

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

APPLICATION COVER SHEET

DUE JUNE 1, 2018

To:	Arkansas Department of Higher Education
Requesting Institution:	Arkansas State University Mountain Home
Title of Project:	Programming/Mobile Development
Project Partners:	<ol style="list-style-type: none"> 1. University of Central Arkansas 2. Baxter Regional Medical Center 3. Brooks Jeffrey Marketing 4. ASUMH Secondary Center
Requested Budget:	\$292,000
Date Submitted:	May 31, 2018
Applicant Contact:	Karen Heslep
Applicant's Information:	1600 South College Street Mountain Home, AR 72653
	870 508-6185
	kheslep@asumh.edu

Authorized Signatures for Institution

ARKANSAS STATE UNIVERSITY MOUNTAIN HOME
 Lead Institution


 Authorized Official

Act 1131 of 2015

Regional Workforce Continuation Grant Application

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

SECTION 1 – PROGRAM NEED

20 Points

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

Essential Components:

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

Keep the following rubric in mind when completing this section:

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

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

The 2015-2016 Projected Employment Opportunities List for the Northwest Arkansas Workforce Investment Area indicates an increasing demand for computer programming for the region. An economic development study completed by the University of Arkansas at Little Rock in 2014 documented that there were 192 computer programming/programmer job openings in the Northwest Arkansas Economic Development District during 2012. The total number of computer programming jobs in the NWAEDD region is projected to be 5,832 in 2018. That's a growth of 12% between 2012–2018. Arkansas' 2015-2016 Hot 45 Demand Occupations, published by the Arkansas Department of Workforce Services, includes Computer Programmers on its list of demand occupations and indicates that Computer Systems Design and Related Services is one of the top ten growth industries in the state.

The O*NET Online data report projects growth for programmers to be increasing much faster than average for 2014 through 2024. Software Applications Developer, Computer Systems Analysts and Web Developers are specific jobs that are currently in need. A program of study in programming/mobile application development provides training needed for employers in North Central Arkansas to keep and grow opportunities in this region. Working with local advisory councils ASU-Mountain Home has identified a need for programmers in industries ranging from computer services, marketing, healthcare, to manufacturing.

The current curriculum has been designed to address these demands, meeting not just the needs of local industry, but making our students more marketable around the world. A task that—even at the initial stages of the program—have borne fruit as students have taken these skills and translated them into job opportunities. In most things, however, building momentum takes time and there is much left to be done.

In addition, Arkansas Governor Asa Hutchinson has addressed the need for programmers by leading an effort to require every high school in the state to offer computer coding classes. As secondary students discover career opportunities in the areas of coding and programming across all disciplines and occupations, demand for training and education beyond high school will need to grow not just to meet the ever increasing and changing demands of local industry, but also the demands of the global market.

The creation of a program of study in programming/mobile application has played a part in helping our students prepare for those opportunities, helping to create a skilled workforce in the growing field of computer programming—and, really, all fields—for area employers by preparing students to be able to step into a position with the necessary technical and soft skills. In addition, the program supports efforts on the state level to increase coding and programming offerings on the secondary level by providing a pathway for students to

continue their education in the computer programming field upon graduation from high school.

To meet the scheduling needs of a diverse student body, innovative course delivery that combines on ground with online instruction has become a cornerstone of our implementation. Allowing students to choose how they participate on a class-by-class basis—be it virtually in real-time, entirely online, or seated in a real classroom with real instructors—rather than requiring them to commit to a specific delivery for the entire semester, has expanded opportunities for residents of the regions to better their future and proven quite popular not just among students, but with other programs on campus as well.

No workforce education is complete unless professionalism and soft skills are emphasized. Soft Skills training informally incorporated into the curriculum has been incredibly useful in teaching and preparing students with the skills crucial to making them an important and valued employee.

We have a passionate and enthusiastic computer staff. They desire to change the culture from students thinking of education as something with a beginning and end. Rather, the plan is to make learning and gathering of knowledge a part of life. ASUMH encourages their students to be lifelong learners.

Again, we can do more and additional opportunities have risen in response to the ever-changing landscape.

Cyber Security is an emergent field and growing quickly with opportunities not just in technology, but finance, banking, and criminal justice. Cyber Security jobs are growing three times faster than IT jobs in general. Fifty-three percent of employers take longer than six months to find qualified Cyber Security professionals, and by 2019 there will be a global shorts of two million Cyber Security professionals. (Source: ISACA Cyber Security Skills Gap, US Information Systems Audit and Controls Association.) To take advantage of these opportunities, employees of the future are going to have to have the necessary skills and background—a lot found already in any solid programming curriculum—in order to be successful. With the boom of all things mobile in the private and commercial sector along with the growing trend of a shifting workforce to off-site, or remote locations, the need for employees who can develop, work with, and troubleshoot mobile security solutions is growing and will continue to grow in the foreseeable future. It is reasonable to think that companies in need of these types of employees (programming, Cyber Security, mobile developers, etc.) will choose to locate to physical locations in regions that are producing these types of professionals. Additionally, it is reasonable to think that local companies—be it at the city, county, or state level—will choose to look at the local talent pool and local resources rather than outside the state for the employees they will need to design, build, and support growing operations.

ASUMH is in the very early stages of talks with the University of Central Arkansas to implement and support a 2+2 agreement in Cyber Security should the program receive final

approval. For ASUMH the agreement—among other things—would provide an otherwise out-of-reach opportunity for the local student population, allowing them to do the first two years of a Cyber Security degree in a much more convenient and cost-effective way. Students would be able to use their two-year degree to immediately step out into the workforce or further their training and move forward into an undergraduate degree program at UCA.

As Cyber Security is a cross-discipline subject, the 2+2 agreement would allow for the inclusion of many different programs within the current ASUMH catalog including not just programming/mobile development, but also networking, web development, business and criminal justice.

The unemployment rate of Cyber Security professionals is 0% and it has been at this level for a number of years. The gap between trained professionals and the available positions is expected to continue to grow. According to Cyber Seek (cyberseek.org), a service provided through NIST (National Institute of Standards & Technology) at the Department of Commerce, Arkansas currently has 4,191 filled Cyber Security positions and more than 970 unfilled positions.

A regional workforce continuation grant for the Programming / Mobile Development program would allow us to continue the work started two years ago with the original implementation grant, training programmers and mobile developers for regional needs. It would also allow us to expand that training into the emergent, exciting, and extremely employable field of Cyber Security and expand the pool of potential students as we incorporate other programs on campus, ostensibly creating even more opportunities—many quite lucrative—for students who might not otherwise have the chance.

SECTION 2 – PROGRAM PLAN

25 Points

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

- Detailed project timeline and overview- provide a month-by-month overview of the critical convenings, activities, and actions that will comprise the project.
- Measurable objectives for each phase of the project- detail the metrics utilized throughout the project to track how credentialed job candidates possessing the skills needed by employers will be provided.
- Project governance and accountability plan- clearly describe the plan for governance, meetings, and decision-making structure; identify a project director; and identify members of a project steering committee that will maintain oversight throughout the project period.
- Pathways articulation and support- clearly describe the educational pathway(s) and support services that will be developed, or existing pathways that will be enhanced, to meet the identified workforce needs. Pathways should incorporate all appropriate student outcomes from short-term industry-recognized credentials through the highest certificate or degree programs appropriate to the identified career goals and include career step-out points at the completion of each credential.
- Role of equipment request- required only for those proposals seeking equipment purchases. Outline how equipment purchase will specifically address local labor market needs; provide detailed description of equipment, educational value of equipment in preparing workforce, and justification for purchase.
- Performance assessment- clearly define measurable outcomes to be achieved through continuation of the plan and strategies to measure and report achievement of those outcomes. Priority will be given to programs which prepare candidates for high wage jobs or which create capacity to move candidates from unemployment to employment.
- Program plans must be designed to meet the goals and core requirements of the Regional Workforce Grants program. At a minimum, the plan must include a detailed project timeline and overview, measurable objectives for each phase of the project, a project governance and accountability plan, pathways articulation and support, the role of any equipment requested, and a performance assessment.

Keep the following rubric in mind when completing this section:

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

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

The ASUMH Programming/Mobile Application Development program is a collaboration among local business and industry, area high schools, the ASUMH Secondary Center and the ASUMH School of Business and Technology. The continuation of the grant will incorporate the University of Central Arkansas as an additional partner. A variety of metrics are in place to continually measure the effectiveness of the program as it relates to meeting the needs of local and regional employers.

In keeping with the primary goal of the WIOA Regional Workforce Grant Program, ASUMH is committed to developing long-term relationships with local industry that will accurately identify and address the skills gaps faced by local job candidates. Additionally, developing a curriculum that provides a guided pathway across institutions is essential to the purpose of the program. Allowing the student to begin the program while enrolled in high school and easily transfer into the post-secondary program upon graduation will fast track the student into the workforce or on to UCA for a bachelor's degree in Cyber Security or a related field.

Expansion of the programming/mobile development program to include Cyber Security supports the economic development activities of the State of Arkansas which includes a commitment to investing in higher-paying knowledge based job. Every indication is that the demand for employees trained in all levels of programming and Cyber Security will be on a steady increase in northwest Arkansas and across the entire state.

The expected outcome of the continuation of the programming/mobile application grant, will be the addition of a program of study in Cyber Security that is aligned to the UCA curriculum providing multiple entry and exit points along the students' educational path.

Project Governance and Accountability

Project co-directors are:

- Michael Barnes, Programming / Mobile Development Instructor, ASUMH;
- Shawn Dennis, Computer Networking Instructor, ASUMH;

The project steering committee includes the directors and the following:

- Karen Heslep, Dean, School of Business and Technology, ASUMH;
- Representatives from the ASUMH advisory council;
- Dr. Stephen Addison, Dean, Natural Sciences and Mathematics, UCA

The following structure will be used to hold the program accountable to continuous improvement and to maintain an ongoing commitment to developing meaningful pathways for students:

- An advisory council made up of local business professionals will meet a minimum of twice annually to review the needs of the program.
- An annual meeting will be held with career and technical educators from area high schools to review articulated credit and potential concurrent credit opportunities.
- ASUMH career placement office will maintain and review placement data on graduates.

A streamlined decision-making structure is required if our program hopes to be responsive to changes in the business environment. ASUMH has empowered each School at ASUMH, and each department within those schools, to act on data-driven decisions with limited bureaucracy, as long as the desired decision honors current policy, procedures and practices and does not exceed the approved budget. The computer programming instructor, in cooperation with other computer information systems faculty, will manage the department's budget.

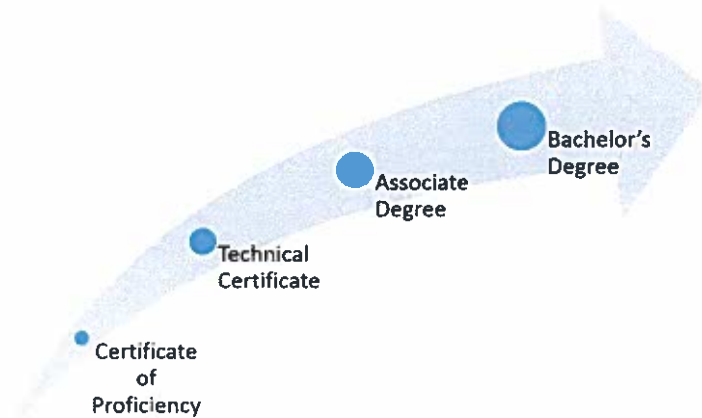
All the measures listed above will not only provide feedback on the technical skills of our graduates, but also on their soft skills. We recognize that many times an employer's greatest disappointment is not with an employee's technical skills but more with issues related to professionalism, integrity, productivity, attendance, initiative, cooperation, teamwork, appearance, attitude, problem solving, and communication. The curriculum will incorporate two initiatives to address soft skills training:

1. **Soft Skills Rubric:** Grading in all technical classes will be weighted so that a percentage of the final grade will be based on soft skills such as those mentioned in the paragraph above.
2. **Ready 2 Work:** Ready 2 Work is a local program developed by the ASUMH Workforce Education Director in cooperation with a team of human resources professionals representing area manufacturers. Students complete a specific curriculum addressing areas of workplace behavior that local employers have identified as common areas where employees are not meeting the expectations of their employers. Students who successfully complete the Ready 2 Work curriculum receive a certificate of completion. Companies who choose to participate in Ready 2 Work guarantee an interview to any applicant holding a Ready 2 Work certificate. While the program is currently operating primarily in manufacturing, it is our intent to broaden the program to include all types of employers and formalize the process for employers to sign up as "Ready 2 Work" participants.

Pathways Articulation and Support Services

ASUMH will offer four opportunities for students to earn a credential and either step-out of the program or move on to the next level of educational attainment. Educational pathways include CP (Certificate of Proficiency), TC (Technical Certificate), Associate degree and 2+2 Bachelor's degree. Secondary students have three options available which will allow them

to begin their college education prior to high school graduation: ASUMH Secondary Center; articulated credit; and concurrent credit. Continuing Education, a renewal or an update of skills or education that broadens an individual's current skill level, will be offered by the program as a way to sustain promotion of the educational pathways and to keep the program relevant to local employers.



Students beginning the program are expected to come to ASUMH with varied educational backgrounds. High school students, first time college students, transfers from another college, and graduates who choose to return for a second degree will enter and exit the educational pathways at points prescribed by their past experience and current career goals.

Creation of this program provides students a pathway to learn programming and mobile application development or Cyber Security and achieve their career objectives. Whether their desire is to obtain the required training to secure an entry level position, add an additional certification to existing credentials, earn a degree, or advance in their career, this program provides the flexibility and support needed for success. Completers will be properly trained in technical and soft skills and ready to enter the workforce.

Relevant curriculum, career step-out points, relationships with business, industry and area high schools are vital to the success of this proposal. But without adequate student support services, many, and possibly most, students will never achieve their ultimate career goals. ASUMH provides a number of services for students that address academic needs, as well as helps with the personal challenges most of our students face.

First and foremost, we recognize that the key to retention is relationships. Our academic advisers and instructors call students by name and get to know them on a personal level. ASUMH has adopted Appreciative Advising as its advising model. Appreciative Advising is a collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development.

The Norma Wood Library offers a variety of services that are available both locally and remotely. Built in 2000, the library is home to a collection of print journals, monographs and videos as well as an open computer lab for student use. The print collection consists of over 18,000 books and 98 currently subscribed journal titles. The online services offered by the library connect students to over 24,000 full-text journals and over 150,000 full-text books digitally. The entire catalog of library holdings can be accessed via the web.

The Tutoring Center at Arkansas State University Mountain Home provides overall academic support for students needing assistance in a comfortable environment in which learning can take place. A goal of the tutoring center is to provide successful learning experiences for our students. Individual and group tutoring sessions are designed to help students develop their skills not only in the classroom, but for studying in general. Tutoring methods tailor activities to students’ learning needs and styles, empowering them to take responsibility for both their successes and their failures. We hope that as students accomplish this, they will gain an increase in confidence and the ability to learn independently, and ASUMH will enjoy the accomplishment of greater student success and retention.

The computer programming program is a workplace ready program and our ultimate goal is for every student to enter the workforce as a highly skilled, productive employee. The ASUMH Career Placement coordinator works with students to prepare them for the job search through resume assistance and interview training. In addition, this office maintains an extensive list of job leads and facilitates connecting our students with employers.

In addition to offering academic services, ASUMH offers a number of additional support services which include but are not limited to a food pantry, a professional dress closet to help with interview attire, a Student Emergency Fund, free use of recreation equipment such as tents, canoes and bicycles, and a fitness center.

Equipment

The addition of Cyber Security to the curriculum will create a need for specialized computer equipment and additional infrastructure that supports the use of the UCA Cyber Range. It is likely the computer lab will need to contain a variety of equipment running a number of different operating systems or that can accommodate the use of virtual environments. The proposed budget contains a small amount for equipment that will be used to create the learning environment required to utilize UCA’s Cyber Range.

Project Timeline and Assessment

Date of Completion	Goal	Measure	Responsible Person(s)
Summer 2018	Initial meetings with UCA begin	First meeting is held	Vice Chancellor for Academic Affairs and co-chairs
September – October 2018	Regular meetings with UCA, local advisory	Curriculum is developed	Steering Committee

	members held to discuss curriculum		
October 2018	Curriculum & 2+2 Agreement Developed	Tentative curriculum is available and 2+2 Agreement draft is complete	Steering Committee
November 2018	ASUMH Curriculum Committee reviews proposal for new program to begin Fall 2019	Curriculum committee hears proposal and approves curriculum	Co-chairs
December 2018	ASUMH Board of Trustees approves new program	BOT approval	Chancellor
January 2019	Letter of Intent submitted to ADHE	Letter of Intent submitted by deadline	Vice Chancellor for Academic Affairs
January 2019	Process of hiring full time Cyber Security instructor begins.	Instructor is hired no later than February 28	Dean, HR and selection committee
April 2019	ADHE acts on new program proposal	ADHE approves new program	Co-chairs, Dean, and Vice Chancellor
April 2019	Advisory council meeting	Council meets	Instructor
March 2018 – May 2019	Visit a minimum of eight area high schools to promote new program, articulated credit, and dual enrollment opportunities	Instructor will visit a minimum of eight schools.	Instructor
May 2019	Purchase of equipment	Equipment requisitions are finalized	Instructor and co-chairs
August 2019	IT infrastructure and equipment installation complete	IT infrastructure and equipment is installed	Instructor and co-chairs
October 2019	Advisory council meeting	Council meets	Instructor
December 2019	First students complete certificate of proficiency	90% of cohort completes the CP	Instructor
April 2020	Advisory Council meeting	Council meets	Instructor
May 2020	First students complete technical certificate	80% of initial cohort completes the TC	Instructor

SECTION 3 – STRENGTH OF PARTNERSHIP

20 Points

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

Essential Components:

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

Keep the following rubric in mind when completing this section:

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

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

The strength of partnerships is key to providing a guided pathway for the student across the institution.

Local Area High Schools/ASUMH Secondary Center: Through a combination of articulated credit and concurrent credit offered by local area high schools and possibly through the ASUMH Secondary Center, secondary students earn college credit toward a certificate or degree in computer programming or Cyber Security.

ASUMH enjoys a strong relationship with high schools in its service area. Articulated Credit agreements are in place with eight area high schools. Each year ASUMH meets with career and technical education instructors to re-evaluate what is accepted through articulated credit. Mountain Home High School is the largest school in the area with more than 750 students. They currently offer the Network Systems Pathway. This partnership will explore the possibility for offering additional pathways through the high school and/or the ASUMH Secondary Center.

University of Central Arkansas: Dr. Stephen Addison, Natural Sciences and Mathematics Dean at UCA reached out to ASU Mountain Home offering the opportunity to partner with UCA in developing a 2 + 2 agreement in the area of Cyber Security. ASUMH is excited about working with UCA and developing the program. We recognize no single discipline can supply all the needs in Cyber Security. When the program is fully implemented, it will include computer technology, business, and criminal justice.

Business and Industry: ASUMH began discussions last year with its existing advisory councils on the needs associated with programming and Cyber Security. All of the needs presented in this proposal are needs that have been identified by local business leaders.

Our business partners, such as Brooks Jeffrey Marketing and VisionAmp Marketing, have identified needs in mobile and Frontend programming. Other partners such as Micro Plastics and Baxter Regional Medical Center have a greater need in Backend programming languages. All these employers acknowledged the need for employees trained in the basics of all areas of programming. Cyber Security is a natural fit for these companies. Not only because there are many job opening in the State in the area of Cyber Security – but trained Cyber professionals also preserve other jobs. Many small businesses that are victims of Cybercrime will fail. The Cyber Security program is key in developing and protecting the workforce of the future.

Business and industry partners will assist in the development of the program by defining program goals, identifying skills and competencies, providing assistance with program design and delivery, providing work-based training/internship opportunities, and by hiring qualified completers of the program(s). ASUMH's rich history of strong relationships with area schools and local business and industry made identifying these partners easy.

SECTION 4 – BUDGET PLAN

15 Points

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

Essential Components:

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

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

Keep the following rubric in mind when completing this section:

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

Section 4.1 – Budget Plan Detail

Please provide your detailed financial plan in the box below.

PROGRAM LEADERSHIP SUPPORT COSTS

Personnel /Stipend - \$150,000

This amount will cover the instructor salary for two years, and a stipend for the project directors for planning/teaching.

Travel - \$12,000

This amount will cover travel expenses to conferences and professional development/training. In addition, these funds will be used to pay for co-chairs and steering committee members to participate in regular partner meetings during program development.

OTHER DIRECT COSTS

Equipment - \$60,000

The addition of Cyber Security to the curriculum will create a need for specialized computer equipment and additional infrastructure that supports the use of the UCA Cyber Range. It is likely the computer lab will need to contain a variety of equipment running a number of different operating systems or that can accommodate the use of virtual environments. The proposed budget contains a small amount for equipment that will be used to create the learning environment required to utilize UCA's Cyber Range.

Materials and Supplies - \$30,000.00

This portion of the budget will be used to support instruction and curriculum development through the purchase of materials and equipment needed to research curriculum options, class room consumables, and resources for the instructor. Subscriptions and memberships that focus on a variety of technological subjects (i. e. Lynda.com) will be needed. This will save on textbook purchases and the course content is always up-to-date. Collaboration software, such as Zoom, is critical to the delivery of the courses to a diverse student population.

Publication Costs/Documentation/Dissemination - \$40,000

These funds will be used for online and print promotion of the ASUMH Programming/Mobile Application Development and Cyber Security programs to advertise to future students and raise awareness within our region. Internet advertising will increase our reach beyond our local area. Brochures, billboards, radio ads, flyers, print ads, online ads, special events, and promotional items are examples of how funds can be used to promote the program and disseminate information about its existence.

COST SHARING - \$29,200

ASUMH will provide a match in the form of an instructor office computer and furniture, a computer lab with 20 desktops, and printers.

Section 4.2 – Budget Plan Template

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

Requesting Institution:	Arkansas State University Mountain Home
Title of Project:	Programming / Mobile Development

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	\$150,000
2. Travel	\$12,000
3. Other (Explain Below)	\$0.00
Briefly Explain Other Costs	
TOTAL PARTNER PARTICIPANT COSTS	\$162,000

B. OTHER DIRECT COSTS

1. Equipment	\$60,000
2. Materials and Supplies	\$30,000
3. Publication Costs/Documentation/Dissemination	\$40,000
4. Consultant Services	\$0.00
5. Other (Explain Below)	\$0.00
Briefly Explain Other Costs	
TOTAL OTHER DIRECT COSTS	\$130,000

C. TOTAL DIRECT COSTS (A & B)	\$292,000
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D. COST SHARING (Minimum 10% of C; up to \$50,000)	\$29,200
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Total Continuation Grant Budget	\$321,200
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Other Notes

SECTION 5 - SUSTAINABILITY

20 Points

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

Essential Components:

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

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

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

The work supported by the grant will assist in establishing enrollment during the next twenty-four month period. The opportunity to build enrollment prior to incorporating a fulltime salary into the budget is unique and eases the demand on the operating budget. As a matter of procedure, ASUMH moves grant funded positions into the operations budget incrementally. In year two of the grant, 50% of the instructor salary will be moved to the ASUMH budget with the remaining 50% covered in the operations budget at the end of the grant. ASUMH has an equipment replacement schedule that is funded each year. The equipment needed to maintain the program will be incorporated into the replacement schedule.

Continuing communication will be exercised during bi-annual Advisory Council meetings and visits. In addition, ASUMH hosts an annual articulation meeting with all area high schools to review courses and updated articulated agreements. We will use our marketing plan, which includes promoting the Programming/Mobile Application Development and Cyber Security degrees with our website, brochures, billboards, public relations flyers, and a customized letter mailed to potential students. We will visit with high schools counselors and career coaches to continue developing a cohort. Involvement in campus, community and regional events will continue to create awareness of our program. These events could include partnering with the Donald W. Reynolds Library to offer workshops, Computer Science Week/Boot Camp, Hour of Code, Teen Girls Go To College program, Girls Who Code, along with the ASUMH STREAM Event and Kids College Summer Program. We will maintain communication and sharing resources by encouraging feedback from our Career Placement Office, from interns and the employers, alumni surveys and follow-up surveys with employers hiring our graduates.

ASUMH is fortunate to have a skilled and dedicated in-house IT staff. This department will assist in maintaining and repairing equipment as needed. We have a process in place in which departments can communicate during budget meetings to present needs and find resources available. The computer department reallocates older technologies and equipment to other departments on our campus as needed. In the past, this has been a successful process and mutually beneficial to our various institutional departments. As equipment is replaced or reaches end of life, those devices can be deployed to other academic programs as well, such as the A+ Computer Technician program where students repair/replace components or can be used for demonstration purposes.

SUBMIT BY JUNE 1, 2018

Email to ADHE.Workforce.Grant@adhe.edu

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

CONTINUATION GRANT SCORING RUBRIC

Critical Elements	Exemplary	Superior	Adequate	Needs Improvement	Value
Program Need	Significantly addresses a top 3 workforce need in the region. (18–20 Pts)	Addresses in a more limited way a top 3 workforce need in the region. (15–17 Pts)	Addresses in a limited way a less critical workforce need in the region. (11–14 Pts)	Identified labor need is too narrow or not in a critical area. (0–10 Pts)	20 Pts
Program Plan	Plan addresses all goals and core requirements and properly connects all activities to measurable outcomes that address workforce needs. (22–25 Pts)	Plan addresses most goals and requirements and substantially connects activities to measurable outcomes. (18–21 Pts)	Plan addresses many goals and requirements and connects some activities to measurable outcomes. (14–17 Pts)	Plan lacks significant requirements or connections of activities to measurable outcomes are not clear. (0–13 Pts)	25 Pts
Strength of Partnership	Plan includes broad representation and each partner has a defined role with identified critical contributions. (18–20 Pts)	Plan includes broad representation but partner roles are not clearly defined. (15–17 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan. (11–14 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully. (0–10 Pts)	20 Pts
Budget Plan	Plan identifies efficiencies that take full advantage of existing human and physical resources and all requested resources clearly support the goals of the plan. (13–15 Pts)	Plan includes significant efficiencies from existing resources and all requested resources clearly support the goals of the plan. (10–12 Pts)	Plan includes limited efficiencies from existing resources or includes some questionable resource requests. (7–9 Pts)	Budget includes limited or no existing resources from partners or includes requests deemed unnecessary. (0–6 Pts)	15 Pts
Sustainability	Identifies existing resources to continue the program with no reduction in services at the end of grant funding period. (18–20 Pts)	Identifies significant resources to continue the program with limited reduction in services at the end of grant funding period. (15–17 Pts)	Identifies limited resources to continue the program or proposes significant reduction in services at the end of grant funding period. (11–14 Pts)	New funding sources must be identified for continuation of program at the end of grant funding. (0–10 Pts)	20 Pts
Total Points Possible					100 Pts



**NORTHWEST ARKANSAS
ECONOMIC DEVELOPMENT DISTRICT, INC.**

NWAEDD PLAZA
818 Highway 62-65-412 North • P.O. Box 190
Harrison, Arkansas 72602-0190
(870) 741-5404

May 25, 2018

Dr. Robin Myers, Chancellor
Arkansas State University –Mountain Home
Technical Center
1600 S College Street
Mountain Home, AR. 72653

RE: Letter of Support for the Regional Workforce Continuation Grant
ASUMH – Programming/Mobile Application Development

Dr. Myers:

NWAEDD and the Northwest Workforce Development Board offers this letter of support to ASUMH in their Regional Continuation Grant application to support local businesses that need trained programmers/mobile application developers. Regional firms continue to struggle in finding qualified job applicants to fill their mid-skilled and high-skilled employment vacancies. If the training needs are not met, local industry will not be able to meet the needs of their customers. Workforce development is essential to economic development.

ASUMH has an active workforce development program and works collaboratively with industries found in the Twin Lakes area. They are committed to creating industry-driven workforce training programs that will focus on the needs of industry. ASUMH is also committed to working with the education partners in K-12. ASUMH is training students at the technical center and will continue growing this partnership through the expansion of articulated credit, concurrent course offerings and alignment of education curriculum. NWAEDD supports ASUMH as they pursue a collaborative approach for identifying and addressing regional industry needs.

NWAEDD is committed to supporting the work of ASUMH.

Sincerely,

Joe Willis
Executive Director



UNIVERSITY OF
**CENTRAL
ARKANSAS**

COLLEGE OF NATURAL
SCIENCES & MATHEMATICS

May 25, 2018

Dr. Robin Myers
Arkansas State University Mountain Home
1600 S. College Street
Mountain Home, AR 72653

Dr. Myers:

I am writing in support of ASU Mountain Home's effort to develop their program of study in computer programming / mobile development.

The University of Central Arkansas has been developing expertise in Cyber Security across three of its Colleges (Business, Liberal Arts, and Natural Sciences, and Mathematics); these efforts have included the development of degree programs with multiple tracks and the establishment of a Cyber Range facility. Cyber ranges are key tools for effectively training Cyber Security professionals at all levels. The University of Central Arkansas Cyber Security program will collaborate with ASU Mountain Home in the development of 2+2 articulation agreements to enable two-year program graduates to transition seamlessly into our four-year degree programs. We will also work with ASU Mountain Home to enable its students UCA's Cyber Range facilities in its own programs. We anticipate that this collaboration will serve as a model for collaboration and the sharing of advanced instrumentation between two-year and four-year institutions in the state. We will be involved in program evaluation and feedback that provides information for continuous program improvement for this project in the years ahead.

We appreciate the efforts being made to train the workforce in the specific skills needed in the region and applaud the efforts being made to create programs which will flow seamlessly from the secondary schools into post-secondary, speeding the time it takes for a student to graduate and enter the workforce. ASU Mountain Home's implementation of this program of study will help ensure the availability of qualified, knowledgeable applicants, as the scope of services offered by local business interests expand.

We look forward to working with ASU Mountain Home in the development and continuous improvement of high demand programs of study such as the programming / mobile development project.

Sincerely,

A handwritten signature in black ink that reads "Stephen R. Addison".

Stephen R. Addison
Professor and Dean
Director of Cyber Security Programs

OFFICE OF THE DEAN

Lewis Science Center, Room 105 | 201 Donaghey Ave, Conway, AR 72035
(501) 450-3199 OFFICE | (501) 450-5084 FAX | UCA.EDU/CNSM



Baxter Regional Medical Center

624 Hospital Drive
Mountain Home, Arkansas 72653
(870) 508-1000
800-695-DOCS
www.baxterregional.org
bmc@baxterregional.org

Centers of Excellence

Cancer
Cardiac
Digestive Diseases
Surgery
Vascular
Women's Health

May 24, 2018

Dr. Robin Myers
Arkansas State University Mountain Home
1600 S. College
Mountain Home, AR 72653

Dr. Myers:

I am writing in support of ASU Mountain Home's intent to create and offer a program of study in Cyber Security.

As a partner, Baxter Regional will assist in this effort by providing assistance with development of curriculum. We will be involved in program evaluation and feedback that provides information for continuous program improvement for this project.

We appreciate efforts being made to train the workforce in specific skills needed in the region. We applaud efforts being made to create programs which will flow seamlessly from the secondary schools into post-secondary, speeding the time it takes for a student to graduate and enter the workforce.

We look forward to working with ASU Mountain Home in the development and continuous improvement of high-demand programs of study such as the Cyber Security project.

Sincerely,

David Fry
IT Director
Baxter Regional Medical Center

April 27, 2016

Dr. Robin Myers
Arkansas State University-Mountain Home
1600 S. College
Mountain Home, AR 72653

RE: Letter of commitment for the Regional Workforce Implementation Grant
ASUMH – Computer Programming/Mobile Development

Dr. Myers:

Brooks Jeffrey Marketing, Inc. would like to extend our earnest support for Arkansas State University-Mountain Home's plan to create and offer a program of study in Computer Programming/Mobile Development.

Brooks Jeffrey welcomes ASUMH's implementation of this high-demand program of study. We appreciate and applaud your efforts to train the workforce in specific skills needed by businesses and industries within our region.

As a multifaceted organization, Brooks Jeffrey is constantly evolving to meet the rapidly changing, consumer-driven technological demands of digital media. A qualified workforce trained in computer programming and mobile web-based technologies is integral to the success of Brooks Jeffrey's business interests:

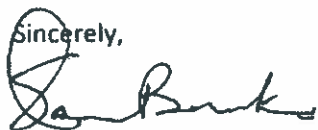
- **Brooks Jeffrey Marketing, Inc.**, an award-winning, integrated marketing firm specializing in mobile-friendly websites, apps and digital design;
- **Brooks Jeffrey Computer Store**, a computer services company employing a team of certified computer technicians who build and maintain large commercial networks as well as residential systems in northern Arkansas and southern Missouri;
- **Jclare Photography Studios**, a professional photography and videography studio specializing in digital media and utilizing 4K technology;
- **MostWantedGovernmentWebsites.com**, providing digital web-based solutions for government, law enforcement, associations and educational institutions throughout the United States.

ASUMH's implementation of this program of study will help ensure the availability of qualified, knowledgeable applicants, as the scope of digital services offered by our local business interests expand.

As active supporters of ASUMH and as an employer of many ASUMH graduates, Brooks Jeffrey will utilize our business resources to promote and support this new program. Working with ASUMH to facilitate continuous program improvements, our team will provide frequent evaluation and feedback to help ensure the program's success.

We look forward to continuing our work with and support of Arkansas State University-Mountain Home in the development of the Computer Programming/Mobile Development program.

Sincerely,

A handwritten signature in black ink that reads "Shannon Brooks".

Shannon Brooks, President

Secondary Center



May 30, 2018

Dr. Robin Myers
Arkansas State University Mountain Home
1600 S. College
Mountain Home, AR 72653

RE: Letter of commitment for the Regional Workforce Implementation Grant
ASUMH - Computer Programming/Mobile Development

Dr. Myers:

I am writing in support of ASU Mountain Home's intent to create and offer a program of study in computer programming/mobile development.

As a representative of the secondary partnership, the ASUMH Secondary Center will assist with development of curriculum alignment for articulated and concurrent credit. We will be involved in program evaluation and feedback that provides information for continuous program improvement for this project.

We appreciate efforts begin made to train the workforce in specific skills needed in the region. We applaud efforts being made to create programs which will flow seamlessly from the secondary schools into post-secondary, speeding the time it takes for a student to graduate and enter the workforce.

We look forward to working with ASU Mountain Home in the development and continuous improvement of high demand programs of study such as the programming/mobile development project.

Sincerely,

A handwritten signature in black ink, appearing to read "Nathan Lueck". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Nathan Lueck, Director

March 3, 2016

Dr. Robin Myers
Arkansas State University Mountain Home
1600 S. College
Mountain Home, AR 72653

RE: Letter of commitment for the Regional Workforce Implementation Grant
ASUMH – Computer Programming/Mobile Development

Dr. Myers:

I am writing in support of ASU Mountain Home's intent to create and offer a program of study in computer programming/mobile development.

As a representative of the secondary partnership, our school will assist in this effort by providing assistance with development of curriculum alignment for articulated and concurrent credit. We will be involved in program evaluation and feedback that provides information for continuous program improvement for this project.

We appreciate efforts begin made to train the workforce in specific skills needed in the region. We applaud efforts being made to create programs which will flow seamlessly from the secondary schools into post-secondary, speeding the time it takes for a student to graduate and enter the workforce.

We look forward to working with ASU Mountain Home in the development and continuous improvement of high demand programs of study such as the programming/mobile development project.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J Long', written over a light blue horizontal line.

Jake Long

MHHS Superintendent