRTC will purchase four 3-D printers to provide students competitive skills sets for today's modern mill working industries. This will allow students to be exposed to processes used in R&D and to gain experience as machinists in manufacturing products for R&D at low cost.
- BRTC will acquire milling equipment for the BRTC Machine Tool & Technology program. This equipment will allow the program to more fully support the regional needs of manufacturers for well-trained CNC Operators and CNC Programmers.

#### ASUN Equipment Serving Multiple Programs (Welding, CNC Machining, and Industrial Maintenance)

- The ASUN IGNITE Academy Secondary Technical Center will purchase a CNC 4X4 plasma table, CNC 4X8 plasma table, a CNC mill, Mazak CNC Trainer, one ST10 lathe, two manual lathes and a track torch to simulate the working environment in area manufacturing facilities. Coordination will take place to design labs that are similar to the work areas that students will encounter at Hytrol, Unilever, and Trinity Rail. Students will be trained to operate, troubleshoot and make minor repairs on mills and CNC Plasma Tables. This approach improves the confidence of workers entering the environment, and because they are familiar with the tools, they integrate into the production environment faster. This allows industry to improve production and helps the college produce work-ready graduates. ASUN's Welding program will utilize these machines to increase the number of students the program can train at one time.

The existing CNC Machining equipment can only accommodate three students. This additional equipment will help meet the industry demand from industries such as Best Manufacturing, Unilever and Trinity Rail by cutting down on student wait time for access to the equipment. This purchase will also allow more students to be admitted into the program.

New trainers will allow up to sixteen students to work concurrently. This program currently has one Mechanical Maintenance trainer which can only accommodate four students. This will allow students to have more time to use the trainers and eliminate the wait time for using them.

#### ASUN Diesel Technology Equipment

- This meter for testing electrical voltage on diesel trucks will train students on troubleshooting and allows recording to evaluate students in the training environment.
- An air-conditioning refrigerant recycling machine will provide students with equipment that completes their training for working on diesel truck air-conditioning systems.
- Two diagnostic thermal imagers will be purchased to train students in the use of infrared technology to reveal heat, friction, and electrical resistance and pressure changes on vehicle equipment. The imagers include a database of guided tests for training purposes.
- Two wheel-lift systems will provide the diesel technology program the ability to train students on preventative maintenance, transmission, clutch, spring, axle, suspension, and other repairs, removals, or installations on the undercarriages of large trucks. This equipment is the type found in production shops and will prepare students for scenarios encountered on the job.

#### ASUN Basic Life Saving Equipment for Allied Health and Other Programs

- ASUN will acquire five mannequins to provide CPR training for CNA students in the IGNITE Academy and the Licensed Practical Nursing program. Other programs requiring life-saving training, such as the High Voltage Lineman program, will benefit as well. These mannequins have a full-featured airway system for teaching basic CPR or determining a carotid pulse and allow nose pinch, jaw thrust and head tilt maneuvers. These mannequins feature all the anatomical landmarks needed for basic life-saving training.

**ANC Equipment for Precision Training in Welding Technology**

- ANC will purchase two virtual welders and accompanying software and training equipment as requested by the advisory committee for the Welding Technology program. These virtual welders allow students to gain immediate exposure to hands-on training, even prior to completion of safety training. They also allow students the ability to practice in a safe environment and without the need for direct observation by instructors. Virtual welders allow students additional practice time to perfect welding processes and reduce the expense of high-cost training materials. Since they are portable, the welders may be used at recruitment events or on-site for industrial customer training.

**Performance Assessment.**

Outcomes for the project have been identified as follows along with strategies for measuring and reporting them. Reports will be collected quarterly by the Project Director from each post-secondary partner using a standardized reporting form. Data from these quarterly reports will be aggregated and reported to the Steering Committee in its quarterly meetings. Progress reports will be provided to ADHE in September of 2019 and 2020.

**Table 15. Project Outcomes and Strategies for Measuring and Reporting Achievement**

<p><b>Phase One:</b> The enhancement and expansion of post-secondary academic programs for Fall, 2018 in the manufacturing, health science and food career clusters based on performance outcomes from the Implementation Grant, industry survey findings, and other new data. Phase One also includes the expansion of programs and activities at the K-12 level in Fall, 2018 to reach more students so they will be prepared for success in these programs and in their career of choice.</p>	
<p><b>Objective One:</b> <i>Monitor, expand, and improve upon, as needed, the career pathways targeted at the secondary and post-secondary partner institutions.</i></p>	
Measurable Project Outcomes	Strategies to Measure and Report Outcome Achievement
<ul style="list-style-type: none"> <li>Program improvements, required approvals, and all program activities will take place in accordance with the project timeline</li> <li>Improvement in other performance outcomes</li> <li>Increased resources and industry aligned curriculum for targeted pathways</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes of the Implementation Grant;</li> <li>Industry survey in 2020 compared with 2018 survey;</li> <li>New data from NEAWIB and other agency partners; and</li> <li>Quarterly Reporting of Interim Outcomes</li> <li>Reports September 2019, 2020</li> <li>Asset Inventory Lists and Advisory Meeting Minutes</li> </ul>
<p><b>Objective Two:</b> Promote the value of the National Career Readiness Certificate (NCRC) among regional employers and educators.</p>	
Measurable Project Outcomes	Strategies to Measure and Report Outcome Achievement
<p><b>Among Regional Employers</b></p>	
<ul style="list-style-type: none"> <li>Employers recognizing or requiring NCRC in hiring process increases. Aim for increase of 5 percent per year</li> </ul>	<ul style="list-style-type: none"> <li>ACT Work Ready Communities data</li> <li>Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>Overall job candidate preparedness</li> </ul>	<ul style="list-style-type: none"> <li>Industry Survey, August, 2020</li> </ul>

	<ul style="list-style-type: none"> <li>• Final Report, September, 2020</li> </ul>
<b>Among Post-secondary Partners</b>	
<ul style="list-style-type: none"> <li>• Incorporate soft skills training in targeted pathway programs by Spring, 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by each college</li> <li>• Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>• Student enrollment, credentialing, and completion in targeted concurrent enrollment programs in targeted pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by each college in year-to-year comparison of pre- and post-project implementation</li> <li>• Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>• Certifications earned from 3<sup>rd</sup> parties increase with goal of 5 percent per year in targeted programs</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by each college</li> </ul>
<ul style="list-style-type: none"> <li>• Continue offering incentives for achieving NCRC and 3<sup>rd</sup> party industry credentials</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by each college</li> <li>• Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>• Percentage of students enrolled and satisfactorily completing CRC career readiness training</li> </ul>	<ul style="list-style-type: none"> <li>• Workforce Services documentation of CRC testing</li> <li>• Comparison of pre- and post-project implementation</li> <li>• Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>• Incentivize nontraditional student CRC credentialing</li> </ul>	<ul style="list-style-type: none"> <li>• Perkins data</li> <li>• Reports September 2019, 2020</li> </ul>
<b>Among Secondary School Partners</b>	
<ul style="list-style-type: none"> <li>• Students concentrate and complete CTE coursework aligned with targeted sectors</li> </ul>	<ul style="list-style-type: none"> <li>• CTE teachers collect data on senior completion</li> <li>• CTE badging, gift cards, and recognition given</li> <li>• Completers data collected by each college</li> <li>• Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>• In schools where there are career coaches, seniors transition to postsecondary or career of choice</li> </ul>	<ul style="list-style-type: none"> <li>• Career coaches collect data</li> </ul>
<ul style="list-style-type: none"> <li>• Participation in and satisfactory completion of CRC career readiness training will be encouraged</li> </ul>	<ul style="list-style-type: none"> <li>• CRC badging, gift cards, and recognition</li> <li>• Reports September 2019, 2020</li> </ul>
<b>Objective Three:</b> Expand third-party, industry-recognized credentialing opportunities for secondary and post-secondary students.	
<b>Measurable Project Outcomes</b>	<b>Strategies to Measure and Report Outcome Achievement</b>
<ul style="list-style-type: none"> <li>• Credentials attained by secondary and adult education students increases by 5 percent per year</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by each college</li> <li>• Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>• Students earning 3<sup>rd</sup> party certifications increases by 5 percent per year</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by each college</li> <li>• Reports September 2019, 2020</li> </ul>
<b>Objective Four:</b> <i>Training Tomorrow's Workers Today</i> will sustain and strengthen measures that reduce barriers to program enrollment and completion and which also address the needs of non-traditional students resulting in increased enrollment, retention, and certificate completion.	
<b>Measurable Project Outcomes</b>	<b>Strategies to Measure and Report Outcome Achievement</b>

<ul style="list-style-type: none"> <li>• NCLEX pass rates for first time LPN testers and RN testers remains high</li> </ul>	<ul style="list-style-type: none"> <li>• Arkansas State Board of Nursing data</li> <li>• Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>• Advanced Manufacturing enrollment through STEP will be monitored for pathway selection</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by BRTC</li> <li>• Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>• Retention and Completion rates for Allied Health programs goes up by 5 percent in each area of study</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by ASUN</li> <li>• Reports September 2019, 2020</li> </ul>
<ul style="list-style-type: none"> <li>• W.O.R.K. program participants and adult learners will be tracked for completion and credentialing rates</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by each college</li> <li>• Reports September 2019, 2020</li> </ul>
<p><b>Phase Two.</b> K-12 summer camps will take place along with the collection of outcome performance data from education and industry partners for reporting to NEAC<sup>3</sup> partners and ADHE.</p>	
<p><b>Objective One.</b> Build upon the expressed interest in and need for summer programs by continuing the promotion of summer career cluster camps in the region and incentivizing attendance as a means of closing the knowledge gap with students, educators, and school district decision-makers about industry career options in the region and the role and value of CTE and CR101 courses.</p>	
<p><b>Measurable Project Outcomes</b></p>	<p><b>Strategies to Measure and Report Outcome Achievement</b></p>
<ul style="list-style-type: none"> <li>• Teachers incentivized to attend professional development increases over 2017/2018 academic year for 2 years</li> </ul>	<ul style="list-style-type: none"> <li>• Collected by each college</li> <li>• Reports September 2019, 2020</li> </ul>
<p><b>Objective Two.</b> Update the survey previously conducted among industry partners to track employee and job candidate preparedness and gaps in skills and knowledge across the NEAC<sup>3</sup> region.</p>	
<p><b>Measurable Project Outcomes</b></p>	<p><b>Strategies to Measure and Report Outcome Achievement</b></p>
<ul style="list-style-type: none"> <li>• Updated survey conducted in June, 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison with June, 2018 Survey Findings</li> <li>• Final Report September, 2020</li> </ul>

**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:

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

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

### Section 3. Strength of Partnership (20 points)

#### Role of Each Partner in Project Implementation

The NEAC<sup>3</sup> partnership is comprised of the three community colleges, area employers, and K-12 educators and leaders of school districts in the region. The roles and responsibilities of each in ensuring the project’s successful performance are described below:

Responsible Party	Role	Tasks
<b>Steering Committee (BRTC, ASUN, ANC)</b>	<ul style="list-style-type: none"> <li>Steering Committee member</li> <li>Liaison with industry and K-12 for project feedback, partnership-building, industry needs and trends</li> <li>Coordinator of strategic K-12 relationship development</li> <li>Monitor of project performance</li> <li>Information and resource sharing with partners</li> <li>Project governance in accordance with by-laws</li> </ul>	<ul style="list-style-type: none"> <li>Interview and hire the Project Director;</li> <li>Fulfill functions of Steering Committee members as jointly established or reflected in by-laws;</li> <li>Ensure career coaches and their supervisors, CTE deans, and secondary technical liaisons funded by their institution are informed and updated regarding <i>Training Tomorrow’s Workers Today</i> and are regularly briefed on the project’s objectives and activities or resources that support and impact their work and performance so as to fully leverage resources and outcomes;</li> <li>Collect data and submit quarterly reports in a timely fashion</li> <li>Research and make recommendations to NEAC<sup>3</sup> partners for next steps in developing NEAC<sup>3</sup> initiatives in the region based on project outcomes, national, state, and regional employment projections, and anticipated future workforce needs</li> <li>Recruit new partners for furthering the success of the program</li> </ul>
<b>BRTC</b>	<ul style="list-style-type: none"> <li>Lead applicant, grant administrator</li> </ul>	<ul style="list-style-type: none"> <li>Liaison with ADHE on project</li> <li>Supervise Project Director; provide office, meeting space</li> <li>Provide representation at quarterly meetings</li> </ul>
	Phillip Dickson, Dean of Technical Education, will serve as BRTC representative on the NEAC <sup>3</sup> Steering Committee in the role of Chairperson.	
<b>ASUN</b>	<ul style="list-style-type: none"> <li>Coordinator of survey update and distribution</li> </ul>	<ul style="list-style-type: none"> <li>Provide office, meeting space for Project Director</li> <li>Oversee design, update, and distribution of the updated survey to regional employers in June, 2018.</li> <li>Provide representation at quarterly meetings</li> </ul>
	Charley Appleby, Vice Chancellor of Economic and Workforce Development will serve as Vice Chair of the Steering Committee.	
<b>ANC</b>	<ul style="list-style-type: none"> <li>Advisor on career coaching initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Provide office, meeting space for Project Director</li> <li>Make recommendations for events, resources, or initiatives to be advocated for or introduced by career coaches in the region</li> <li>Provide representation at quarterly meetings</li> </ul>
	Gene Bennett, Dean, Workforce and Economic Development will serve as 2 <sup>nd</sup> Vice Chair of the Steering Committee.	
<b>Regional Employers</b>	<ul style="list-style-type: none"> <li>Advisors to Steering Committee regarding project initiatives, performance, and workforce needs and preparedness</li> </ul>	<ul style="list-style-type: none"> <li>Participate in NEAC<sup>3</sup> meetings, industry advisory councils, regional training consortiums</li> <li>Provide feedback on project performance</li> <li>Participate in project activities as appropriate</li> <li>Participate in project surveys</li> <li>Assist in identification of new NEAC<sup>3</sup> industry partners</li> </ul>

K-12	<ul style="list-style-type: none"> <li>• Advisors to Steering Committee regarding project initiatives, performance, opportunities for partnership, CTE instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Provide meeting space as needed</li> <li>• Provide forums for reporting project activities and outcomes</li> <li>• Promote project activities and incentive opportunities to students or educators as appropriate</li> <li>• Provide access to educators for collecting data, feedback, and information sharing</li> </ul>
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**Capabilities of Each Partner in Ensuring Project Success**

*NEAC<sup>3</sup> Industry Partners.* Advisory councils and their members constitute a valuable resource as NEAC<sup>3</sup> strengthens its workforce pipeline and development strategy. Each institution’s respective advisory council is, without question, key to identifying how industry workforce needs are unique and specific to the region and sub-regional areas, given the industry clusters and specializations within the region. The process for implementing a fully articulated pathway from K-12 through an AAS or baccalaureate degree begins with identifying major industry employers in the region and recruiting them to serve on the college advisory council.

Continuous industry input and feedback through industry focus groups helps set technical and professional skills standards, equipment standards, and helps collect other information critical to the development of workforce talent. Industry participation, including high-performing employees, is invaluable in identifying job-related duties and tasks for developing occupational profiles and training needs of both new and veteran workers.

Advisory council members are a primary resource to validate and vet these findings through various peer-review processes. They also provide opportunity for review and analysis of findings by their management. This offers both industry and post-secondary institutions the opportunity to synthesize what workers have said with what they expect and believe the job should encompass. Finally, industry advisory councils contribute to the analysis of job tasks in further defining a job. All this drives curriculum development and equipment acquisition for the programs in question. The final occupation profile and analysis provides a unique blueprint for development of a curriculum across a spectrum of certificate and degree levels.

Industry partners provided feedback to NEAC<sup>3</sup> as part of the original grant application development process via advisory council meetings, an initial survey, and one-on-one conversations. Their role has been and continues to be significant as they participate in discussions; commit resources, materials, equipment, or make other donations; participate in job and career fairs; host facility tours or learning experiences like mentorships, job shadowing, and internships; provide subject matter expertise; and interview and hire qualified, credentialed graduates.

*The Regional Workforce Development Board.* The NEAC3 region is made up of eight counties: seven in the Northeast Arkansas region and Jackson County in the North Central region. Through the Workforce Centers, the Workforce Development Boards offer job search assistance, soft skills workshops, referrals to other resources, CRC testing for all job seekers aged 18 and above, access to computer labs and assist with resume preparation, and they promote the NEAC<sup>3</sup> targeted pathways to job seekers, along with other services and resources based on eligibility.

*The Paragould Economic Development Corporation.* This long-time supporter of BRTC and NEAC<sup>3</sup> partner is donating land for the construction of a 6,000 square-foot building immediately adjacent to the Paragould site. The building will be leased to BRTC at a discounted price and will house the welding and HVAC programs. It will also be home to a maker space for innovation and small business development. This will also allow expansion of BRTC programs into the current space vacated by these two programs. The ribbon cutting is projected for Fall, 2019.

*Secondary Technical Centers.* Each of the three colleges have secondary technical centers on their campuses and partner in concurrent enrollment programs with the school districts in their service areas. The three are:

- TOPSS (Technical Opportunities and Pathways for Secondary Students) at BRTC, Pocahontas
- IGNITE Academy (Investing in Gen Next Industrial and Technical Education) at ASUN, Newport
- ANC Secondary Technical Center at ANC, Blytheville

This model provides CTE students a pathway into postsecondary education through programs providing certifications and industry-related credentials. High school students can earn up to 24 college credit hours and multiple credentials; upon graduation, they have access to pathways of stacked credentials with multiple entry/exit points.

*K-12 Partners.* K-12 partners, depending on their role in the school district, impact the outcomes of *Training Tomorrow's Workers Today* in a variety of ways. CTE educators influence student participation in concurrent credit opportunities and in college-hosted events like college and career fairs and summer camps. Career Coaches provide connection to students so they can receive help with admission, financial aid, assessment, or other support services related to accessing college programs. Superintendents and principals facilitate student recruitment efforts by helping arrange campus tours, targeted pathway presentations, parent events, and other promotion activities. All K-12 partners assist in collaboration with local industry to ensure CTE programs are aligned with employment needs.

*Articulation Agreements.* NEAC<sup>3</sup> colleges seek to create educational pathways beyond the AAS degrees offered and has succeeded in establishing several agreements across the state and region.

- University of Arkansas-Fort Smith has an articulation agreement with ANC for a Bachelor of Applied Science (BAS) degree. The first two years of the degree can come from any of the technical AAS degrees, including Advanced Manufacturing and Welding Technology. The junior and senior level courses focus on management and leadership.
- Arkansas Tech University also accepts AAS Steel Technology and AAS General Technology-Welding students from ANC in to either its Bachelor of Applied Science degree or the Bachelor of Professional Studies degree. These are available online.
- University of Central Arkansas accepts AAS Nursing graduates from ANC into its BSN Nursing program.
- Central Methodist University and five Arkansas universities have an agreement with BRTC to accept RN graduates from BRTC with an AAS to pursue a BSN/MSN Nursing degree.
- Arkansas State University, Jonesboro has an agreement with ASUN to accept AAS Registered Nursing graduates into its BSN Nursing program.

Each industry and institution that is a partner in NEAC<sup>3</sup> draws on their unique place and role in their community in contributing to *Training Tomorrow's Workers Today*. The expertise each possesses has informed the objectives and activities that ensure project success. Each is a leader in their own right either as employers, educators, or service providers; their community relationships and spheres of influence are powerful assets for affecting change locally and at the regional level. The existing forums and alliances in which they have and should continue to invest, remain important for partnering, resource sharing, and working within sectors. They keep innovation grounded in reality and from leaping too far in front.

At the same time, working across sectors and outside traditional boundaries keeps the discussion and process engaged and dynamic which, over time, will serve to close knowledge gaps, break down institutional silos, create efficiencies in information gathering, and open doors for new and increasingly innovative partnerships. *Training Tomorrow's Workers Today* is a catalyst for bringing innovative change to workforce training in northeast Arkansas. It challenges each partner to think beyond the immediacy of institutional to-do lists and priorities to work outside their traditional spheres in cross-sector, cross-continuum partnerships to bring about transformation in how northeast Arkansas positions its people and the region for economic success.

### ***Potential Partners in the Region***

Increasingly, complex sets of skills are needed to qualify for positions in demand across the region. The clustering of industry, whether steel in Mississippi County, healthcare in Jonesboro, or food-processing in Craighead and Randolph Counties, has created, and will continue to create, demand and competition for qualified workers. This also presents opportunity for related business and industry to add their voice to the value of credential attainment as a strategy for economic growth and success.

Additional partners to the NEAC<sup>3</sup> will be identified, considered, and included based on:

- a willingness to participate in planning, project activities, and information sharing;
- a desire to cooperate at a regional level;
- an openness to learning about and putting into practice successful strategies for career pathway development across the educational continuum;
- a willingness to commit staff and other resources to building successful pathway models.

New partners will continue to be identified as the three targeted industry sectors grow in the region. Examples of new or recently announced industries locating to the region are as follows:

Leisure and Hospitality Industry Sector. Jonesboro currently has twenty hotels. Three new upscale hotels totaling 400 rooms and a convention center are currently under construction. Each new facility will include at least one restaurant. This growth will boost employment and internship opportunities for students and graduates of the ASUN culinary, food service management, and hospitality services programs.

One of these, the Red Wolf Convention Center, will support Arkansas State University's new hospitality management degree program, offering opportunity for continuing a student's career pathway at the baccalaureate level. Besides the 203-bed Embassy Suites Hotel, the complex will be home to a 40,000-square-foot convention center and a Houlihan's restaurant. The project is expected to cost \$60 million. At least 430 jobs will be created directly or indirectly as part of the convention center project with a \$44.5 million impact on the local economy. Of the estimated 430 jobs, 300 will be at the convention center with the rest coming from other sources. The ground-breaking for the hotel and convention center took place May 17.

The Health Services Industry Sector. This sector has seen expanded opportunities for engaging new partners with the opening of the Arkansas Continued Care Hospital. Arkansas Continued Care offers extended care to patients needing care prior to returning home or going to a nursing home or rehab facility. The nearest facilities currently offering extended care services are in Searcy and Memphis. NEA Baptist Memorial Hospital has also expanded its continuum of care to include an inpatient rehabilitation unit at the hospital which provides intense patient rehab services. They are also constructing a new clinic in Brookland, with completion expected at the end of 2018.

In December, 2015, St. Bernards Regional Medical Center announced a \$130 million expansion which includes a new 5-story surgical and intensive care tower, the expansion of its cancer and heart care centers, and a new emergency department. Project completion is anticipated in 2019.

Both NEA Baptist and St. Bernards partner with BRTC and ASUN through ARNEC, the rural nursing coalition, for the placement of nursing students into clinical rotations and both are NEAC<sup>3</sup> partners. These expansions will offer additional clinical practice and employment opportunities for graduates across the spectrum of Health Science programs including nurses, technicians, dietitians, and food service professionals.

ASUN partners with 35 clinical sites across its service area for placement of nursing students in clinical rotations over the course of their training. Included in this partnership is Unity Healthcare for clinical placement of nursing students in Newport and Searcy hospitals. With Unity's purchase of outlying clinics in the region, the opportunities for new clinical rotations in healthcare across the region has increased. Many rural clinics hire students who have served in rotations at their clinic upon their graduation. This further strengthens the relationship between the providers and the college.

Manufacturing Industry Sector. Risever, a Chinese manufacturer of machine parts for heavy equipment for manufacturers like Caterpillar, Volvo, and Komatsu, is investing \$20 million and will locate their facilities in Jonesboro's industrial park. Over five years, 130 manufacturing jobs will be created when fully operational, primarily in machining and welding. Risever is partnering with ASUN to set up their shop for prestaging their production lines on the ASUN Jonesboro campus.

FMH Conveyers, manufacturer of material-handling equipment, recently expanded and consolidated operations in Jonesboro, building a new facility to accommodate their production of flexible conveyors. This has added 100 new jobs to the area which require skill sets in welding and metal working.

Union Partners announced plans in Spring, 2018 to build a new steel processing facility on the Osceola campus of Big River Steel. They will install the latest innovations in technology and processes to enable real-time collaboration between their new operations and Big River Steel. The new plant is expected to be located directly adjacent to Big River's Flex Mill™. The plant will include both slitting and multi-blanking lines in a new build-to-suit facility expandable to 258,000 square feet.

Nucor Corporation opened a \$230 million cold mill in April, 2018 on its campus in Hickman, just outside of Blytheville. The expansion will employ about 100 additional workers and will bring the total number of Nucor workers in Mississippi County to about 1,600, according to a company press release. The new jobs will pay about \$80,000 per year. Along with Big River Steel, nearly 3,000 people work in the steel industry in Mississippi County, according to Gov. Asa Hutchinson. The county is the fourth largest steel producing county in the country. Arkansas has a total of 5,500 workers in the steel industry, according to the Arkansas Economic Development Commission. The jobs created by Nucor are high skill, high paying jobs. Nucor CEO John Ferriola was quoted as saying there were other sites around the country considered for the cold mill. However, the number one factor was the productivity of the workforce with facilities at their disposal.

In May, 2018, Nucor Steel Arkansas announced it is planning a \$240 million expansion of its galvanized steel sheet production line in Hickman. It is expected to be operational in the first half of 2021 with the capacity to produce a half-million tons of steel metal annually. It will allow Nucor to more efficiently produce products beyond the capability of any North American mill and to have the flexibility to meet current and future demand for advanced, high-strength steel products. It will be

one of the most modern and efficient steel mills in the world. The facility is estimated to create 100 new positions.

Calstrip Industries Inc. announced plans in May, 2018 to build a new processing facility on the campus of Nucor Steel Arkansas in Mississippi County. Construction will begin during the second quarter of 2018. The initial construction will be 100,000-plus square feet, with two planned expansions that will bring the total facility size to more than 300,000 square feet. The initial phase alone will involve capital investment of more than \$15 million and creation of 45 new jobs. Located adjacent to Nucor's new specialty cold mill complex, Calstrip will operate both slitting and multi-blank cut-to-length lines. The facility design, equipment selection, and information systems will include advanced generation technology to provide specified storage and processing requirements for Nucor Steel Arkansas and its customers. Additionally, the operation will be positioned to support Calstrip's traditional medium- and high-volume service center customers.

Gränges announced in May, 2018 that it will invest \$26 million to expand its Newport operations where it manufactures aluminum for various light gauge foil applications (i.e. food-grade packaging). The expansion will create 100 full-time jobs over two years, more than quadrupling its current 21 positions. In 2016, Gränges purchased Noranda Aluminum and acquired the Newport facility along with those in Tennessee and North Carolina. The Swedish company's Arkansas facility has one of the widest aluminum rolling mills in the United States and utilizes a proprietary coating process.

**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:

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

**Section 4.1 – Budget Plan Detail**

Please provide your detailed financial plan in the box below.

**Section 4. Budget Plan Detail**

**A. Program Leadership Support Costs**

**1. Personnel costs will include:**

College	Request	Description
NEAC <sup>3</sup>	\$50,000 per year for a total of \$100,000	Shared by NEAC <sup>3</sup> to be applied towards the <i>Training Tomorrow's Workers Today</i> Project Director salary
BRTC	\$20,000 per year (\$15,500 in salary plus \$4,500 in benefits per year) for a total of \$40,000	Part-time Proctor to conduct CRC testing across the region
ASUN	\$50,000 per year for a total of \$100,000	Applied to the salary and benefits of an ASUN Clinical Site Coordinator to coordinate the required clinical rotations and integrated care experience of RN, LPN, and Allied Health students.
ANC	\$5,000 per year for salary and benefits for a total of \$10,000 for two years	Part-time staff position at ANC to provide data management support for the grant
	\$80,000 per year for a total of \$160,000 over two years	Salary and benefits for a manufacturing instructor in the Industrial Technology program

**2. Travel costs will include:**

College	Request	Description
NEAC <sup>3</sup>	\$2,000 per year for a total of \$4,000	Shared by NEAC <sup>3</sup> to support travel by the Project Director on grant-related business
BRTC	\$3,500 per year for a total of \$7,000	Instructor professional development to link classroom learning to careers
ANC	\$10,000 per year for a total of \$20,000	Applied to travel costs to support manufacturing instructors and administrators to visit other sites and state and national workforce conferences. Funds will also provide travel for instructors to obtain third party certifications such as welding CWE and CWI.

**3. Other costs will include:**

College	Request	Description
NEAC <sup>3</sup>	\$250 per year for a total of \$500	Project Director for consortium meetings and meals.
ANC	\$1,000 per year for a total of \$2,000	Program support costs will be applied to consortium and advisory committee meetings.

**B. Other Direct Costs**

**1. Equipment:**

<b>College</b>	<b>Request</b>	<b>Description</b>
BRTC	\$47,000 in Year Two	Purchase and install a welding ventilation system for a new 6,000 square foot building adjacent to the Paragould site.
	\$45,000 in Year One	Purchase and install a welding ventilation system to replace and upgrade the current system on the Pocahontas campus.
	\$20,000 in Year One	Purchase a small oscillating robotic arm and robotic welders to enhance BRTC student skills as automation trends make workforce labor more competitive. This equipment will be installed at the new welding facility in preparation for its Fall, 2019 opening.
	\$18,000 in Year One	Upgrades to the Paragould site Automation Technology Program lab to keep abreast of industry standards
	\$15,000 in Year One	Four 3-D printers to provide students competitive skills sets for today's modern mill working businesses
	\$9,000 in Year One	Milling equipment for the Machine Tool & Technology Program
ASUN	\$33,000 in Year One	Amatrol Mechanical Maintenance Trainer Base Unit works with the Industrial Maintenance curriculum and world class simulators featuring components that ensure students are prepared to work hands-on with electrical, fluid power, mechanics, and electronics.
	\$22,000 in Year Two	Mechanical Maintenance Trainer Add-ons. Adding these components to the program will allow for additional students to work on skill building in these areas instead of waiting to get time on the two devices currently in the program.
	\$30,000 in Year Two	A HAAS CNC Mill is needed in the CNC Machining program to allow additional students to practice milling rather than wait to access the equipment to run programs and create class projects. These mills are the industry standard for compact machining in production shops. They are smaller and well suited for the educational environment but are equipped with full-sized mill features.
	\$25,000 in Year Two	4X4 CNC Laser Plasma Table for expanded capacity in CNC Machining Program
	\$30,000 in Year One	4X8 CNC Plasma Table will give the welding program the ability to teach students to measure and accurately cut metal parts and sheet metal. This 4X8 table comes with Visual Machine Designer software for ease of programming the table to cut different varieties of metal. Industries like Hytrol and FMH Conveyor, which work with sheets of metal to cut custom conveyors, both utilize these devices. Students that operate this type of plasma table will be sufficiently trained to work in either of these industries.
	\$6,000 in Year One	The Bug-O Track-Bug Torch is a compact friction drive cutting machine which will allow students to build their skills in using

		another device used in local industries. This equipment makes precision cuts or bevels with sheet or plate cutting and produces high quality bevels that reduce re-fit and grinding time and create a better foundation for a stronger weld.
	\$3,300 in Year One	Fluke 190-102 Multi-meter (diesel) This equipment will allow the Diesel Technology program to test electrical internal and external voltages on diesel trucks. It allows the technician to switch between 12 different modes to view wave form displays. It allows the technician to focus on troubleshooting electrical connections and isolating dips and drops over time. It features a record mode to consistently re-evaluate problems in the educational environment.
	\$9,500 in Year One	SnapOn PolarTek A/C Machine EEAC332A. This air-conditioning refrigerant recycling machine will allow the Diesel Technology program to complete the training sequence when working on diesel truck air-conditioning systems. The program will be able to show students how to safely work on all R134a systems to replace refrigerant as well as take it out for disposal. The extra-long cables allow for maneuvering around big trucks to safely work on their air-conditioning systems.
	\$2,800 in Year One	Two Diagnostic Thermal Imagers. This diagnostic imager lets the technician in an automotive shop use infrared technology to reveal heat, friction, and electrical resistance and pressure changes. This imager is designed for automotive applications and includes an exclusive database of guided tests that can be performed on a wide variety of vehicles.
	\$15,000 in Year Two	Two WL-30 30,000 lbs. Wheel Lift Systems. The Diesel Technology program needs two wheel-lift systems to be able to lift a variety of vehicles to get clear and free access to the undercarriage of vehicles used in the program. These wheel lifts will enhance the program and allow participants to lift up to 30,000 pounds in the shop environment. These systems are ideal for performing preventative maintenance, transmission removal and installation, clutch replacements, working on springs, axles, suspensions and other repairs under a large vehicle. These devices will give students the needed skills to be able to prepare, evaluate and conduct repairs on large trucks. These devices are the type of machines that students will encounter in a production shop and will make them more prepared to work on these types of vehicles while on the job.
	\$10,000 in Year One	Five mannequins. These will allow upgrades to the Allied Health existing equipment so students can receive BLS training within their programs of study. This request will result in greater than 175 certifications annually that prepare individuals to provide life-saving skills. This equipment is needed on the Newport, Marked Tree, and Jonesboro campuses.
ANC	\$23,500 in Year One	ANC will purchase two virtual welders, software, and related equipment as requested by the advisory committee to provide basic welding instruction in a safe instructional environment.

## 2. Materials and Supplies

College	Request	Description
BRTC	\$3,250 per year for a total of \$6,500	Incentivize BRTC students in various technical programs to participate in skill competitions at the local, state, or national levels. This will support their expenses in attending the competitions.
	\$5,750 per year for a total of \$11,500	Provide incentives to BRTC students to achieve third-party certification in targeted programs
	\$3,000 per year for a total of \$6,000	Teacher professional development incentives in targeted pathways to improve their classroom training skills and better understand the type and quality of training that BRTC provides.
	\$7,500 per year for a total of \$15,000	This will provide robotic kits, activity supplies, and snacks for students at summer camps for secondary students. Organize and pay associated costs for BRTC to support students attending summer camps which expose them to local industries and the skills sets they require. Many of these skills correspond to STEM disciplines. Funds will be used to purchase robotic kits, activity supplies, and snacks for students.
	\$10,250 per year for a total of \$20,500	Materials and supplies will allow BRTC to implement the W.O.R.K. program. Grant funds will be used to pay trainers.
	\$2,500 per year for a total of \$5,000	Train-the-Trainer learning is imperative in technical training courses to insure instructor competencies. BRTC use these funds to enhance the knowledge of our regional CTE teachers and incentivize their participation. These workshops will help teachers grasp the skill sets needed for today workforce and pass this to their students. This will also promote BRTC's skilled trades and advanced manufacturing programs.
ASUN	\$900 in Year One	3 sets of instructional videos to support instruction using mannequins
	\$750 in Year One	3 sets of mannequin consumable supplies
	\$1,750 per year for a total of \$3,500	Will provide Basic Life Saver (BLS) certification cards for 350 students
	\$1,340 per year for a total of \$2,680	Will provide certification incentives for students to participate in activities and to concentrate and complete CTE and certifications as needed
ANC	\$19,000 in Year One and \$13,500 in Year Two for a total of \$32,500	Applied to ANC's purchase of materials and supplies for Manufacturing and Welding classrooms, including textbooks, raw materials, small supplies, and new classroom resources such as student tools, uniforms, and student certification incentives.

## 3. Publication Costs

College	Request	Description
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BRTC	\$12,500 per year for a total of \$25,000	Marketing of industrial programs to high schools in Marmaduke, Rector, and elsewhere and to industry employees who might wish to earn a certificate or associate degree.
ANC	\$2,500 per year for a total of \$5,000	Will support various ANC outreach events such as CTE Completer events, Opportunity Fair, and student camps, which are projected to touch 1,200 students each year.

**4. Consultant Services**

None

**5. Other**

College	Request	Description
BRTC	\$4,000 per year for a total of \$8,000	Will pay fees associated with gaining access to third-party certifications in the targeted programs.
ASUN	\$750 in Year One	Instructor training for three mannequins
ANC	\$22,500 in Year One and \$21,500 in Year Two	For recruitment and engagement activities such as Girls Stem Camp, Coding and Manufacturing Camps, Opportunity Fair and CTE Completer Event, which are projected to touch over 1,200 individuals from secondary, postsecondary and the public.

**D. Cost Sharing**

College	Cost Sharing	Description
BRTC	\$2,500 per year for a total of \$5,000	A donation from Greene County Industrial Training Center will support summer camps for secondary students, including the Young Technology Careers Academy. The commitment letter is included in the grant application.
	\$11,250 per year for a total of \$22,500	A letter from the Paragould Economic Development Corporation committing to in-kind support for use of the new BRTC Innovation Center building adjacent to the BRTC Paragould site is included in the grant application.
ASUN	Fringe benefits of \$8,750 per year for a total of \$17,500	A letter from ASUN committing fringe benefits towards the Clinical Site Coordinator position is included in the grant application.
	Fringe benefits of \$4,000 per year for a total of \$8,000	The same letter as above from ASUN also commits fringe benefits towards a grant coordinator position and is included in the application.
ANC	\$73,333 per year for a total of \$146,666	A letter from Nucor/Yamato committing \$83,333 per year for three years is included in the grant application. Of this, \$10,000 per year is reserved for another grant; \$73,333 per year for two years is committed to NEAC <sup>3</sup> .

**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.

<b>Requesting Institution:</b>	Black River Technical College
<b>Title of Project:</b>	Training Tomorrow’s Workers Today

**A. PROGRAM LEADERSHIP SUPPORT COSTS**

1. Personnel/Stipend	<u>\$410,000.00</u>
2. Travel	<u>\$31,000.00</u>
3. Other (Explain Below)	<u>\$2,500.00</u>
Briefly Explain Other Costs	
<b>TOTAL PARTNER PARTICIPANT COSTS</b>	<u><b>\$443,500.00</b></u>

**B. OTHER DIRECT COSTS**

1. Equipment	<u>\$364,100.00</u>
2. Materials and Supplies	<u>\$104,830.00</u>
3. Publication Costs/Documentation/Dissemination	<u>\$30,000.00</u>
4. Consultant Services	<u>\$0.00</u>
5. Other (Explain Below)	<u>\$52,750.00</u>
Briefly Explain Other Costs	
<b>TOTAL OTHER DIRECT COSTS</b>	<u><b>\$551,680.00</b></u>

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

**\$995,180.00**

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

**\$194,666.00**

**Total Continuation Grant Budget**

**\$1,189,846.00**

*Other Notes*

Other, Line A, 3 includes:

	Year One	Year Two	Total Over Two Years
NEAC3 Project Director Consortium Mtgs & Meals	250	250	500
ANC Consortium Mtgs & Meals	1,000	1,000	2,000
Total:			\$2,500

Other, Line B, 5 includes:

	Year One	Year Two	Total Over Two Years
BRTC 3rd Party Certification Fees	4,000	4,000	8,000
ASUN Instructor Training for Mannequins (3)	750	0	750
ANC Camps and Events Recruitment & Engagement	22,500	21,500	44,000
Total:			\$52,750

**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.

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

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

## **Section 5 – Sustainability (20 points)**

### ***Plan for Sustaining the Program***

*Training Tomorrow's Workers Today* offers NEAC<sup>3</sup> the opportunity to demonstrate how resources applied to building bridges with northeast Arkansas K-12 school districts will develop into a self-sustaining pipeline for training the next generation of workers. Offering programs at the K-12 level with clear pathways for continued training and increased support through career coaches will help create and sustain student enrollment in programs aligned with careers in high-demand, high-wage occupations in the region's three targeted industries.

Each of the targeted programs of study at each community college will be sustained beyond the 24 months of the Regional Workforce Continuation Grant period by student enrollment, tuition, and fees. Program budgets are based on credit-bearing tuition rates established by the board of trustees of each institution. Programs are budgeted for and monitored for performance on an annual basis. Credentialing will continue to become embedded across programs and will be monitored for its alignment with industry workforce demands.

The programs prioritized and selected by *Training Tomorrow's Workers Today* are in demand by industry and by students. These programs are designed and structured to further reduce barriers students may have to enrollment, certificate completion, and college readiness. The growth of these programs will be further enhanced by the fact that some instruction is conducted using hybrid, internet-based delivery methods which ease scheduling and logistical barriers. Furthermore, allowing multiple start dates in a program over an academic year facilitates additional growth.

Each post-secondary partner is committed to the support of its ACE Career Coach program. The K-12 initiatives begun during the implementation grant cycle - advocating for the advancement of Career and Technical Education (CTE), career readiness through CR101 and NCRC, better alignment of CTE with the region's workforce, and a focus on third-party credentials - are on-going through the continuation grant and will continue after the the continuation grant period is over. This is possible because of relationships developed with school district leaders and the on-going work and advocacy by career coaches, CTE deans, and secondary technical liaisons. New career coaches will be funded jointly and through various existing funding sources in partnership with ACE, local school districts, and the NEAC<sup>3</sup> community college partners. Program outcomes shared with these stakeholders contribute significantly to the value they place in the *Teaching Tomorrow's Workers Today* initiative.

K-12 programs taking place at the ANC Secondary Technical Center, the IGNITE Academy Secondary Technical Center, the TOPSS Technical Center, the NEA Career and Technical Center, and on the various college campuses will have instructors paid for by using pass through monies from ACE. Additional costs for student enrollment and transportation will continue to be paid by the school district on a per student basis.

At the post-secondary level, third-party certifications will be paid for by student fees or will be included in tuition. At the K-12 level, incentive programs for achievement towards certifications, for summer camp participation, or for teacher professional development will be pursued through the regional

alliances and coalitions, industries, chambers of commerce, and foundations. These organizations understand the value of the training and skills such programs offer K-12 students and their teachers. Furthermore, NEAC<sup>3</sup> will communicate the successful outcomes of these activities and the successes of the career coach program as a means of strengthening the support by industry and the private sector for continuing and building access to these resources in the region.

While there is no funding request for the ASUN Culinary Services and Food Services and Management programs at this time, ASUN will continue to seek opportunities to bridge this program with high school programs. It will also continue to report activities, achievements, and certifications for these programs during the Continuation Grant.

**Table 1. Resources Available for Sustaining Programs After 24-month Grant Period**

Funding Request	Impacted Programs	Students to be Enrolled	Staff and Faculty	Partner Role	Funding Sources
BRTC Nursing & Allied Health  CRC Proctor, Instructor Professional Development for Targeted Programs	LPN-Pocahontas	28 x 3 classes/year	9 FT 20-30 Clinical Adjuncts	Primary role in identifying and implementing future strategic initiatives appropriate for NEAC <sup>3</sup> focus	Tuition and fees; State, federal, local or other grants
	RN-Pocahontas	48/year			
	EMT-Pocahontas	20 x 4 classes/year	1 FT 2 PT		
	CNA	24/year Greene Co. 24/year Randolph Co.	2 FT 4 Adjunct		
	Dietetic	16 Year 1 8 Year 2	2 FT		
BRTC Industrial Technology  Equipment, Incentives, Certifications, Supplies, Outreach	CP, TC Welding	22/year	1 FT 1 Adjunct		
	TC Machine Tool Technology	22/year	1 FT 1 Adjunct		
	TC Industrial Electricity/ Electronics	22/year	1 FT 1 Adjunct		
	CP, TC Industrial Maintenance	22/year	1 FT 1 Adjunct		
ASUN Nursing & Allied Health Clinical Site Coordinator, Mannequins & Training	RN Newport LPN Newport	40 / year 32 / year	9 FT 17 adjunct		
	LPN Jonesboro	38 / year			
	LPN Marked Tree	16 / year			
ASUN Industrial Maintenance, Equipment, Incentives, Supplies	CP, IM TC, IM	10-15/year 20/year	3 FT	Primary resource for curriculum development and revisions for IM across the region	Minimal financial outlay due to In-house IM expertise
CNC Machining	CP, CNC TC, CNC	15-20/year	2 FT	Primary resource for curriculum development and	Tuition and fees; State, federal, local, or other

Equipment, Supplies, Incentives				revisions for CNC across the region	grants; Industry support
ASUN Welding Equipment, Supplies, Incentives	CP, IGNITE TC, Welding	25/year	1 FT	Primary resource for curriculum development and revisions for IM and CNC across the region	Tuition and fees; State, federal, local, or other grants; Industry support
ASUN Diesel Technology & Truck Maintenance Equipment	IGNITE CP, TC, AAS	35/year	2 FT	Primary resource for curriculum development and revisions to Diesel Technology across the region	Tuition and fees; State, federal, local, or other grants; Industry support
ANC Advanced Manufacturing Software, Equipment, Outreach, Supplies, Administrator	Advanced Manufacturing and Welding Technology Pathways	120/year	4 FT	Primary role in identifying and communicating automation workforce needs to NEAC <sup>3</sup> for future initiatives	Tuition and fees; State, federal, local, or other grants; Industry support

***Plan for Maintaining Communications and Resource Sharing***

The partners have benefited from more frequent communication and information and resource sharing. NEAC<sup>3</sup> will maintain the Steering Committee appointed to the *Training Tomorrow’s Workers Today* project to further address industry workforce needs and collectively decide future initiatives that are best addressed with a regional approach. For example, the partners will:

- Share information or needs that can be responded to effectively with low-cost inter-college resource-sharing;
- Identify ways institutional strengths can contribute to regional strategies;
- Plan additional initiatives where collaboration is justified and lends strength to finding good solutions;
- Support additional peer groups of college staff and faculty for improved coordination of programs that have region-wide industry impact;
- Strengthen relationships with industry and K-12 by demonstrating value;
- Maintain the region-wide industry survey developed for *Training Tomorrow’s Workers Today* initiative for periodic use by NEAC<sup>3</sup>;
- Implement a region-wide student intake form as a common platform for identifying student needs and opportunities for program expansion or service delivery.

***Redistribution of Equipment***

Equipment purchased through the grant for the advanced manufacturing, industrial maintenance, and industrial electricity programs is intended to be installed permanently due to insurance, warranty, and general mobility limitations and will be assembled and installed in place on the campuses. In most cases, it is technical equipment requiring training and safety precautions and is intended to remain in place.

Demand for equipment which might be moveable is anticipated to be so great that transport to other locations is unfeasible. Flex schedules to accommodate non-traditional students will result in labs and courses being available over extended time periods outside and beyond the traditional time frame for classroom work to be performed. Many non-traditional students in manufacturing will be receiving their training at the request of their current employer. Their tuition, in many cases, will be paid for by their employer. These courses will require the full complement of equipment so as to provide the same quality of training other students receive, further reducing the likelihood of mobility as a feasible option.

A notable exception is the software simulation programs which are web-based. These training tools lend themselves to use from any location – campus, industry, or elsewhere – as long as a computer and internet access are available. Use will be subject to licensing agreements but make resource-sharing a more viable option for the NEAC<sup>3</sup> partners as future workforce training needs are identified across the region.

## SUBMIT BY JUNE 1, 2018

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



May 8, 2018

To Whom It May Concern:

Unity Health is very privileged to partner with the ASU-Newport campus in an effort to produce nurses for our community. The Nursing, Allied Health and Community Services Division works hard to ensure resources are available to continue the education of potential nurses that are in great demand locally. Schools across the nation are identifying the lack of nursing faculty as a critical reason they cannot take more students. The Arkansas Center of Nursing sights, in their 2018 State of the Nursing Workforce in Arkansas, a lack of faculty as a primary reason our enrollees cannot get into our Arkansas programs. In 2017 Arkansas had 4,500 applicants, but only 1,500 seats were available.

Unity Health as a system could hire over 30 RN's today to fill vacant positions. We need programs like ASU-Newport and NEAC3 grant funding to continue producing nurses for our workforce. Unity Health looks forward to maintaining a strong partnership to build a workforce needed in our communities.

Sincerely,

A handwritten signature in black ink, appearing to read "LaDonna Johnston".

LaDonna Johnston, RN, MSN

VP, Patient Care Services



9701 E. Highland Drive  
Jonesboro, AR 72401

800.327.9209 TEL

[www.fmhconveyors.com](http://www.fmhconveyors.com)

May 1, 2018

Dr. Sandra Massey Chancellor  
Arkansas State University-Newport  
7648 Victory Blvd  
Newport, AR 72112

Dear Dr. Massey:

FMH Conveyors operates in one location in Northeast Arkansas. This plant includes sales, marketing, engineering, production, warehouse, distribution, and packaging. FMH Conveyors has a workforce of approximately 350 employees and we have an on-going need for production labor, advanced manufacturing skilled support, industrial maintenance, and welding. We utilize Arkansas State University-Newport (ASUN) to provide training for incumbent employees as well as maintaining a pipeline for recruiting new employees.

FMH Conveyors requires that the candidates for our production and maintenance departments to be adequately prepared to be considered for employment. We do depend on the schools in the area, such as ASUN to provide students with basic skills to enter the workforce. We also count on the programs such as the one at ASUN to develop individuals that will come into the workforce with strong work ethics that will help to increase employee retention and enhance work performance. In addition, FMH Conveyors also relies on ASUN to help in developing members of our workforce as they grow in their roles and advance within our organization. Strong work ethics as well as proven leadership abilities are necessary qualifications for our staff members that are advancing their management careers.

We look forward to our continued partnership with you in building a strong workforce in Northeast Arkansas.

Sincerely,

**William T Royals**  
Senior Director of Manufacturing Operations



**FMH CONVEYORS AMERICAS**  
9701 E. Highland Dr.  
Jonesboro, AR 72401  
Office 870.933.1729  
Mobile 870.329.4711

[bill.royals@fmhconveyors.com](mailto:bill.royals@fmhconveyors.com)



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Jonesboro, AR 72403

May 1, 2018

Dr. Sandra Massey Chancellor  
Arkansas State University-Newport  
7648 Victory Blvd  
Newport, AR 72112

Dear Dr. Massey:

MC Express is a leader in over the road and local delivery services in Northeast Arkansas. We utilize ASU-Newport (ASUN) as a partner in training Commercial Drivers for our business, which has 115 employees.

This letter of support is to provide ASUN with our commitment to serve in advisory capacity to ensure continued development of qualified drivers for the trucking industry in Arkansas. We will also serve as a partner through the following key activities:

- Hiring of selected and credentialed graduate candidates
- Interviews with graduates and completers
- Facility Tours
- Participation in career fairs
- Mentoring
- Planning and discussion for program improvement

MC Express values the relationship with ASUN and looks forward to continuing this partnership.

Sincerely,

A handwritten signature in cursive script that reads 'Fred Fraser'.

Fred Fraser, CDS  
Director of Safety



May 2, 2018

Dr. Eric A. Turner  
President  
Black River Technical College  
1410 Highway 304 East  
Pocahontas, AR 72455

Dr. Sandra Massey  
Chancellor  
Arkansas State University-Newport  
7648 Victory Blvd  
Newport, AR 72112

Dr. James Shemwell  
President  
Arkansas Northeastern College  
2501 South Division Street  
Blytheville, Arkansas 72315

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

Dear Sirs and Madam:

I am pleased to support the application for the Regional Workforce Grant. I understand this grant is intended to address barriers workers face when maintaining employment and engaging in training. Approval of the Regional Workforce Grant will allow our company access to a broader pool of qualified job candidates in occupations critical to our success. More qualified candidates will improve our screening and hiring process and reduce turnover due to poor performance.

St Bernards has consistently partnered with nursing schools in order to provide clinical hours to nursing students. This partnership allows students to apply the skills and knowledge learned in the classroom to the clinical practice setting. St Bernards has hired and anticipates continuing to hire many of this region's nursing and technical graduates.

We look forward to our continued partnership with you in building a strong workforce in our region and wish you the best of luck with your grant application.

Sincerely,

Pacelia Aboagye RN, BSN  
Director of Education  
Nurse Recruiter  
St Bernards Medical Center  
225 East Jackson Avenue  
Jonesboro, AR 72401  
870-897-3089

# Jackson County School District

Member of North Central Association of Colleges and Schools

Chester Shannon, *Superintendent*  
(870) 349-2232 • (870)349-2355 Fax

## PRINCIPALS

Michael Holland, *Tuckerman High School*  
Kristy Metzger, *Swifton Middle School*  
Pharis Smith, *Tuckerman Elementary*

## DISTRICT TREASURER

Laura King

P.O. Box 1070  
Tuckerman, Arkansas 72473

## BOARD OF DIRECTORS

Sandra Provence  
Ada Person  
Randy Wagner  
Phil Zuber  
Dennis Neal  
Barry Hulett  
Tammie Clausen

May 4, 2018

Dr. Sandra Massey, Chancellor  
Arkansas State University-Newport  
7648 Victory Blvd.  
Newport, AR 72112

Dear Dr. Sandra Massey,

On behalf of Tuckerman High School and the Jackson County School District, I would like to express my support for the Regional Workforce Grant, or NEAC3 Grant. We understand that exposing students to in-demand occupations in our area gives students a clearer picture of the job opportunities available in Northeast Arkansas. Also, exposure will help bridge the gap between students successfully transitioning from high school into training programs and then leading them into the work force.

The Jackson County School District is fortunate to have a Career Coach that works closely with Arkansas State University-Newport to create opportunities to expose students to Manufacturing, Health Sciences & Food Production career clusters. Also, the Career Coach encourages students to enroll in CTE courses and complete the CTE program of studies.

As a partner to the IGNITE Academy on the campus of ASU-Newport, we have seen a number of our seniors graduate from high school with workplace credentials, and/or continue into a technical certificate or associate's degree program at ASU-Newport.

We understand the success of employees begins at the K-12 level with training in customer service, communications, problem-solving and critical thinking, teamwork, and workplace discipline. We are committed to working with this grant to provide opportunities to help ensure our young people understand and meet the expectations for today's workforce.

If there are any questions, please call me at 870-349-2657.

Sincerely,



Michael Holland  
Principal



Harrisburg College & Career Preparatory School  
207 W Estes St  
Harrisburg, AR 72432  
Phone: (870) 578-2417  
bcraig@hbgsd.org

May 2, 2018

Dr. Sandra Massey, Chancellor  
Arkansas State University-Newport  
7648 Victory Blvd.  
Newport, AR 72112

Dear Dr. Massey

On behalf of Harrisburg College and Career Preparatory High School, I would like to express my support for the NEAC3 Grant. Harrisburg School District is also passionate about "Training Tomorrow's Workers Today." We understand that exposing students to in-demand occupations in our area gives students a clearer picture of the job opportunities available in Northeast Arkansas. Also, exposure will help bridge the gap between students successfully transitioning from high school into training programs and then leading them into the workforce.

Harrisburg School District is fortunate to have a Career Coach that works closely with Arkansas State University Newport to create opportunities to expose students to Manufacturing, Health Sciences & Food Production career clusters. Also, the Career Coach encourages students to enroll in CTE courses and complete the CTE program of studies.

We understand the success of employees begins at the K-12 level with training in customer service, communications, problem-solving and critical thinking, teamwork, and workplace discipline. We are committed to working with this grant to provide opportunities to help ensure our young people understand and meet the expectations for today's workforce.

Sincerely,

  
Brandon Craig  
Principal



May 17, 2018

Dr. Sandra Massey Chancellor  
Arkansas State University-Newport  
7648 Victory Blvd  
Newport, AR 72112

Dear Dr. Massey:

Delta Manufacturing, Inc. operates a manufacturing facility in Northeast Arkansas. This plant includes production, warehouse, distribution, and transportation services. Delta Manufacturing, Inc. has a workforce of approximately 75 employees in NE Arkansas and we have an on-going need for production labor, advanced manufacturing skilled support, industrial maintenance, and welding. We utilize Arkansas State University-Newport (ASUN) to provide training for incumbent employees as well as maintaining a pipeline for recruiting new employees.

Delta Manufacturing, Inc. requires that the candidates for our production and maintenance departments to be adequately prepared to be considered for employment. We do depend on the schools in the area, such as ASUN to provide students with basic skills to enter the workforce.

We also count on the programs such as the one at ASUN to develop individuals that will come into the workforce with strong work ethics that will help to increase employee retention and enhance work performance. For our production employees, our qualifications include strong work ethics and a desire to learn.

In addition, Delta Manufacturing, Inc. also relies on ASUN to help in developing members of our workforce as they grow in their roles and advance within our organization. Strong work ethics as well as proven leadership abilities are necessary qualifications for our staff members that are advancing their management careers.

We understand the success of our employees begins at the K-12 level with training in customer service, communications, problem solving and critical thinking, teamwork, and workplace discipline. We are committed to working with you to ensure our young people understand and meet the expectations for today's workforce.

We look forward to our continued partnership with you in building a strong workforce in Northeast Arkansas.

Sincerely,

Les D. Eaves  
Vice President

**ARKANSAS' OLDEST AND LARGEST TRAILER MANUFACTURER**

7901 Victory Blvd.  
Newport, AR 72112

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FAX 870-523-4421

[www.deltatrailers.com](http://www.deltatrailers.com)

Employment & Training Services, Inc.  
 (ETS, Inc.)  
 2805 Forest Home Road  
 Jonesboro, AR 72401

May 7, 2018

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

NEAC<sup>3</sup>'s Training Tomorrow's Workers Today Grant:

Employment and Training Services, Inc. (ETS, Inc.) is ready to engage in the opportunity to partner with the NEAC<sup>3</sup>. ETS, Inc. currently partners with the following NEAC<sup>3</sup> institutions under the Workforce Innovation & Opportunity Act (WIOA) Title I program:

1. Arkansas Northeastern College (ANC)
2. Arkansas State University – Newport (ASUN)
3. Black River Technical College (BRTC)

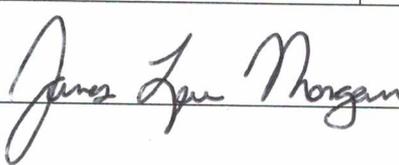
We have participated in preliminary planning processes with the above institutions and agree that the targeted pathways will support critical workforce needs in Northeast Arkansas, based on employer and labor market demand.

The following services are available at the Arkansas Workforce Centers (AWCs):

1. Participation in partner meetings and/or phone conferences.
2. Information regarding targeted pathways to job seekers through Arkansas Workforce Centers
3. Employment services available through AWCs.
4. Job search assistance through Arkansas JobLink.
5. Referrals to other WIOA partner resources.
6. Information regarding Career Readiness Certificate testing.
7. Coordination with employers/customers regarding Job Fairs.

The following services may be available to clients dependent on WIOA eligibility and availability of funding:

1. Case Management/Job Coaching/Mentoring
2. Work Experience (paid/unpaid)
3. Occupational Skills Training through 2 and 4 year State colleges

Workforce Development Board		Counties Served	
Northeast		Clay, Craighead, Greene, Lawrence, Mississippi, Poinsett, and Randolph	
Contact Name	Title	Date	
James Morgan	Program Manager	May 7, 2018	
Signature: 			



May 1, 2018

Dr. Sandra Massey Chancellor  
Arkansas State University-Newport  
7648 Victory Blvd  
Newport, AR 72112

Dear Dr. Massey:

Hytrol Conveyor is headquartered in Northeast Arkansas. This plant manufactures material handling equipment. Hytrol has a workforce of approximately 1100 employees in NE Arkansas and we have an on-going need for production labor, advanced manufacturing skilled support, industrial maintenance, and welding. We utilize Arkansas State University-Newport (ASUN) to provide training for incumbent employees as well as maintaining a pipeline for recruiting new employees.

Hytrol requires that the candidates for our production and maintenance departments to be adequately prepared to be considered for employment. We do depend on the schools in the area, such as ASUN to provide students with basic skills to enter the workforce.

We also count on the programs such as the one at ASUN to develop individuals that will come into the workforce with strong work ethics that will help to increase employee retention and enhance work performance. For our production employees, our qualifications include strong work ethics and a desire to learn.

In addition, Hytrol also relies on ASUN to help in developing members of our workforce as they grow in their roles and advance within our organization. Strong work ethics as well as proven leadership abilities are necessary qualifications for our staff members that are advancing their management careers.

We understand the success of our employees begins at the K-12 level with training in customer service, communications, problem solving and critical thinking, teamwork, and workplace discipline. We are committed to working with



you to ensure our young people understand and meet the expectations for today's workforce.

We look forward to our continued partnership with you in building a strong workforce in Northeast Arkansas.

Sincerely,

A handwritten signature in black ink that reads "Chris Glenn".

Chris Glenn  
VP of Manufacturing Operations



Unilever Jonesboro, AR NA

2407 Quality Way

Jonesboro, AR 72401

Telephone (870) 910 1100

May 15, 2018

Dr. Sandra Massey Chancellor  
Arkansas State University-Newport  
7648 Victory Blvd  
Newport, AR 72112

Dear Dr. Massey:

Unilever operates 1 location in Northeast Arkansas. This plant includes production, warehouse, distribution, and packaging. Unilever has a workforce of approximately 400 employees in NE Arkansas and we have an on-going need for production labor, advanced manufacturing skilled support, industrial maintenance, and welding. We utilize Arkansas State University-Newport (ASUN) to provide training for incumbent employees as well as maintaining a pipeline for recruiting new employees.

Unilever requires that the candidates for our production and maintenance departments to be adequately prepared to be considered for employment. We do depend on the schools in the area, such as ASUN to provide students with basic skills to enter the workforce.

We also count on the programs such as the one at ASUN to develop individuals that will come into the workforce with strong work ethics that will help to increase employee retention and enhance work performance. For our production employees, our qualifications include strong work ethics and a desire to learn.

In addition, Unilever also relies on ASUN to help in developing members of our workforce as they grow in their roles and advance within our organization. Strong work ethics as well as proven leadership abilities are necessary qualifications for our staff members that are advancing their management careers.

We understand the success of our employees begins at the K-12 level with training in customer service, communications, problem solving and critical thinking, teamwork, and workplace discipline. We are committed to working with you to ensure our young people understand and meet the expectations for today's workforce.

We look forward to our continued partnership with you in building a strong workforce in Northeast Arkansas.

Sincerely,

Jason A. Moore  
World Class Manufacturing Training Specialist  
Unilever – Jonesboro, AR



May 24, 2018

Arkansas Department of Higher Education

To Whom it May Concern:

Big River Steel LLC ("BRS") supports Arkansas Northeastern College and the ANC Technical Center's Allied Technologies programs. Both the College and the Technical Center supply a necessary talent pipeline into many of Mississippi County's manufacturers. BRS has partnered with ANC to collaborate on activities that will help develop the workforce skills needed in this region. Examples include BRS engineers and supervisors serving on the College's advisory committees, presenting as guest speakers at the annual events such as Manufacturing Day each October, and assisting with teaching content for Manufacturing Camps for high school students

We are aware that last fall, the ANC Technical Center reopened its Advanced Manufacturing program of study, renaming it Industrial Technologies in the effort to refocus the curriculum on current industry specific skills training needs in several areas. Based upon feedback from advisory committee members, this revision of the Industrial Technologies program has increased its focus on mechanical and electronic systems, as well as industrial maintenance and welding. The requested grant funding will help in purchasing training equipment to facilitate that redesign. ANC hopes to purchase equipment such as Mechanical Drives, Pneumatic and CNC micromill trainers, and Vibration Analysis equipment that are all relevant to Big River Steel and other manufacturer's needs.

I appreciate your consideration of Arkansas Northeastern College's grant application, and look forward to a positive outcome. Please feel free to contact me should you have any further questions.

Sincerely,

A handwritten signature in black ink that reads "L. Trammell". The signature is written in a cursive, slightly slanted style.

Lenore Trammell



PHONE 870/239-8558  
FAX 870/236-8244

*Martin* SPROCKET & GEAR, INC.

1205 South Third Ave. • Paragould, Arkansas 72450-5399

May 21, 2018

Dr. Eric A. Turner  
President  
Black River Technical College  
1410 Highway 304 East  
Pocahontas, AR 72455

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

Dear Sirs and Madam:

The Martin Sprocket and Gear Paragould facility currently employs 195 people. Of those 195 employees, 87% reside in Greene County. Most are production employees who setup and operate various types of presses and machines. We currently employ 51 CNC Machine Setup/Operators, 7 CNC Lead Persons, 4 CNC/Machining Supervisors, and 5 Machinists. Martin continues to invest in additional, new CNC equipment.

We currently hire an unskilled workforce and provide on the job training to develop employees into the position of CNC Setup/Operator. Since the employees are unskilled, starting wages are lower than those who are experienced or have received formal training. Also, since most of the new hires have not been exposed to CNC machining, turnover is higher than those who are seeking to enter the field as a profession.

We have historically promoted our most competent CNC Machine Setup/Operators into Machinists positions because our local talent pool doesn't provide an adequate number of trained Machinists.

Increasing local availability to training in the area CNC Machining will increase the skills of our local applicant pool, promote higher wages and support increased retention.

We are committed to working with you to ensure our young people understand and meet the expectations for today's workforce. We look forward our continued partnership with you in developing the workforce in our community and region.

Sincerely,

Charles Walker  
HR Manager  
Martin Sprocket and Gear, Inc.

# POCAHONTAS PUBLIC SCHOOLS

DARYL BLAXTON, SUPERINTENDENT



2300 NORTH PARK STREET

POCAHONTAS, AR 72455

PHONE: 870-892-4573

FAX: 870-892-8857

[www.pocahontaspsd.com](http://www.pocahontaspsd.com)

May 23, 2018

Dr. Eric A. Turner  
President  
Black River Technical College  
1410 Highway 304 East  
Pocahontas, AR 72455

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

To Whom it May Concern:

I am writing in support of Black River Technical College's Workforce Implementation Grant specifically as it relates to the TOPSS program in which our institution collaboratively works, with BRTC, to provide high school students access to career pathways in Health Care and Industrial Technology fields.

This grant will assist in our continued efforts to provide local employers quality workers in addition to providing our students productive job opportunities. Our students acquire value added diplomas from BRTC that coincide with their high school graduation. These value added diplomas include associate degrees and/or industry recognized certifications in their respective pathways. Examples of such certifications include Career Readiness Certificates, CNA, Phlebotomy, CPR-First Aid, OSHA, NCCER, etc..

Our collaborative efforts in this area have changed the lives of many of our students. It has provided them opportunities and support that have been the impetus to pursuing education beyond high school and has allowed them to enter into the workforce better at an earlier age, better trained and qualified.

The Workforce Implementation Grant will be a key component in allowing such efforts to not only continue but grow as well. We look forward to our continued partnerships in building a strong workforce in our community and region.

Sincerely,

Daryl Blaxton  
Superintendent of Schools

*Board Members: Chuck Andrews, President; Gary Cole, Vice President; Dr. Mike Davis,  
Secretary; James Chester and Judy McClain*



ARKANSAS STATE UNIVERSITY - NEWPORT  
NEWPORT • JONESBORO • MARKED TREE

May 23, 2018

To Whom It May Concern:

ASU-Newport is committed to supporting the NEAC3 Grant initiative. ASUN agrees to provide cost sharing by providing instructor benefits for the Clinical Site Coordinate position in the amount of \$17,500. ASUN is also leveraging the in-kind support of an additional person who is the Grant's Coordinator for ASUN who will provide oversight, tracking and reporting of targeted program information as a part of this initiative. The amount of cost sharing for this position provided for benefits will be \$8000.

Thank you.

A handwritten signature in black ink, appearing to read 'Adam Adair', written over the 'Thank you.' text.

Adam Adair  
Vice Chancellor for Finance and Administration  
Arkansas State University - Newport

Newport  
7648 Victory Blvd.  
Newport, Arkansas 72112  
Phone: 870.512.7800  
Fax: 870.512.7825

Jonesboro  
5504 Krueger Drive  
Jonesboro, Arkansas 72401  
Phone: 870.932.2176  
Fax: 870.972.0801

Marked Tree  
33500 Hwy. 63 East  
Marked Tree, Arkansas 72365  
Phone: 870.358.2117  
Fax: 870.358.4117

GREENE COUNTY



**Greene County  
Industrial Training Center**  
*Your Professional Training Partner*

May 24, 2018

Dr. Eric A. Turner  
President  
Black River Technical College  
1410 Highway 304 East  
Pocahontas, AR 72455

Dear Dr. Turner:

The Greene County Industrial Training (GCITC) and its partner companies appreciate the strong relationship with Black River Technical College. We know you are developing new programs to meet the continuous demands we have for training and improving our workforce to gain and maintain a competitive advantage in the market place.

GCITC has in the past supported youth summer camps and in fact is currently providing resources for the 2018 Young Technology Career Academy. GCITC and its partner companies will provide matching funds for future summer camps to a total of \$2,500 per year over the next two years to support engaging our youth in manufacturing careers. This is a total of \$5,000.

Sincerely,

A handwritten signature in blue ink that reads "Rhonda Quenzer".

Rhonda Quenzer, Vice President  
Greene County Industrial Training Consortium

**Physical Address**

1 Black River Drive  
Paragould, AR 72450

**Mailing Address**

P.O. Box 1565  
Paragould, AR 72451

**Phone**

870.239.0969

**Fax**

870.239.4344

**Web**

[GreeneCountyITC.org](http://GreeneCountyITC.org)



**Arkansas Northeastern College  
Center for Allied Technologies  
Pledge Agreement**

Nucor Yamato Steel/Nucor Steel Arkansas hereby pledges an amount of \$ 250,000 to be paid in 3 installments of \$ 83,333 each over a period of 3 years beginning in 2017. In recognition of this generous pledge and donation, the Arkansas Northeastern College will name the following facility features after the donor:

- Community Room
- Safety Classroom/Laboratory
- Computer Lab
- Welding Classroom 1
- Welding Classroom 2

The naming recognition has no specific term and carries with it no special privileges related to facility usage, the provision of training and educational services, or any other service provided by the Arkansas Northeastern College or ANC Foundation, now or in the future. Additionally, the naming recognition affords the donor no measure of control over facility usage decisions, now or in the future.

Keith Prevot  
Donor

8/10/17  
Date

[Signature]  
Arkansas Northeastern College

8/10/17  
Date

Rachel Lyford  
ANC Foundation

8-10-17  
Date



May 24, 2018

Black River Technical College  
#1 Black River Drive  
Paragould, AR 72450

The Economic Development Corporation of Paragould (EDC) is currently considering an innovation building near the Black River Technical College campus. The purpose of the building would be to provide space to offer welding, electrical maintenance and HVAC courses at no cost to the college. The value of use of the building at no cost would be \$22,500 annually.

A site has been secured and plans for the building have been completed. The EDC board will be presented with the plans for the building at the June meeting. If approval is received, they will proceed to obtain bids for a building. A final decision will be made upon receiving the bids for the project.

The EDC goal is to construct the building for training residence in high demand occupations.

Sincerely,

A handwritten signature in black ink, appearing to read "RB", is written over a large, light-colored circular mark.

Ronnie Brengard  
Chairman