

UA-PTC Responses

1. *What key workforce preparation programs does your agency/organization oversee or offer to Arkansans?*

UA-PTC offers a wide range of career and technical options, including short-term, noncredit programs, certificates of proficiency, technical certificates, and associates degrees.

For-Credit Workforce Preparation Program offerings include:

Allied Health and Human Services
Radiography
Dental Assisting
Occupational Therapy Assistant
Practical Nursing
Respiratory Therapy
Education
Early Childhood Education
Culinary Arts
Technical Science
Automated Manufacturing Systems
Automotive Technology
Collision Repair Technology
Construction Management
Diesel Technology
Drafting and Design Technology
Electronics
HVACR
Machining and CNC
Power Sports Technology
Commercial Truck Driving
Welding
Business and Information Technology
Computer Programming
Networking
Advanced Computer Information Systems
Digital Media Production
Accounting
Entrepreneurship
Supervisory Management
Office Technology

Non-Credit Workforce Preparation Programs Include:

On-demand custom Business and Industry training
Industrial Electricity
Industrial Hydraulics and Pneumatics
Programmable Logic Controllers

Robotics and Automation
Mechanical Drive Systems
Motor Control Systems
OSHA Safety Training
Microsoft Office Suite Training
Success Skills / Basic Employability Skills Training
Emerging Managers Training
Commercial Truck Driving

2. Examples of High-Impact Programs Developed at UA-PTC:

a. Workplace Essentials / “Almost Qualified” Talent Identification and Acquisition System:

Originally created in partnership with Dassault Falcon Jet, this program assists employers to find and train prospective employees (pre-hire) who are retained longer, more productive, and safer than employees hired through traditional recruiting methods. The program has been utilized by multiple companies in sectors including advanced manufacturing, commercial construction, and financial services. The program has been recognized by the Winthrop Rockefeller Foundation, Congressman French Hill, and the Arkansas Department of Career Education as a best-practice in workforce education.

b. Emerging Leaders Development Program:

This long-term (36 session) incumbent worker development program was developed to serve consortia of “small to medium” employers which struggle to attract mid-level management. It prepares existing employees who have shown commitment to professional growth the skills necessary to become next generation leaders within their respective companies. The consortia are comprised of companies from a variety of sectors.

c. Nationally Recognized Non-Credit Program:

UA-PTC is a certified training center for the “Manufacturing Skills Standards Council” (MSSC) Certified Production Technician training Program.

d. Re-Entry Programs:

UA-PTC is partnering with multiple agencies / funding partners to facilitate training for returning citizens.

3. How much State and Federal funding are received for these programs? How many Arkansans are served by the programs?

UA-PTC students received a total of \$12,087,385 in Pell grant funding (2017-18) for credit programs.

For non-credit, workforce training programs, UA-PTC and its employer partners have successfully accessed ACE / Office of Skills Development grants for a variety of training initiatives since the creation of OSD. Prior to OSD, UA-PTC’s employer partners regularly received EWTP funding through AEDC. An approximate total of \$85,000 has been awarded to the College for these critically needed training opportunities from the state and local economic development groups.

4. How do these programs address the larger workforce needs of the State? How is this determination made? What data/resources do you rely upon to make informed decisions about program offerings and their success?

UA-PTC addresses the larger workforce needs of the state by carefully analyzing state and regional labor data. This analysis takes into account State identified needed programs (e.g., ARFutures program list; regional Workforce Board information; and DOL information). That information is then aligned to local need information. For non-credit programs, employer demand drives content and frequency of offerings. Employers, through program advisory committees provide direct and real-time demand information for for-credit programs. Regardless of credit or non-credit programming, the demand information through close collaboration from the State; the greater the Little Rock metro business community; and Chambers of Commerce have proved to be invaluable. Data coupled with strong business relationships are key to successfully meeting future training needs.

5. How do you connect with business and industry to understand workforce skill needs, trends, technology, etc.? Are there standing groups that you work with? If so, who, how, and why?

For non-credit programs, the college partners with state and local agencies including AEDC, ARS, ACE, workforce development boards, metro Chambers of Commerce, and the Metro Little Rock Alliance, etc.

The college also engages in direct marketing to employers of all sizes to determine their staffing and training challenges then offer solutions.

6. What additional help can the State provide to offer greater understanding or clarity around its workforce needs? Is there additional data that you could use?

Access to labor market information for program completers. Being able to track earnings pre- and post-training, as well as what industry cluster the completer has entered (vs. the training they have received) is essential. Also required is a four-year follow-up that would “see” where the completer is employed four years from the training received. Both data points would allow colleges to know which programs are most impactful for individuals, companies, and the State. The system must also be able to follow completers across state lines. UI wage data and social security numbers are of great assistance when building an effective and valid system.

7. What improvements are needed for the State’s workforce/education/talent development system? What improvements are needed for the programs you oversee or offer?

Sustainability of programs is a challenge due to lack of funding for equipment upgrades and enhancements. Meeting employer demand requires constant evaluation and upgrade of equipment/software to remain current. One-time funds for equipment purchase without future funding for facilities and upgrades leads to obsolescence sooner than necessary.

8. What other organizations and/or state agencies do you currently work with to prepare the Arkansas workforce?

UA-PTC works closely with ADWS and the local Workforce Development Boards in its service area, including Board of Directors representation on the Central and Little Rock Boards. The college is also expanding its presence in the Arkansas Futures and Arkansas Works programs.

The College is also collaborating with the AR Adult Education (ACE) to implement a I-BEST training model that will begin in Fall, 2018.

At the local level, the College maintains substantive partnerships with our K-12 school districts. It is a priority to align secondary level CTE offerings to UA-PTC programs. Program demand analysis; content alignment; and the ability to offer “Early College” credit, as well as operating a secondary Career Center has been key to the success of these partnerships.

9. How and why do you work with them?

Why do we work with our partners? It's very simple. To insure that UA-PTC's high-wage, high-demand programs are funded and are high quality. As a result, it allows Arkansans: 1) to access relevant workforce preparation education that leads to a family sustaining wage; 2) it also provides a sustainable career, hence reducing dependence on State and Federal assistance; and 3) it develops trained individuals who can be productive employees for business and industry – making for an ever stronger Arkansas economy.

10. Are there other groups or state agencies that you would benefit from working with?

UA-PTC has excellent working relationships with all relevant State agencies. The College also collaborates with ACC colleges when developing workforce consortia and aligning programming to local/regional workforce demands.

11. What is the most important piece of information that this taskforce, for workforce education excellence, should consider as it moves forward with its work?

The 22 Arkansas community and technical colleges offer quality programming that is aligned with the needs of local and regional business and industry. Through their programming and strong business partnerships, the Colleges' qualified staff, facilities, and resulting certifications (state and national) offer the educational/training “economic engine” throughout Arkansas. Their leadership in program and training alignment ensure that redundancy is minimized and training dollars create a positive “return on investment.”

Looking into the future, a sustainable and focused funding mechanism should be considered. Because the current funding model for higher education only allows for modest funding for non-credit training, other funding sources (i.e. OSD grants) need to recognize non-instructional costs associated with delivering employer-requested training.