

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

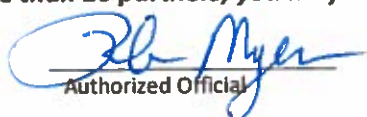



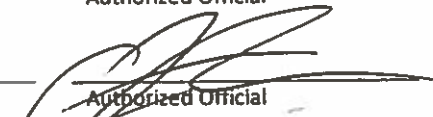




APPLICATION COVER SHEET

DUE SEPTEMBER 1, 2015

To:	Arkansas Department of Higher Education	
Requesting Institution:	Arkansas State University Mountain Home	
Title of Project:	Programming/Mobile Application Development	
Project Partners:	1. Mountain Home Public Schools 2. Cotter Public Schools 3. Flippin Public Schools 4. Norfolk Public Schools 5. Donald W. Reynolds Library	6. Brooks Jeffrey Marketing 7. Vision Amp 8. Micro Plastics 9. 10.
Requested Budget:	\$79,850.00	
Date Submitted:	8/28/2015	
Applicant Contact:	Karen Heslep, Dean, School of Business and Technology	
Applicant's Information:	1600 S. College	
	Mountain Home, AR 72653	
	870-508-6185	
	kheslep@asumh.edu	

Authorized Signatures for Project Partners

If the institution has more than 10 partners, you may attach an additional page for signatures.

ASU Mtn. Home Lead Institution	 Authorized Official		
Mountain Home Public Schools Partner	 Authorized Official	Brooks Jeffrey Marketing Partner	 Authorized Official
Cotter Public Schools Partner	 Authorized Official	Vision Amp Partner	 Authorized Official
Flippin Public Schools Partner	 Authorized Official	Micro Plastics Partner	 Authorized Official
Norfolk Public Schools Partner	 Authorized Official		Authorized Official
Donald W. Reynolds Library Partner	 Authorized Official		Authorized Official

**Act 1131 of 2015
Regional Workforce Planning Grant Application**

*Please complete each section of this application and submit to the Arkansas Department of Higher Education by **September 1, 2015**. Applications should be emailed to ADHE.Workforce.Grant@adhe.edu. Please note that applications will not be accepted without a completed Intent Form, due August 1, 2015.*

SECTION 1 – PROGRAM NEED

30 Points

Proposals will include an overview 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 creation of the program and/or acquisition of equipment will address those labor needs.

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Program Need (30 Pts)	Significantly addresses a top 3 workforce need in the region (26–30 Pts)	Addresses in a more limited way a top 3 workforce need in the region (21–25 Pts)	Addresses in a limited way a less critical workforce need in the region (16–20 Pts)	Identified labor need is too narrow or not in a critical area (0–15 Pts)

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

In advisory meetings with local businesses, ASUMH has identified a variety of programming languages employers need. According to these employers, finding qualified applicants with these skills is difficult and at times impossible. Employer needs include but are not limited to:

- Programming fundamentals and concepts
- .NET
- C++
- Visual Basic
- Java
- PHP
- MySQL
- Ruby on Rails
- Programming for mobile devices

The variety of languages on the list indicates that the need exists in all types of programming – mobile, frontend, and backend.

The 2015-2106 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 5832 by 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. Working with local advisory councils ASU-Mountain Home has identified a need for programmers in industries ranging from banking, computer services, marketing and manufacturing.

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. More than 1300 Arkansas high school students are taking computer coding classes this fall. The governor hopes to see that number rise to 6000 over the next four years. As secondary students discover career opportunities in the fields of coding and programming, demand for training and education beyond high school will increase.

The creation of a program of study in programming/mobile application development will develop a skilled workforce in the growing field of computer programming. In addition, the program will support 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.

SECTION 2 – PROGRAM PLAN**25 Points**

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 summary of expected outcomes, a description of career pathways that will be created or enhanced, a description of any anticipated equipment needs and a proposed governance and accountability structure for the program.

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 identifies significant outcomes (22–25 Pts)	Plan addresses most goals and requirements and identifies outcomes (18–21 Pts)	Plan addresses many goals and requirements and identifies few outcomes (14–17 Pts)	Plan lacks significant requirements or lacks apparent outcomes (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 will be a collaboration among local business and industry, area high schools, the ASUMH Secondary Center and the ASUMH School of Business and Technology. Its purpose is to provide a trained workforce for existing business and to positively impact the economic development of the region. The industry driven program will produce graduates who can be employed as computer programmers, application developers, internet programmers, Java developers, or Web programmers.

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. Industry demands a fast-track modularized program that speeds the time required to complete the program of study. In addition to the programming curriculum, students will engage in soft skills/professional skills training.

Unfortunately, many entering freshmen are not at college level in math, reading and writing. The plan is to create a co-remediation program, where the student is attending remedial classes while attending the college level class. The intent is to develop the student's skills in his/her remedial areas but in a way that remediation does not slow down the student's entry into the workforce.

A final, but important consideration, in the development of the curriculum and scheduling of the program, is to create a delivery schedule that meets the diverse needs of our students. While many students are traditional college students aged 18 – 25, many ASUMH students are non-traditional, aged 25 and up. While the exact percentage is unknown, we realize that a significant number of community college students work, have children and are often the sole provider for the family. The delivery of the program must take into consideration the scheduling needs of all students – traditional and non-traditional, men and women – in order to embrace the diversity of our student enrollment.

Support services are a vital part of retaining students. It is not enough to create a program that addresses skill gaps identified by industry, we must address student needs so they will progress toward program completion. ASUMH has recently adopted the Appreciative Advising model. Appreciative advising is a practice of asking questions, encouraging students to recognize and achieve their dreams, goals and potential. It is a student-centered approach to student development. Our financial aid staff go out of their way to help students find and apply for funding for their education. We offer students the opportunity to get involved with Phi Beta Lambda, a national student organization. PBL provides opportunities for students to develop their leadership skills, travel and test their knowledge against that of other students across the state and nation. Our support is not complete until the student begins his/her career. We have an active career placement coordinator who works diligently to get our graduates placed upon graduation.

The addition of a programming/mobile application development program will create a need for a specialized computer lab. It is likely the lab will need to contain a variety of equipment running a number of different operating systems. This will allow students to test their work using a variety of platforms. The proposed planning grant budget contains a small amount for equipment that can be used to research and test what will be most effective in the learning environment.

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

Summary of Expected Outcomes:

- Meetings will be conducted to identify the needs of business and industry and to create partnerships between industry partners, secondary partners, and ASUMH.
- Clearly defined career pathways and skill sets will be developed.
- Fast track training program that meets the needs of employers will be designed and a list of equipment needed will be identified.
- ASUMH curriculum and high school curriculum will be aligned to allow the transfer of completed articulated or concurrent credit to ASUMH.

The following structure will be used to hold the program accountable to continuous improvement and to maintain an ongoing commitment to developing meaningful career 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.

SECTION 3 – STRENGTH OF PARTNERSHIP**25 Points**

Proposals are required to address how the program plan incorporates each of the mandatory partners, as identified above, and other regional partners who can contribute significantly, in a unique and meaningful role. Describe the anticipated role for each member of the alliance. **Include with the proposal a commitment letter from each partner and the Local Workforce Development Board.**

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Strength of Partnership (25 Pts)	Plan includes broad representation and each partner has a defined role with identified critical contributions (22–25 Pts)	Plan includes broad representation but partner roles are not clearly defined (18–21 Pts)	Plan lacks one or two important partners or not all partners are critical to success of the plan (14–17 Pts)	Partner participation is too narrow or some partners do not contribute meaningfully (0–13 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 institutions.

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.

ASUMH enjoys a strong relationship with high schools in its service area. Articulation 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.

ASUMH opened the doors on its Secondary Center during the Fall of 2014 and offered classes in welding, automotive systems repair, HVAC and mechatronics. This year health sciences classes were added. The Secondary Center provides an additional opportunity to make programming courses available to secondary students and speed the time it takes for the prepared student to enter the workforce upon high school graduation.

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

Our business partners, such as Brooks Jeffery Marketing and Vision Amp, have identified needs in mobile and Frontend programming. Other partners such as Micro Plastics and the Donald W.

Reynolds Baxter County Library have a greater need in Backend languages. Although, all employers acknowledged the need for employees trained in the basics of all areas of programming. Industry partners will help answer questions such as:

- Would an employer rather hire someone who knows the basics really well, and then train them in other languages used by their particular company?
- Would an employer rather see that a student has at least a small amount of experience with several different languages?

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 opportunities, and by hiring qualified completers of the program(s).

SECTION 4 – BUDGET PLAN**20 Points**

Proposals will include a detailed financial plan assigning cost estimates to all proposed planning activities and a completed budget template. Efficiency in planning grant expenditures is expected.

Keep the following rubric in mind when completing this section:

	Exemplary	Superior	Adequate	Needs Improvement
Budget Plan (20 Pts)	All requested resources are essential and clearly support the goals of the plan. (18–20 Pts)	Most requested resources are important and clearly support the goals of the plan (15–17 Pts)	Plan includes some questionable resource requests (11–14 Pts)	Budget includes requests deemed unnecessary (0–10 Pts)

Section 4.1 – Budget Plan Detail

Please provide your detailed financial plan in the box below.

A. Partner Participant Support Costs

Partner Participant Support Costs total \$48,850. Line item (1) Personnel/Stipends provides for two existing faculty members to participate in regular partner meetings, focus groups, and work with the consultant totaling approximately 160 hours at \$50 per hour per person for a total of \$8,000 per person plus fringe benefits of 7%. The budget also allows for a part-time (29 hours per week) Grant Coordinator to be paid \$15 per hour (plus fringe benefits) for a total of 1508 hours. The Grant Coordinator will manage the grant, handle grant reporting, coordinate meetings, facilitate activities of the consultant, and serve as the record keeper during the planning process.

Line item (2) Travel totals \$6,050. This line item provides travel expenses for five partner participants to visit the campus of a school(s) offering a similar program to explore scheduling options outside the traditional college campus schedule and to gain insight on floor plans and lab set up for a successful hands-on program.

Line item (3) Other totals \$475 for an annual subscription to Go To Meeting. This is needed to make meetings accessible to the partner participants.

B. Other Direct Costs

Other Direct Costs total \$31,000. Line item (1) includes \$4,500 for materials and equipment needed to demonstrate and research curriculum options. This amount allows for the purchase of an IOS and an Android device, one PC desktop system and one Mac desktop system. The total includes approximately \$800 for books, software or other supplies that may be needed for curriculum research.

No publication/documentation/dissemination costs are expected making Line item (2) \$0.

The assistance of a consultant is needed with an estimated cost of \$25,000 for Line Item (3). The consultant will provide assistance to the partner participants in the development and evaluation of the proposed program. Work will include assisting in the design of instructional strategies based on current instruction methodologies and advising on the use of curriculum/instructional materials.

Line item (4) Other includes \$1,500 for miscellaneous office supplies, paper, copy expenses, and postage.

Section 4.2 – Budget Plan Template

Please complete the budget template below. Totals will calculate automatically based on your input.

A. Partner Participant Support Costs

1. Personnel/Stipend	\$42,325.00
2. Travel	\$6,050.00
3. Other (Explain Below)	\$475.00
Go To Meeting subscription	
TOTAL PARTNER PARTICIPANT COSTS	\$48,850.00

B. Other Direct Costs

1. Materials and Supplies	\$4,500.00
2. Publication Costs/Documentation/Dissemination	\$0.00
3. Consultant Services	\$25,000.00
4. Other (Explain Below)	\$1,500.00
Miscellaneous office supplies, paper, copy expenses, postage	
TOTAL OTHERDIRECT COSTS	\$31,000.00

C. TOTAL DIRECT COSTS

	\$79,850.00
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SUBMIT BY SEPTEMBER 1, 2015Email to ADHE.Workforce.Grant@adhe.edu*Applications that are received without an Intent Form (Due August 1) will not be accepted.***PLANNING GRANT SCORING RUBRIC**

Critical Elements	Exemplary	Superior	Adequate	Needs Improvement	Value
Program Need	Significantly addresses a top 3 workforce need in the region (26–30)	Addresses in a more limited way a top 3 workforce need in the region (21–25)	Addresses in a limited way a less critical workforce need in the region (16–20)	Identified labor need is too narrow or not in a critical area (0–15)	30 Pts
Program Plan	Plan addresses all goals and core requirements and identifies significant outcomes (22–25)	Plan addresses most goals and requirements and identifies outcomes (18–21)	Plan addresses many goals and requirements and identifies few outcomes (14–17)	Plan lacks significant requirements or lacks apparent outcomes (0–13)	25 Pts
Strength of Partnership	Plan includes broad representation and each partner has a defined role with identified critical contributions (22–25)	Plan includes broad representation but partner roles are not clearly defined (18–21)	Plan lacks one or two important partners or not all partners are critical to success of the plan (14–17)	Partner participation is too narrow or some partners do not contribute meaningfully (0–13)	25 Pts
Budget Plan	All requested resources are essential and clearly support the goals of the plan. (18–20)	Most requested resources are important and clearly support the goals of the plan (15–17)	Plan includes some questionable resource requests (11–14)	Budget includes requests deemed unnecessary (0–10)	20 Pts
Total Points Possible					100 Pts

8/25/2015

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

RE: Letter of Commitment for the WIOA Regional Planning Grant Commitment Letter
ASUMH - Computer Programming/Mobile Application Development

Dr. Myers:

The school districts of Mountain Home, Cotter, Flippin and high schools are willing to support the activities of the 2015 WIOA Regional Planning Grant.

As representatives of the secondary partnership, the secondary partners will play a role in the development of curriculum alignment for articulated credit, and concurrent credit. Secondary partners are also committed to sending representatives to the regional advisory meetings.

Sincerely,

Mountain Home Public
Schools
Partner


Authorized Official

Cotter Public Schools
Partner


Authorized Official

Flippin Public Schools
Partner


Authorized Official

Norfolk Public Schools
Partner


Authorized Official

August 25, 2015

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

RE: Letter of commitment for the WIO Regional Planning Grant
ASUMH – Programming/Mobile Application 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 application development.

Our role as an employer and partner in this effort is to assist in defining program goals, identifying skills and competencies, providing assistance with program design and deliver, providing work-based training opportunities, and by hiring qualified completers of the program. We will be involved in program evaluation and feedback that provides information for continuous program improvement for this project. Our involvement will ensure that graduates of high demand programs will possess workforce skills needed in our region.

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 programming/mobile application development project.

Sincerely,



Shannon Brooks

August 25, 2015

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

RE: Letter of commitment for the WIO Regional Planning Grant
ASUMH – Programming/Mobile Application Development

Dr. Myers:

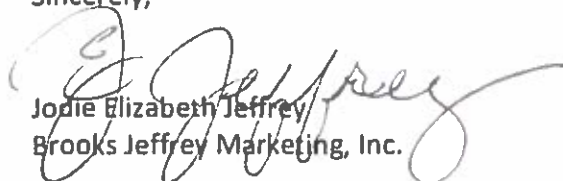
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We look forward to working with ASU Mountain Home in the development and continuous improvement of high demand programs of study such as the programming/mobile application development project.

Sincerely,



Jodie Elizabeth Jeffrey
Brooks Jeffrey Marketing, Inc.



August 25, 2015

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

RE: Letter of commitment for the WIO Regional Planning Grant
ASUMH – Programming/Mobile Application Development

Dr. Myers:

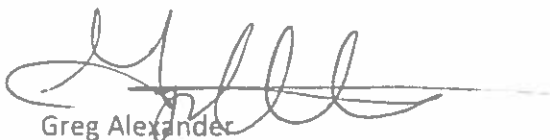
I am writing in support of ASU Mountain Home's intent to create and offer a program of study in computer programming/mobile application development.

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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 application development project.

Sincerely,



Greg Alexander



Donald W. Reynolds Library
300 Library Hill
Mountain Home, Arkansas 72653
870-580-0987 · fax 870-580 0935 · www.baxlib.org

August 25, 2015

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

RE: Letter of commitment for the WIO Regional Planning Grant
ASUMH – Programming/Mobile Application 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 application development.

Our role as an employer and partner in this effort is to assist in defining program goals, identifying skills and competencies, providing assistance with program design and deliver, we also intend to provide work-based training opportunities. We will try to be involved in program evaluation and feedback that provides information for continuous program improvement for this project. Our involvement will ensure that graduates of high demand programs will possess workforce skills needed in our region.

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 programming/mobile application development project.

Sincerely,



Bill Cramton
IT Coordinator
Baxter County Library



www.microplastics.com

August 25, 2015

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

RE: Letter of commitment for the WIO Regional Planning Grant
ASUMH - Programming/Mobile Application Development

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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 application development project.

Sincerely,

Reed Kimble
Systems Admin
Micro Plastics, Inc.

PO Box 149
111 Industry LN
Flippin, Arkansas 72634
Phone: 870.453.2261
Toll Free: 800.466.1467



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

8/25/2015

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

RE: Letter of Commitment for the WIOA Regional Planning Grant Commitment Letter
ASUMH – Manufacturing Programs

Dr. Myers:

Northwest Arkansas Workforce Development Board would like to offer this letter of commitment to ASUMH in their Regional Planning Grant application to support manufacturing firms as part of the new WIOA regulations. Regional manufacturing 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. Many of our smaller manufacturing firms are linked in the supply chain to the larger firms. 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 began training students at the newly developed technical center and will continue growing this partnership through the expansion of articulated credit, concurrent course offerings and alignment of education curriculum. As the partnership with K-12 educators increase, NWAEDD supports the partnership of ASUMH and North Arkansas College 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