Members Present
Patti Trudell (CERT)
Steve Quimby (NFWS)
Bridgette Clark (City of Shreveport)
Herman Vital (City of Shreveport)
Ragan Dickens (LOGA)
Sally Namie (Bossier Parish Schools)
Mike Lenoard (Mike Learning)
Lola Kendrick (CERT)
Greg Coates (Storer Building Services)
Lashonda Sade (CERT)
Helen Wise (LSU-S)
Angie White (NLEP)
Lisa Wheeler (BPCC)
Tootie Guy (BPCC)
Michelle Fayard (BPCC)
Linda Sonnier (BPCC)

Members absent
Stan Wilkins (BPCC)
Laura Goadrich (BPCC)

Meeting minutes

Call to Order: Meeting began at 10:00 a.m. with by Linda Sonnier

Meeting called to order at 10:00 a.m. by Linda Sonnier

Introduction of all Attendees by Linda Sonnier

Introduction of Special Guests by Patti Trudell (Steve Quimby)

Steve Quimby a Psych coach spoke of Make It in America initiative. He explained that the energy and emerging manufacturing is labor market demand here and across the United States. Make It in America initiative seeks to provide the employers’ needs. Common workforce needs to all areas to remain nationally competitive. The key to success as a workforce partnership is leadership.
Review of Summer, 2012 Minutes by Linda Sonnier

Linda Sonnier asks all attendees to review the Summer—2012 minutes. All approve the minutes with no opposition.

Report from the WINLA Funding Collaborative by Patti Trudell

Patti Trudell for Paula Hickman—Patti gives a brief history of about The Community Foundations role as the funding collaborative. The foundation seeks to help adults obtain the training needed to gain a living wage. She provides information regarding how funding is raised (e.g. philanthropy, government, etc.). Paula has been able to raise $15,000 in Year One and approximately $150,000 in Year Two. WINLA’s budget in Year One was $100,000 and in Year Two is $120,000. There might be able possibility for a Year Three funding. Paula is looking for new funding (e.g. Sift dollars) as well.

Report on the Status of the BPCC Contract Initiative by Linda Sonnier

Old/Continuing Business

Approve moving the budget item tuition waivers from Education/Training to Support Services (Year One)

Linda Sonnier explains there were bookkeeping issues in the Year Two budget with our new system (Banner) implementation. The new system also caused a delay in billing as well. We are requesting to carryover the funds from Year One into Year Two. Thus, allowing the funding to be available in Year Two. A letter was sent to Paula Hickman requesting to combine Year One and Year Two together. Linda Sonnier asked for a vote moving $10,000 that was in Education/Training to be placed into Support Services: All Approved, no opposition.

Linda then asked to have $30,000 placed in Equipment as well. In Support Services, we have had success for our BPCC and NWLTC students. Our Students received counseling through Warren Counseling. The counselor speaks with students and addresses their personal concerns, issues, and life decisions. The counseling remains private, although we do receive summary reports form Warren Counseling.

Approve the change in Contract (Year One) ending date to September 30, 2013

Vote to Rollover the funds from Year One with a new date of 9/30/2013: all approved with no opposition.

Vote that the usage of the remaining funds by 9/30/2013: all approved with no opposition.

Current enrollment in the programs

Linda Sonnier speaks about obtaining higher enrollment. Students are now finding us. We had a challenge in recruiting students initially, however, through word of mouth; we expect more
students to enroll. We had to seek new students. Currently there are nine students enrolled in the Energy Management program and 13 students in the Energy Services. Each of these programs has one student not performing as well as we expected. However, with our typical past 20% graduates rate—these students are doing quite well in our programs.

**Status of the Students**

**Academics**

**CTS—Construction Technology with Specialization in Energy Management:** The unofficial curriculum is reviewed by attendees. Linda Sonnier explains that the CTS in Energy Management allows students to prepare for job readiness in areas such as construction contracting laws and allows students to perform energy audits. She also provides a job advertisement that aligns with the CTS Energy Management offerings. Building improvement has a great movement in this area for our manufacturing sectors. Energy Management, Energy Services, and building improvement combination can offer industrial plants ideas/solutions to meet their energy needs; thus aligning with the DOE and EPA guidelines. There is a discussion about how ConAgra are seeking new ways of utilizing their own waste products and converting the waste into alternative energy source.

**CTS—Construction Technology with Specialization in Energy Services:** This curriculum offers the students three options. The options are Mechatronics Level One with the approved electives OGPT 221 (Capstone course) or TEED 252. Providing the students these options allows the student to utilize their degree, even if they do not take Mechatronics.

**Social Support**

Linda Sonnier provides an example of Macon Community college’s, BPCC growth article from Shreveport Times, and that Bentler Steel comes to Shreveport. There will be a new training facility built and specialized equipment focused on manufacturing technology to be built at BPCC.

**Status of the Instruction**

**Mechatronics Instructor**

We have changed Energy Conservation to Energy Management as recommended from local employers. There two certification partners, Building Performance Institute (BPI) and Siemens. BPI will enable our graduates’ job ready in areas such as Job Auditor, Remediation Planner, and Energy Conservation. We are hiring another instructor for our mechatronics portion of our program. This person must be electronic, mechanical and computer technology inclines. This part of the program
Training and Assessment Equipment

We have the funding for the Mechatronics training from and we will send the instructor to the Mechatronics. One of our instructors will go in June for the Mechatronics training. We are applying for Carl Perkins for a lab (25x30) room in 2013. In addition, we are utilizing the Graymark Trainer for training in Blower door testing. Another program for manufacturing sector through the Manufacturing Workforce collaboration similar to the SW Tennessee industrial ready training; this training will increase the number of hirable employees. This will enable the development of soft skills.

New Business

Projected entrants and completers for Energy Program

The number students should increase with support services and a rigorous curriculum. Linda Sonnier explains the plans of training and assessment will strengthen the number of students.

Status of the Manufacturing Initiative

Industrial Readiness Open House (February 25, 2013). This will be open to local companies. This is an Industry even not a student event.

Instructor training for this program April 2013

The Tennessee transition program to allow students to obtain more training and will have small classes of approximately of 20 students. Instructor training will be in Memphis.

First Class by early May depending upon demand

We hope to conduct the actual program in May. Angie states she will be sure to inform the Manufacturing Council about this program. She explains that plant manager and HR representatives are important to hiring.

Discussion by Membership on Placements for Upcoming Graduates

Energy Services

Opportunities
Students that complete this program will be able to seek jobs as energy auditors, remediation planners, and energy conservation, building analyst, and building usage.

Income
Through our program, our students can obtain competitive pay.
Life-long learning
The students can see the need for continual education with our programs. Many students maintain their books to help aid their current employment.

**Energy Management**

Opportunities
The graduates from this program can be building planner, building auditors, etc. Many companies can utilize our graduates knowledge and skills to help manage building needs.

Income
Energy Management seems to be a growing market.

Life-long learning
Through this program our students see how they can utilize their degree and how the three areas (Mechanical Theory level I, OGPT 221 and TEED 252) worked together even if they do not take Mechatronics.

Industrial Readiness (Manufacturing)
This relates to the above discussion to building hirable employees through training and assessments.

**Reporting on the outcomes**

Funders Collaborative
The Community Foundation, WINLA Grant, and other companies funding, we have been able to enhance our programs.

Press Releases
We have more to report, so this will allow us to create more press releases (e.g. photo opportunities of student performing lessons). The initial start of the program was slow, however, we now have a success stories to share. Another press option will be the Foundation College Preparatory Education in Mansfield. This program will allow potential student to take their placement testing to aid them on their first day of college and the rest of their college career.

We will present Energy Management results at International High Performance Building Conference in Lansing, MI (June 2013). Another press release option can be the energy management results that will be delivered the International High Energy in Michigan (June 2013). We will present Energy Services results at High Impact Technology Conference in Austin, TX (July 2013). Energy Services results at the HITEC conference in Austin, Texas will allow us to use this as another press release option.
Summary of Suggestions Based upon the Discussion by Chairperson

Length of time of the total of the Energy Management and Energy Services time is 12 months not including the Foundation Academy. 70% of the students may need the Foundation Academy.

Feedback from Russ and Mark (Mansfield)—the instructors are learning as well as the student they teach. Recruiting more instructors that are working in the industry will be a valuable asset. Angie mentioned writing an article from the Workforce Committee showing how the industry can help enhance their business through the utilization of our degree programs and teaching. Russ and Mark are passionate about their roles as instructors.

Other Questions or Comments

Patti adds that the collaboration of Certiport, WINLA, and United Way can allow the reaching of students in middle college and students without high school diplomas/GED. National funding “Jobs for the Future” in Louisiana work great for both credit and non-credit students. BPCC is working with Patti. United Way is seeking local companies to help with internships. The United Way while be able to pay 40+students should be able to receive stipends.

This summer will have four Energy Camps and the local foundation will fund a camp at BPCC. This camp will show the skills need for internships for energy and manufacturing jobs. City of Shreveport Youth Build grant gets high school students (non-graduates).

Lola speaks about exploring a partnership with the community of Mansfield. Patti is interested in creating a multi-state initiative utilizing ideas such as Jobs for the Future, accelerate opportunities, and iBest. Linda discusses that the students currently enrolled at BPCC and enroll into the Energy programs. Angie seeks responses for the employer survey she sent out.

Adjourn

· Meeting adjourned at 11:05 a.m.

Minutes submitted by: Michelle Favard
Minutes approved by: Linda Sonnier
Proposal for:

Workforce Partnership in Energy and Manufacturing
Year Two
(Revised)

To:

Workforce Innovations for Northwest Louisiana Funder Collaborative
Paula Hickman, Executive Director
Community Foundation of North Louisiana
401 Edwards Street, Suite 105
Shreveport, LA 71101

August 8, 2012

The Workforce Innovations for Northwest Louisiana Funder Collaborative is a partnership funded by the National Fund for Workforce Solutions, the Social Innovation Fund, and the following regional contributors:
Caddo Parish Commission, Capital One Bank, City of Shreveport,
Community Foundation of North Louisiana, Greater Shreveport Chamber of Commerce,
Foundation for Louisiana, JPMorgan Chase,
and United Way of Northwest Louisiana.

Bossier Parish Community College
Linda Sonnier, Grant Administrator
6220 East Texas Street
Bossier City, LA 71111
(318) 678-6524
WINLA College Readiness = Innovation = Energy Technology = Career Success

I. Executive Summary

With nearly sixty percent (60%) of incoming students at two-year colleges requiring remediation in order to succeed with college level work (www.gatesfoundation.org), this consortium has begun the work in year one of this grant to address readiness and retention as the primary focus for the best use of the WINLA grant funding. Awarded funds will be expended primarily in six areas: recruiting, selection, readiness, support services, retention, and preparation for delivery of Certificate programs.

Costs to provide the actual college courses will come from a vigorous approach to Pell Grant, Trade Adjustment Assistance, the Workforce Investment Act, Veterans Administration funding, and/or need-based scholarships which should be available for most participants in the grant’s target group, and from matching and aligned funding from BPCC and its industry partners.

There are six key components for the program’s success plan:

A. Collaboration - Because industry-driven educational programs ensure career success for graduates, a consortium led by employers and including education providers and community partners has been established that will direct the efforts of the programs. Communication exchange between the energy grant coordinator and our industry, workforce, and social partners has been constant via phone calls, networking at SEED Talk, and outreach presentations to Community Renewal. WINLA energy partners have visited the Summer 2012 Foundation Academy cohort to speak of the occupations that they are hiring for, what it means to work for their company, and expectations of a reliable employee. An already-proven success is the collaboration between Bossier Parish Community College and Northwest Louisiana Technical College-Shreveport (NWLTCC) in which each school provides unique courses that make up the certificate programs, thereby capitalizing on the strengths of each college. In the second year of the grant, an additional partnership will be established with a four-year university as the provider of most of the technical courses, therefore adding a significant rural population to the potential student participants.

B. Recruiting and Intake - On-site recruiting events for community partners who provide GED programs and/or support services, and for employers with qualified incumbent workers will provide a pool of applicants. Two open house events for the second grant year will be held on July 24 and August 15, 2012 to explain the programs in more detail, provide one-on-one assistance with applications for the two colleges, one-on-one FAFSA help, and testing services. Over thirty (30) companies and organizations have been visited in July (please see Addendum E), adding to the additional 27 site visits made in the spring. Ongoing recruiting has taken place over the past three months for new cohorts to begin remediation or technical coursework in fall semester, 2012.

C. Interview, Engage and Remediate - All participants will be interviewed and placed in an expedited remediation program if remediation courses are required. For participants to succeed, they must be engaged. Engagement will be the focus of both elements of the remediation process:

1. Foundation Academy – an intensive remediation for all program participants in math and English composition preparation, and college-readiness preparation including multiple classroom visits to BPCC’s Learning Center to directly expose the students to the free tutoring services provided by BPCC. For sixteen weeks, the students will work together in a cohort to improve placement scores and set a plan for personal college success.

2. Boardroom Workout – a semester-long evening course (sixteen weeks) to help participants develop critical thinking, teamwork, creativity, and communication skills. This training is part of the College
Readiness course (Education 099) and is required for all students who enter the Foundation Academy portion of the program.

D. Educate, Train and Certify - Specific certificate programs (Energy Services, Energy Conservation, and Industrial Controls) will prepare participants for energy and manufacturing technology careers with starting salaries in the living wage range of $13 - 18 per hour. Many of these positions have a mid-career salary in the $20 - 25 per hour range (Source: Bureau of Labor Statistics). The program tracks also produce high demand occupations based upon local job opportunities for applicants working in the energy and manufacturing industry as well as other related industries such as industrial maintenance and construction.

1. Certificate of Technical Studies in Construction Technology - Energy Conservation (Addendum A) - Prepares participants with both foundational construction courses and energy conservation/sustainability courses for careers in energy management, air and water quality, and building performance. Students will be prepared to take the Building Performance Institute Energy Analyst Certification Exam upon completion and receive a national credential. Participants may continue studying in the fields of Construction or Industrial Technology.

2. Certificate of Technical Studies in Energy Services (Addendum B) - Essentially a "mechatronics" program involving the analysis, design, synthesis, and selection of systems that combine electronics and mechanical components with modern controls and microprocessors. Students will be prepared to work for energy service companies in the oil and gas industry, other energy production and distribution companies, and manufacturers. There continues to be a significant demand for trained specialists in this field in Northwest Louisiana. Participants may continue studying in the fields of Automation and Controls or Industrial Mechanics.

3. Certificate of Technical Studies in Industrial Controls (Addendum C) - A new program added to this programs that this grant will address. Providing essential skills for students wishing to pursue an industrial maintenance positions, this certificate focuses more on the electronic control of machinery including programmable logic controllers and motor controllers. Participants will also be familiarized with robotics, PLC's, and process technology. Additional funding is requested to implement this program expansion.

E. Support, Encourage and Retain - A trained coordinator will address each student's academic performance and needs early and often. The primary focus of this position is to be an "encourager" who can look at a participant's learning style/preferences and define success plans specifically for that participant in a one-on-one, confidential coaching environment. Direct support services for program participants, such as a transportation stipend, during Foundation Academy, financial aid application assistance, class advising and scheduling, industry guest speakers, and tuition funding source identification and assistance will also be provided.

F. Sustain - It is expected that the proposed project will produce skilled workers possessing problem-solving and conflict resolution skills, knowledge of team dynamics, and an understanding of self-initiating in the workplace. This expected success is based upon implementation of the methods that have already proven successful at other institutions. For example, East Mississippi Community College, Mississippi and Mott Community College, Michigan, have proven that providing an integrated approach produces more graduates and higher success rates for those graduates. Once the groundwork is laid with data to support expedited remediation, student encouragement, and retention counseling, our college will be able to make a strong case for any required continued support service funding for new cohorts of participants.
II. Workforce Partnership Membership.

Employers

Employer Chair:

James Blanton, Operations Manager – Shell Upstream Americas  
Name  
Email: james.blanton@shell.com  Tel: 318-682-8701

Employer Representatives:

Greg Coates, Building Energy Services Lead – Storer Building Services  
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Tracey Graham, Energy Efficiency Program Manager – City of Shreveport  
Name  
Email: Tracey.Graham@shreveportla.gov  Tel: 673-6594

Christi Hay, Talent Acquisition – Halliburton Southern Region  
Name  
Email: cristi.hay@halliburton.com  Tel: 747-8340 or 210-6

Organizing Partner and Fiscal Agent:

Jim Henderson, Chancellor – Bossier Parish Community College  
Name  
Email: jhenderson@bpcc.edu  Tel: 678-6087

Workforce Education/Training Providers:

Linda Sonnier, Dir. Energy Programs – Bossier Parish Community College  
Name  
Email: lsonnier@bpcc.edu  Tel: 678-6524 or 347-4409

Angie Rymer, Campus Dean – Northwest LTC – Shreveport Campus  
Name  
Email: arymer@nwltc.edu  Tel: 678-7811

Shell Ulrich, Dir. Workplace Literacy – Bossier Parish Community College  
Name  
Email: Sullivan@bpcc.edu  Tel: 678-6358

Sally Namie, Assst. Superintendent – Bossier Parish Schools  
Name  
Email: Sally.Namie@BossierSchools.org  Tel: 549-5009
Other (e.g., Workforce intermediary, Community-Based Organization):

Jessey Sickinger, Director of N. Louisiana - Louisiana Oil & Gas Association
Name: Jessey Sickinger
Title: Director
Representing:  
Email: jsickinger@louisianaoilgasassn.org
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John Hubbard, External Affairs Manager - AEP SW Energy
Name: John Hubbard
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Nancy Lattner, N. Louisiana Program Chair - USGAC Louisiana
Name: Nancy Lattner
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Support Service Provider(s):

Deanna Smith, Placement Manager - Goodwill Industries
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Laura Price, Director of Development - Providence House
Name: Laura Price
Title: Director of Development
Representing:  
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Dr. Mike Leonard, Associate Coordinator - Community Renewal
Name: Mike Leonard
Title: Associate Coordinator
Representing:  
Email: mikeleonard@communityrenewal.us
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Workforce Investment Board(s):

Herman Vital, Bureau Chief - Shreveport Comm. Dev. Workforce Bureau
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Tel: 675-7500

Max D. LeComte, WB Director - Seven Parish Planning District Consortium
Name: Max D. LeComte
Title: WB Director
Representing:  
Email: mdp70@cdconline.org
Tel: 213-2838

Signature

Signature

Signature
III. Workforce Partnership Employer Participation

The career paths identified for the WINLA grant were recommended for implementation by the existing Bossier Parish Community College Program Advisory Boards for Construction, Industrial Technology, and Oil & Gas, respectively, during advisory board meetings prior to submission of this proposal. The Employer Chair and Employer Representatives listed above currently serve on those advisory boards, and three of them were part of the recommendation process. Two of the employer representatives also have a significant advisory relationship with Northwest LTC-Shreveport Campus and area four-year universities. There is a strong foundation of industry-driven, post-secondary curriculum in the energy and manufacturing sector, and employers expect to be in a leadership role. In fact, many employers serve on multiple advisory boards.

The role of readiness has been a regular topic at the program board meetings, and employers in technical areas emphasize the inclusion of math and science as preparation for the program specific courses. The role of English composition is also discussed as a requirement for technical careers because of the need to communicate electronically. Computer skills and oral communication skills are also noted by employers as significant to success. The need for life skills continues to be articulated by industry partners as a predictor of job retention. Behaviors such as maintaining eye contact, knowing how to introduce oneself and shake hands, how to dress properly, how to be punctual, how to be responsible of one’s actions, and how to ask for help are all explained and required for students, and corrected by the program coordinator, instructors, and program director if needed. Even though these courses are not listed separately in this proposal, at the direction of the employer advisory boards, they are part of all programs in various courses.

Employers have expressed frustration because they are not able to secure employees who meet these criteria, and the colleges have lamented the long delays in beginning technical programs because of remediation courses which are pre-requisite for about the majority of the current entering students (www.gatesfoundation.org).

For the WINLA proposal, the leadership role of this group of employer partners is critical to the success of these programs because of the innovations being proposed to effectively and expeditiously remediate. To that end, this group of employers will actually review and approve all

- course descriptions,
- teaching materials,
- syllabi,
- instructor credentials, and
- other course and program content.

Above that, the employer partners will serve as the compass for the program's success. They will be asked to regularly observe and critique the skill and knowledge levels of the participants, the effectiveness of the preparation, and the employability of the participants. Resume preparation, interview techniques, and professional ethics will all be part of the support services so that the students who have mastered the rigor of the academics will be able to effectively apply that knowledge to career success.

It is anticipated that this smaller, more involved group of employers will be personally involved with the students. With the addition of a new manufacturing sector program, Industrial Control Systems, the BPCC Energy Team is working on expanding our employer partner list by introducing industrial technology-focused employers to our partner team at our August 2012 and Spring meetings. Since the cohorts take all their courses as a group and employer visits will therefore include all the members of
the cohorts, the colleges expect some mentorship to develop naturally between the employer partners and the participants. Additional events, such as industry-affiliated student organizations, will also help to facilitate direct student involvement with industry.

Collaborative efforts have been forged within the BPCC organization as a result of receiving the grant, and initiating the Foundation Academy. BPCC Chancellors, Deans, and administrators have pooled resources and found new methods for how to best provide education and support services to the students. For example, financial aid has gone to great strides to issue the student a book voucher while anticipating federal financial aid. The WinLA grant is used in the place of financial aid until the student’s financial aid is processed. Normally, the student would have to qualify for financial aid before receiving book vouchers and any debits to their student debit card. The BPCC Energy Grant Team is hopeful that through the success of Foundation Academy Summer 2012 and Fall 2012, the campus will evaluate adopting Foundation Academy as one path for rapid remediation.

IV. Targeted Population

The partners identified will all be referring partners. The collaboration will be tree-like in its arrangement. Feeding the roots of the tree is local demand for highly-skilled energy and manufacturing technologists. Fed by this local need, potential participants will apply for jobs in these sectors. Each partner group will be part of the recruitment process which forms the roots of the recruitment tree:

- Because these careers are high-demand, high-compensation, employer partners see potential program participants walk through their doors every day asking for work. This program will give the participants a unique experience of one-on-one interaction with employer partners, and a unique insight and strategy on how to be successful in the competitive job market.

- Community partners like Goodwill Industries, Providence House, Catholic Charities, United Way, and Community Renewal are preparing people to enter post-secondary training with GED programs and other support services. By their voluntary participation in these preparatory programs, students in these GED programs are demonstrating the motivation that is required to succeed in career training.

- Educational partners like BPCC’s Middle College and Northwest Louisiana Technical College (NWLTC), will refer participants who are motivated and ready to master both the expedited remediation and the rigor of the academic program.

- Print media, radio commercials, and digital billboards (using aligned investments of $11,800) have been included in the recruiting plan. This general public relations/advertising appeal will augment the referrals from partners so that the consortium can be certain that program participation will be maximized.

- Further, recruiting efforts including company site visits and introductions to human resources managers have fostered a new incumbent worker target population.

The fall 2012 participants will be selected by August 16, 2012. The anticipated number of participants in the first cohort is targeted to be fifteen (15), based upon two sub-cohorts of seven or eight pursuing one of the two existing degree programs. An additional cohort of fifteen (15) will be recruited for the new manufacturing sector program beginning in the second year - spring of 2013. Employer partners have a history of demonstrated support of the participating education partners’ programs once they are established, therefore BPCC anticipates that there is industry capacity to place this number of graduates.
V. Proposed Education/Training Services

Grant funds will be used to recruit, remediate, retain and support students.

A. Collaborative recruiting, intake and selection—Community recruiting events on continuously ongoing to introduce potential participants to this opportunity in locations where they are accustomed to gathering at the community partners locations. On August 15, 2012, a night event at BPCC will provide help with Admissions, Financial Aid, Testing, and Advising to assist students to complete all the steps necessary to enter the colleges. This will be a “fun” event with door prizes, refreshments, entertainment, etc. The date and location is also a time where students will already be on campus and can easily stumble upon the BPCC Energy Certification event. Individual interviews at various locations will be set. At those interviews, advisors will complete a standard assessment form, and a committee will meet following this event to determine the actual placement of students within the matrix. In the interest of progression, students failing to meet the minimum requirements in reading will be referred to regular remediation with support from a retention counselor, and will re-enter the matrix as soon as remediation is complete. All students who meet the Ability to Benefit criteria and have the required reading component will be directed to expedited GED programs.

B. Foundation Academy - This rapid remediation program will propel the first-time student, or a student who has not yet mastered every required remediation course to complete remedial courses in one semester. The main intent of the program is readiness, and that will be accomplished through a comprehensive approach with remediation being a component. A lead instructor will manage this program, and students will attend from 5:00 p.m. – 9:30 p.m. [to coincide with the city bus schedule] four days per week in fall of 2012 and spring of 2013. It is anticipated that the Foundation Academy and its Energy and Manufacturing curriculum will move to a more rural setting in the Summer of 2013 partnering with a local Technical Colleges and a 4 year University.

Participants will study math and English composition in a cohort of up to fifteen students. The students will attend together a special course in college readiness and boardroom workout where learning styles and preferences are explored, good study habits are defined for each student based upon these styles and preferences, and proven keys for college success (from BPCC’s existing Education 099 course) are shared. Participants will learn how to rate themselves on progress in the remediation, and determine ways to improve their personal performance while developing critical thinking, teamwork, creativity, and communication skills. In the Boardroom curriculum, groups will work together to solve real business problems with unique and appropriate solutions. This program uses brains and hands with problems like “Getting the Most Spring from a Basketball Shoe.” Every project is time limited to inspire fast, creative work.

C. Retention and Support - We expect that some students will have problems with attendance because of low incomes, so we will have absence follow-up with a retention counselor to keep students progressing in the program. The retention counselor will also serve as a “case-worker,” with the responsibility of minimizing obstacles to progress in the program, whatever those obstacles might be. This retention support continues through the certificate program. Weekly
stipends for transportation costs will be promptly added to a debit card for students with excellent attendance. Additional funds will be used to support students for transportation costs and meals while attending the certificate programs.

1. Education/training title: Certificate of Technical Studies – Energy Conservation (Addendum A)
   Beginning hourly wage: $13.00 – 18.00
   Number of participants: 15 each for fall and summer semester start
   Length of training: 15 months including remediation
   Training provided by: Bossier Parish Community College and Northwest LTC – Shreveport
   Campus Credential(s) awarded: Certificate of Technical Studies and BPI Energy Analyst
   Designation

   Amount allocated from grant funds: $16,777.77
   Describe how grant funds are to be used:

   The Certificate of Technical Studies in Construction Technology – Energy Conservation emphasis prepares participants with both foundational construction courses and energy conservation/sustainability courses for careers in energy management, air and water quality, and building performance. This is a high demand career since many existing and all new buildings must meet energy performance standards. Our partner, the Shreveport Energy Efficiency Division, is currently conducting a major campaign to remediate the “energy hogs” that the city owns. Because of the partnership, our graduates will have the opportunity to study and learn about their plan.

   Students participating in this program will be prepared to take the Building Performance Institute Energy Analyst Certification Exam upon completion and receive a national credential which certifies them to perform Building Energy Audits. Participants will also learn about weatherization, conservation, green technologies, and air and water quality measurement. Graduates will have the ability to not only determine what deficiencies exist, they will also be able to come up with a plan that resolves energy issues. Participants may continue studying in the fields of Construction or Industrial Technology. Program description in Addendum A.

2. Education/training title: Certificate of Technical Studies – Energy Services (Addendum B)
   Beginning hourly wage: $19.67
   Number of participants: 15 each for fall and summer semester starts
   Length of training: 15 months including remediation
   Training provided by: Bossier Parish Community College and Northwest LTC – Shreveport
   Campus Credential(s) awarded: Certificate of Technical Studies

   Amount allocated from grant funds: $34,108.33
   Describe how grant funds are to be used:

   The Certificate of Technical Studies in Energy Services prepares students for the emerging careers where electronics and mechanical equipment meet and work together to accomplish an industrial task. Therefore, this program is essentially a “mechatronics” program involving the analysis, design, synthesis, and selection of systems that combine electronics, information technology and mechanical systems with modern controls, instruments, and microprocessors. Students will be prepared to work for energy service companies for oil and gas production, in the automotive and aerospace industries, in medical and biomedical industries, in robotics and other automated manufacturing, and in the telecommunications industries, for example. There continues to be a significant demand for trained specialists in this field in Northwest Louisiana with the energy service companies who support the Haynesville Shale exploration and production companies. Mid career salaries will depend upon the industry. For example, in oil and gas, the graduates may earn $22 – 26/hour. Participants may
continue studying in the fields of Automation and Controls or Industrial Mechanics Program description in Addendum B. According to the latest Occupational Employment and Wages (2010) from Louisiana Workforce Commission, (laborworks.net), our Regional Labor Market Area earnings for Service Unit Operators, Oil, Gas, and Mining was $19.62, equating to a $40,801 annual salary. According to America's Career InfoNet (careninonet.org), in 2010 electro-mechanical technicians earned a median salary of $23.82, or $49,500/year nationally. In Louisiana the median salary is $26.26, or $54,600 in the same year.

Students participating in this program will be prepared to take the Siemens Certified Mechatronic Systems Assistant Certification Exam upon completion and receive a global credential which certifies them to function as a well-grounded machine operator in a complex system. Participants will be able to localize, identify causes and sources, correct where possible and/or document malfunctions, or exchange or replace defective components; perform routine maintenance; read and understand technical documents, reports, and outlines specific to the system and subsystems, and be able to consult with experts and team members; and understand and implement safety regulations required for operation of the system. Participants may continue studying in the fields of Industrial Technology or Mechanical or Electrical Engineering. Program description in Addendum B.

3. Education/training title: Certificate of Technical Studies in Industrial Controls (Addendum C)
   Mean hourly wage: $26.18 (laborworks.net - 2010 Louisiana Occupational Wage Data)
   Number of participants: 25 (given)
   Length of training: 15 months including remediation
   Training provided by: Bossier Parish Community College and Northwest LTC - Shreveport
   Campus Credential(s) awarded: Certificate of Technical Studies
   Amount allocated from grant funds: $26,163.89
   Describe how grant funds are to be used:
   The Certificate of Technical Studies in Industrial Controls prepares students for entry-level employment as a control system or instrumentation technician. This certificate provides essential skills for students wishing to pursue an industrial maintenance position. Industrial Controls focuses more on the electronic control of machinery including programmable logic controllers and motor controllers. Participants will also be familiarized with robotics and process technology. Students will be able to design, install, and troubleshoot electric, hydraulic, and pneumatic manufacturing equipment, as well as perform PLC programming (RS Logix 5000).

   According to the latest Occupational Employment and Wages (2010) from Louisiana Workforce Commission, (laborworks.net), our Regional Labor Market Area employment for an Electrical and Electronics Repairers, Commercial and Industrial Equipment was 180. The mean hourly rate was $26.18, equating to a $54,495 annual salary.

   A partnership has been established between Bossier Parish Community College and Siemens USA and their local distributor (Industrial Automation Supply, Inc. At their invitation, Siemens PLC training was made available at no cost to our Grant team. James West, the Siemens Sales Account Manager for the central region, has offered assistance for student’s placement. For example, a potential employer partner, Ternium at the Port of Shreveport-Bossier, is a Siemens client. Amanda Beaton, Regional Director of Educational Sales and Training for Siemens has offered free training programs for instructors and heavily discounted equipment for education.

VI. Proposed Support Services
Describe proposed support services (may include counseling, tutoring, transportation, child care, family emergency, or other approved by the Workforce Partnership).
Support services for the participants will help provide a safety net where none may have existed prior to this experience.

<table>
<thead>
<tr>
<th>Support service:</th>
<th>Retention/Advising Coordinator &quot;case worker&quot; model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants:</td>
<td>75 per year</td>
</tr>
<tr>
<td>Length of support services:</td>
<td>15 months per annual cohort</td>
</tr>
<tr>
<td>Support services provided by:</td>
<td>Bossier Parish Community College TEM Division</td>
</tr>
<tr>
<td>Means of documenting services:</td>
<td>Record of student contacts and services provided recorded by student ID# with no reference to student name. Student progress reports, grades, credits earned, and graduations.</td>
</tr>
</tbody>
</table>

Amount allocated from grant funds: $43,750

Describe how grant funds are to be used:
A retention/advising coordinator will be available to work with students both in small groups and one-on-one to assist with specific academic support measures. This coordinator's main job is to be an "encourager," meeting one-on-one with the students at least monthly, and more often on referral or request. Practical ways to solve problems and regain position within the program will be mapped for students requiring this assistance. Students will also learn important techniques for time management. The value of self-belief will be stressed.

<table>
<thead>
<tr>
<th>Support service:</th>
<th>Transportation while attending portions of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants:</td>
<td>39</td>
</tr>
<tr>
<td>Length of support services:</td>
<td>Foundation Academy Students</td>
</tr>
<tr>
<td>Support services provided by:</td>
<td>Bossier Parish Community College and Northwest LTC</td>
</tr>
<tr>
<td>Means of documenting services:</td>
<td>Record of student attendance, meals served, and stipends awarded.</td>
</tr>
</tbody>
</table>

Amount allocated from grant funds: $12,500

Describe how grant funds are to be used:
Each student will be awarded a maximum of $15 per week to help cover transportation costs for attending the Foundation Academy. The record of attendance for each week will be used to post credits to a debit card by Tuesday of the following week. Each day of attendance at the Foundation Academy, a simple meal will be provided to the students consisting of soup, salad or sandwich, a side item and a drink. Morning and afternoon snacks will also be provided. We are looking to secure matching or aligned funding from other sources to continue to support student lunches during the entire program.

<table>
<thead>
<tr>
<th>Support service:</th>
<th>Recruiting Campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants:</td>
<td>75</td>
</tr>
<tr>
<td>Length of support services:</td>
<td>15 months per annual cohort</td>
</tr>
<tr>
<td>Support services provided by:</td>
<td>Bossier Parish Community College TEM Division</td>
</tr>
<tr>
<td>Means of documenting services:</td>
<td>Actual billings for recruiting materials, supplies, and gas</td>
</tr>
<tr>
<td>Amount allocated from grant funds:</td>
<td>$4,600</td>
</tr>
</tbody>
</table>

Describe how grant funds are to be used:
A complete recruiting campaign for print media and advertising is in the planning and design phase at submission.

Support service: Involvement and Participation of Workforce and Community Partners
<table>
<thead>
<tr>
<th>Number of participants:</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of support services:</td>
<td>15 months per annual cohort</td>
</tr>
<tr>
<td>Support services provided by:</td>
<td>Workforce and Community Partners</td>
</tr>
<tr>
<td>Means of documenting services:</td>
<td>Meeting minutes and presentation notes.</td>
</tr>
<tr>
<td>Amount allocated from grant funds:</td>
<td>$0</td>
</tr>
</tbody>
</table>

Describe how services of the partners are to be used:

Partners will serve as mentors, "encouragers," career counselors, and will all make presentations to the students during the Foundation Academy to help the students get a clear understanding of the path they are taking, the challenges and benefits of the path, along with one-on-one help with interview skills (mock interviews). Having a chance to practice in front of real employers will help students with the confidence that is required to succeed in the academic programs.
The workforce and community partners are:

Employers

Employer Chair:
James Blanton, Operations Manager – Shell Upstream Americas

Employer Representatives:
Greg Coates, Building Energy Services Lead – Storer Building Services
Tracey Graham, Energy Efficiency Program Manager – City of Shreveport
Christi Hay, Talent Acquisition – Halliburton Southern Region

Organizing Partner and Fiscal Agent:
Jim Henderson, Chancellor – Bossier Parish Community College

Workforce Education/Training Providers:
Linda Sonnier, Dir. Energy Programs – Bossier Parish Community College
Angie Rymer, Campus Dean – Northwest LTC – Shreveport Campus
Shelli Ulrich, Dir. Workplace Literacy – Bossier Parish Community College
Sally Namie, Asst. Superintendent – Bossier Parish Schools

Support Service Provider(s):
Deanna Smith, Placement Manager – Goodwill Industries
Laura Purdue, Director of Development – Providence House
Dr. Mike Leonard, Associate Coordinator – Community Renewal

Workforce Investment Board(s):
Herman Vital, Bureau Chief – Shreveport Comm. Dev. Workforce Bureau
Max D. LeComte, WIB Director – Seventh Planning District Consortium

Other (e.g., Workforce Intermediary, Community-Based Organization):
Ragan Dickens, Director of N. Louisiana – Louisiana Oil & Gas Assoc.
John Hubbard, External Affairs Manager – AEP Sweep
Nancy Larned, N. Louisiana Program Chair – USGBC-Louisiana
VII. Sustainability Approach

The WINLA CRI-ETC program will be sustainable because it represents a strategic new way to do something that is currently done by colleges and other training facilities for programs everywhere. The difference in the way this program addresses the issues of readiness and success lies in the innovation of providing a full-service plan that motivates students to achieve success. In this initiative, students will be ready to work in only 15 months including remediation, life skills, and training for lucrative jobs in high demand fields. It is quite possible that this plan will actually save money for both students and education providers, therefore paying for its own sustainability, with the exception of the support services.

Employers currently spend considerable sums on recruitment and hiring, and it is expected that students who stand up to the rigor of these programs will cut down on those hiring costs. Training required will also be shortened.

It is expected that the proposed project will produce skilled workers possessing problem-solving and conflict resolution skills, knowledge of team dynamics, and an understanding of self-initiating in the workplace. This expected success is based upon implementation of the methods that have already proven successful at other institutions.

VIII. Advocacy for Change and Innovation

A. Policy or practice.

1. (02/14/2012/Participants: Karen Recchia, Patty Stewart, Lesa Taylor-Dupre, Linda Sonnier, Kacey Rodgers) An optimum outcome would be that this process is so successful that our colleges expand this approach to other cohorts in other fields of study, or integrates these practices as a standard part of the intake and remediation process. The results of the Colorado program are remarkable. Based upon those results, this program serves as an opportunity to try a new way of readiness for inbound students who face a huge "debt" of remediation.

2. (02/20/2012/Participants: Angie Rymer, Lola Kendrick, and Linda Sonnier) A point of pride for the consortium is the strategic partnership between BPCC and Northwest LTC in collaborating to provide programs that neither college could offer independently. A change in policy that would benefit this collaboration in the future would be that student financial aid could be shared in the same semester between colleges within the same governing board. (ex: LCTCS)

3. (01/23/2012/Participants: Kacey Rodgers, Laura Goadrich, Linda Sonnier) The practice of motivating students for success with the help of a retention coordinator/"case worker" is a good opportunity to test the application of this model against the traditional model where students must initiate contact with an advisor. The program coordinator proved to be indispensable in Foundation Academy Summer 2012 as financial aid paperwork was daunting to most students and follow up with them was necessary for most of the eight weeks to submit everything. Students needed reminding of how important it is to be present and not be tardy, as well as to be attentive to how well they were doing in their coursework as the condensed semester moved at twice the rate of a traditional semester. The students' desire was for the coordinator to help them correspond with their instructors in their absence, but this was quickly made known that the student has to take responsibility for completing coursework on time.

B. Innovation.
1. **Less Time:** Students prefer to complete their career training in a very short time, with many now needing to begin working at a living wage to support themselves or their extended family at a very early age. A significant innovation of this program is that students can actually begin this program while still in high school, so that in just over one year after high school, they are prepared to support themselves and begin a lucrative, lifelong career.

2. **Supportive Cohorts:** The use of cohorts is a new way to look at the frustration that often leads students to leave college before completing. The student alone on the college campus is very foreign to most of life’s other experiences: at home growing up, students work together for common goals with a family; in all previous education, students attended with a group; and after completing post-secondary education, most people work within a group and go home to a family group after work. Students who do well in college generally belong to some type of professional or social group. With the support of these groups, or cohorts (von Jan, Katherine, “Choose Cohorts for College Success,” Huffington Post, March 1, 2012), they are more successful. This program re-introduces the group as a tool for success in college. The cohort in team-mode was witnessed during Foundation Academy Summer 2012. Students helped each other with math problems, as well as excel tables and graphing equations.

3. **Retention Counseling:** This is an expansion of the role of academic advisor. Generally advisors are instructors who are also assigned a group of students who can come to them for help. There is no specific training for these advisors to be able to support or provide services to students. A retention counselor is trained to work one-on-one with a student to try and meet their individual needs, and to support and encourage each student in a program. In addition, participants will learn to set and attain goals as a method of measuring personal success.

4. **Scholarships Available Year Round:** A policy of only awarding scholarships for fall and spring semesters will be revised to permit scholarship awards for summers, intercessions and other variable terms.
<table>
<thead>
<tr>
<th>Category</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Total amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>WINLA Energy</td>
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</tr>
<tr>
<td><strong>Personnel</strong></td>
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<td></td>
</tr>
<tr>
<td>Retention/Student Success</td>
<td>23,085.00</td>
<td>10,381.03</td>
<td>37,304.13</td>
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<tr>
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<td>35,000.00</td>
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<tr>
<td>Project Coordinator</td>
<td>11,250.00</td>
<td>-</td>
<td>8,358.91</td>
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<td>Boardroom Workout Coordinator</td>
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<td>600.62</td>
<td>600.62</td>
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<tr>
<td>Adjunct Faculty - Other</td>
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<td>7,800.00</td>
<td>7,800.00</td>
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<tr>
<td>Locations</td>
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<tr>
<td>Benefits</td>
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<td>2,135.80</td>
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<td><strong>Education/Training</strong></td>
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<td>NAAA - Travel</td>
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<td>Site visit to Model program</td>
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<td>Seidman Certification Conference</td>
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<td>3,000.00</td>
<td>3,000.00</td>
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<td>Student Supplies</td>
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<td>Placement Test Fees</td>
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<td>Certification Testing Site License</td>
<td>860.00</td>
<td>860.00</td>
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<td>Shipping of supplies</td>
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<td>833.00</td>
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<td></td>
<td></td>
<td>4,500.00</td>
<td>4,500.00</td>
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<tr>
<td>Software</td>
<td></td>
<td>15,500.00</td>
<td>15,500.00</td>
</tr>
<tr>
<td>Scholarships (not tuition)</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
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<td><strong>sub-total</strong></td>
<td>18,243.00</td>
<td>10,772.33</td>
<td>46,275.33</td>
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<tr>
<td><strong>Support Service</strong></td>
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<tr>
<td>Recruiting Campaign</td>
<td>5,000.00</td>
<td>147.40</td>
<td>5,147.40</td>
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<tr>
<td>Tuition Waivers</td>
<td>10,000.00</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Need-based Scholarships</td>
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<td>Meal Allowance</td>
<td>6,200.00</td>
<td>2,187.20</td>
<td>2,187.20</td>
</tr>
<tr>
<td>Refreshments for Participants</td>
<td>1,600.00</td>
<td>771.92</td>
<td>771.92</td>
</tr>
<tr>
<td>Support Services - Transportation</td>
<td>6,000.00</td>
<td>3,601.00</td>
<td>3,601.00</td>
</tr>
<tr>
<td>Application Fees</td>
<td>990.00</td>
<td>990.00</td>
<td>990.00</td>
</tr>
<tr>
<td>Support Services via Comm Agencies</td>
<td>2,010.00</td>
<td>1,910.00</td>
<td>1,910.00</td>
</tr>
<tr>
<td><strong>sub-total</strong></td>
<td>35,800.00</td>
<td>12,842.52</td>
<td>27,294.37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100,000.00</strong></td>
<td><strong>36,732.30</strong></td>
<td><strong>139,966.34</strong></td>
</tr>
</tbody>
</table>
Proposed Agenda

WINLA – BPCC Partnership Meeting
Friday, February 8, 2013
10:00 – 11:00 a.m.
Bossier Parish Community College
Building A, Room 230

I. Call to Order and Welcome – Linda Sonnier

II. Introduction of Special Guests – Patti Trudell

III. Review of Summer, 2012 Minutes

IV. Report from the Grant Funding Collaborative – Paula Hickman

V. Report on the Status of the BPCC Grant Initiative – Linda Sonnier

VI. Report of the Manufacturing Sector Initiative – Linda Sonnier

VII. Discussion by Membership on Placements for Upcoming Graduates
   a. Energy Services
      i. Opportunities
      ii. Income
      III. Life-long learning
   b. Energy Management
      i. Opportunities
      ii. Income
      III. Life-long learning
   c. Industrial Readiness

VIII. Summary of Suggestions Based upon the Discussion – Chairperson

IX. Other Questions or Comments

X. Adjourn