



Act 1131 of 2015
Regional Workforce Continuation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2018

To:	Arkansas Department of Higher Education	
Requesting Institution:	South Arkansas Community College	
Title of Project:	Futures in Information Technology (FIT)	
Project Partners:	1. Parkers Chapel School District 2. Smackover School District 3. Conifex 4. Murphy USA 5. United Way of Union County 6. AR Dept Workforce Services 7. El Dorado-Union County Chamber of Commerce 8. Southern Arkansas University 9. Arkansas Tech University	
Requested Budget:	\$243,658.01	
Date Submitted:	6/1/18	
Applicant Contact:	Dr. Barbara R. Jones	
Applicant's Information:	300 South West Avenue El Dorado, AR 71730 870-864-7107 brjones@southark.edu	

Authorized Signatures for Institution

South Arkansas Community College
Lead Institution

Barbara R. Jones 5/31/18
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.

Southwest Arkansas has a strong and diverse economy. In Union County, industries are focused on the production or refinement of chemicals and petroleum, as well as pulp and paper, timber, energy production, and waste disposal. The county has strong employment in the finance and banking, education, and healthcare sectors. El Dorado, Arkansas, in Union County, is home to two Fortune 500 companies – Murphy USA and Murphy Oil Company. The Medical Center of South Arkansas serves as a regional medical center for the surrounding communities and South Arkansas.

In January 2016, SouthArk contracted with Boyette Strategic Advisors to perform a Skills Gap Analysis for the Union County area. Boyette prepared a survey that was distributed to 19 employers in the area that hire information technology workers. 14 employers responded to the survey. Their responses, along with feedback from the steering committee, and other data available to the College, indicates a strong need for better and more highly-trained IT workers in this region. As a result, SouthArk has worked with its FIT partners to develop new career pathways and programs of study, as well as additional courses needed to meet employer needs.

- The most common IT occupations are entry and mid-level CIT positions;
- It is very desirable for employees to have Microsoft Certified IT [Professional], A+ Certification, Cisco-Certified Network, International Information Certifications, Security + and Network+ certifications;
- It is difficult to fill IT positions, and most of the business community currently recruits qualified IT applicants from other states;
- Business and industry officials in Union County are concerned that students are unprepared for IT coursework in high schools, and they wanted to see more training programs for higher-level positions;
- It is projected that an average of 219 positions will be available in IT for Union County by the year 2020. These positions will pay an average of \$27.50 per hour in Union County.
- Employers prefer employees to be skilled or trainable in learning new tasks; to have technical skills in equipment operation, maintenance and computer skills; to be productive and punctual; and to have excellent soft (employability) skills such as communications and teamwork, along with basic math, reading, and writing skills.
- Employers want career pathways to meet their needs, including computer support and repair, network, computer languages, programming/scripting, mobile applications, and social media. Such pathways could include industry-based credentials in CIT and academic certificates of proficiency, technical certificates, associate degrees, or bachelor's degrees in computer information technology or a related field

Occupational Outlook:

The profile of the region, along with employers' feedback on the challenges they face in finding skilled workers, supports the need to identify ways to recruit, train, and retain a skilled workforce in the computer information technology sector. To fill current and projected openings in the targeted high demand computer information technology fields, individuals will require further education and industry-based credentials to obtain employment with the region's businesses, industries, and healthcare employers.

In 2017, the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook (<https://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm>) projected that the IT/computer support specialist and related services industry will grow at a rate between 11% per year between 2016 and 2026 as a result of businesses and individual consumers upgrading and increasing their use of IT services.

The most recent (2017) Arkansas Labor Market and Economic Report (ALMER) lists projections for jobs to be added in the region in 2016-2018 (<http://www.discover.arkansas.gov>). The publication, Discover Arkansas Hot 45 Demand Occupations for 2017-2018 lists Computer User Support Specialists in the top 45 industries, with anticipated growth of 132 positions in Arkansas. According to the Projections Managing Partnership (PMP) website, Arkansas is projected to have 130 openings for Computer Network Specialists and 350 positions for Computer User Support Specialists between 2017 and 2019, corroborating data from the ALMER (<http://www.projectionscentral.com/Projections/ShortTerm>). Long term projections between 2017 and 2024 indicated average annual openings in Arkansas of 20 positions for Computer Network Specialists and 90 Computer User Support Specialists. (<http://www.projectionscentral.com/Projections/LongTerm>)

In April of 2018, between Union, Columbia and Ouachita counties there were eight (8) open positions posted on Indeed.com in Computer Support and Network Administration. Industries in the area are experiencing growth or expansions and also require trained CIT workers. The Arkansas Department of Workforce Services and El Dorado/Union County Chamber of Commerce support the need for workforce training of competent computer information technology specialists. At SouthArk, a Computer Information Technology Program Advisory Committee meeting held April 2016, representatives from Murphy Oil Corp., Murphy USA, and First Financial Bank, among others, indicated CIT needs related to networking, servers, and computer languages (e.g., programming, scripting, querying, etc.).

Curriculum Review and Recommendations:

In January 2016, SouthArk hired a Curriculum Consultant to review existing CIT curriculum. To develop their report, they reviewed the following: the report from Boyette; best practices for delivery of Computer Information Technology (CIT) courses; developing trends in CIT professions; SouthArk's current CIT and related curriculum; AR Department of Career Education requirements for offering CIT courses in secondary schools; and requirements for a variety of employer-requested and other industry credentials.

Based upon those recommendations, SouthArk added classes in mobile application programming; developed internships in CIT fields; and 2+2 articulation agreements with SAU-Magnolia and other universities in the state were developed.

Alignment with AR and Workforce Goals:

The FIT project proposal aligns with Arkansas economic and workforce goals through development of partnerships with employers, enhancement of service delivery to employers, showcasing local talent, and addressing the IT skills gap. Currently, the FIT project has five (5) active internship positions (El Dorado Boys & Girls Club, Conifex, Murphy USA, and SouthArk) and is working to develop other opportunities. Internships provide students with the hands on experience that connect classroom learning to the job and exposure to potential employers. Additionally, through state and national competitions sponsored by PBL along with service learning projects, student talent will be showcased on a broader scale, providing opportunities to demonstrate skills and abilities.

SouthArk believes that bringing college course work to the high school campus, will make it easier for students interested in Network System Administration and Computer Support to take courses and earn credentials. The targeted certificates and industry certifications provide skills that will enable completers to begin work as interns immediately. Along with this, students who earn MOS certifications through their high school license have a pathway in place through our Credit for Prior Learning to receive college credit. Students will be encouraged to matriculate to SouthArk and complete the Technical Certificate and Associate Degree.

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	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.

	workforce needs. (22–25 Pts)			(0–13 Pts)
--	---------------------------------	--	--	------------

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

The career pathways developed/revised under the FIT implementation grant offer the opportunity for high school students to earn college credit toward the Certificates of Proficiency developed under the grant. During the continuation of the project, the focus will be on course delivery at two specific high school campuses, Parkers Chapel and Smackover, which will enable more students to participate by eliminating transportation obstacles and time conflicts.

The two participating high schools have provided strong student candidates during the implementation phase and expressed interest in this method of course delivery. Other high schools targeted in the implementation grant have either developed alternative computer science programs on their campuses or are at a distance from SouthArk that makes this method of delivery impractical.

The FIT Grant Program Director/Career Coach will work with the embedded high school Career Coaches encouraging student participants to convert to Post-Secondary students upon graduation and complete the Technical Certificate and Associate Degree.

In addition to the established articulation agreement with SAU Magnolia, SouthArk is pursuing articulation agreements with Arkansas Tech University and University of Arkansas at Ft. Smith, offering students additional opportunities to complete a Bachelor of Science degree with a concentration in Computer Information Technology, completely online.

Finally, the continuation of the grant will emphasize internships to provide students on-the-job learning opportunities and resume' development.

The college will introduce up to 30 elementary and middle school students to CIT each year by hosting a FIT summer camp in 2019 and 2020 along with an afterschool programming workshop. The week-long, full-day camp will include STEM activities designed to introduce these young students to different segments of computer information technology, by engaging them in creative, fun, hands-on learning experiences, and culminate in a showcase of their projects. The afterschool program will enable students the opportunity to advance their coding skills twice per week, utilizing the equipment and high speed internet access available on campus.

Detailed Project Timeline	
2018	
On-Going	<ul style="list-style-type: none"> • Project Manager/Career Coach monitors budget, objectives and outcomes • Project Manager/Career Coach reports to ADHE, College administrators, and Steering Committee as needed • Project Manager/Career Coach sets advising and other appointments with students, parents and plans regular visits to partner high schools. • Project Manager/Career Coach tracks student progress, makes recommendations for tutoring, handles early alerts • Project Manager/Career Coach attends events, fairs, etc to promote programs and recruit
July – September	<ul style="list-style-type: none"> • Provide professional development for instructors • Verify and enroll participants from partner high schools • Purchase software, hardware and materials as needed for courses • Plan and implement orientation for new students/parents • Interim reports due to ADHE • Engage new employers for internship development • Identify and screen students for Fall 2018 internships • Conduct satisfaction surveys of interns, host employers and students
October - December	<ul style="list-style-type: none"> • Steering Committee bi-annual meeting • Review student progress and develop improvement plans, if needed • Meet with students and parents at high school parent/teacher conferences • Identify and register students eligible for Spring 2019 semester • Conduct satisfaction surveys of interns, host employers and students • Identify and screen students for Spring 2019 internships • Interim reports due to ADHE
2019	
January - March	<ul style="list-style-type: none"> • Meet with instructors to discuss student outcomes and survey feedback • Meet with students and parents to discuss career pathway progress • Steering Committee bi-annual meeting • Review student progress and develop/update improvement plans if needed • Meet with students and parents at partner high school parent/teacher conferences • Recruit, identify and register students eligible for Fall 2019 semester • Recruit employers for summer 2019 internships • Purchase materials for Summer Computer Camp • Interim reports due to ADHE
April - June	<ul style="list-style-type: none"> • Recruitment and marketing for Summer Computer Camp • Finalize Summer Computer Camp program elements • Identify and screen students for Summer 2019 internships • Conduct satisfaction surveys of interns, host employers and students • Review student outcomes, update progress reports • Process registration for Summer Computer Camp • Prepare end-of-year reports for stakeholders • Host Summer Computer Camp
July - September	<ul style="list-style-type: none"> • Professional development for instructors • Verify/enroll participants from partner high schools • Purchase software, hardware and materials as needed • Plan and implement orientation for new students/parents • Interim reports due to ADHE • Engage new employers for internship development • Identify and screen students for Fall 2019 internships • Conduct satisfaction surveys of interns, host employers, and students

October - December	<ul style="list-style-type: none"> Steering Committee bi-annual meeting Review student progress and develop improvement plans, if needed Meet with students and parents at high school parent/teacher conferences Identify and register students eligible for Spring 2020 semester Identify and screen students for Spring 2020 internships Conduct satisfaction surveys to interns, host employers and students Interim reports due to ADHE
2020	
January - March	<ul style="list-style-type: none"> Meet with instructors to discuss student outcomes and survey feedback Review and update course schedule, as needed Meet with students and parents to discuss career pathway progress Steering committee bi-annual meeting Review student progress/develop improvement plans if needed Meet with students and parents at high school parent/teacher conferences Review and assess sustainability options Recruit employers for summer 2020 internships Purchase materials for Summer Computer Camp Interim reports due to ADHE
April - June	<ul style="list-style-type: none"> Recruitment and marketing for Summer Computer Camp Finalize Summer Computer Camp program elements Identify and screen students for summer internships Conduct satisfaction surveys to interns, host employers and students Review student outcomes and update progress reports Process registration for Summer Computer Camp Monitor summer internships Prepare end-of-year reports for stakeholders Host Summer Computer Camp

Objectives, Outcomes and Metrics	
Objectives	Outcomes
New students will enroll in the program.	15 new students will enroll in the fall of the first award year of the continuation grant. 30 new students will enroll in the fall of the second award year of the grant. All students will be documented by the program director in the participant outcome spreadsheet.
High School students will be converted to Post-Secondary after High School graduation	35% of secondary students who were enrolled in the program during the grant award years will enroll in the college as post-secondary students following their high school graduation as indicated by the college enrollment record.
Middle school students will enroll in computer programming summer camp.	At least 10 area middle school students will enroll in SouthArk's computer programming camp as indicated by the camp registration records.
Middle school students will complete computer programming summer camp.	80% of area middle school students enrolled in SouthArk's computer programming camp will complete the final project.
Middle school students who complete computer programming summer camp will demonstrate increased engagement in the IT field.	70% of middle school students who complete computer programming summer camp will demonstrate increased awareness of computer applications and occupations as indicated by a pre and post survey.

Students will earn at least one industry certification within one year of enrolling in the program	75% of students starting the program in each fall of the grant award years will earn at least one industry certification during or after the completion of the first years course work. These results will be tracked by the program director in coordination with the course instructors through the participant outcome spreadsheet.
Students will earn at least one certificate of proficiency (CP) within one year of enrolling in the program	40% of students starting the program in each fall of the grant award years will earn at least one certificate of proficiency in the program within one academic year (August to August). These results will be tracked by the program director in coordination with the course instructors through the participant outcome spreadsheet.
Students will earn at least one certificate of proficiency (CP) within two years of enrolling in the program	70% of students starting the program in each fall of the grant award years will earn at least one certificate of proficiency in the program within two academic years (August to August). These results will be tracked by the program director in coordination with the course instructors through the participant outcome spreadsheet.
Students who earn at least one certificate of proficiency (CP) within two years of enrolling in the program will participate in an internship	20% of students with documented certificates of proficiency within the program as indicated by the participant outcome spreadsheet will participate in an internship.
Students will earn a technical certificate (TC) within two years of enrolling in the program	75% of students starting the program in each fall of the grant award years will earn at least one technical certificate in the program within two academic years (August to August). These results will be tracked by the program director in coordination with the course instructors through the participant outcome spreadsheet.
Students who earn a technical certificate (TC) within two years of enrolling in the program will not be retained and will enter the workforce	25% of students with documented technical certificates within the program as indicated by the participant outcome spreadsheet will enter the workforce as indicated by a post-enrollment interview with the program director.

Project Governance/accountability:

SouthArk will serve as the lead institution for the continuation phase of the FIT grant and will hire a full-time Project Manager/Career Coach to oversee the project. Additional part-time staff such as lab assistants, tutors, and summer camp staff will be utilized. The Steering Committee from the implementation phase will remain, with any changes made to members, as needed. Representatives from SouthArk, partner school districts, SAU Magnolia, Arkansas Department of Workforce Services, and local employers, appointed during the implementation phase, will meet at least once per semester, each fall and spring. During the meetings, the Project Manager/Career Coach will present data and information on progress of grant initiatives and expenditures and address any concerns or issues.

SouthArk policies will guide fiscal management, grant implementation, personnel, fringe, and other expenditures. The budget will be managed by SouthArk's business office staff, who are experienced in grant reporting. SouthArk currently manages grant budgets for Adult Ed, Upward Bound, AR College and Career Coaches grant, DOL OSHA Susan Harwood Training Grant, Carl Perkins, and other local and foundation grants. SouthArk complies with State of Arkansas procurement and other fiscal regulations.

The Project Manager/Career Coach will report to the Department Chair, who reports to the Associate Vice President for Arts, Sciences, and Academic Support. Full-time and adjunct faculty will follow SouthArk guidelines. Other part-time staff will report to the Department Chair. The Project Manager/Career Coach will oversee and assist with development and implementation of grant initiatives and ensure adherence to the timeline; review progress toward outcomes and intervene as needed; facilitate steering committee and other meetings with stakeholders, parents, and

students; monitor and maintain the project budget, ensuring proper documentation for all grant expenditures; develop and submit reports to ADHE and school/college administrators as required; develop and oversee marketing, promotion, and recruitment efforts; develop individualized career pathways for all students and track student progress, intervening as needed; respond to early alerts from faculty; stay current on industry news and certifications; and work with instructors and employers to develop internship opportunities.

Pathways Articulation and Support

Courses and certificates earned by students in the FIT project align with Careers and SOC codes as outlined in the attached chart. These courses taught at the partner high schools matriculate into the Technical Certificate and the Associate degree at SouthArk. Additionally, the courses, certificates and degree earned by students can be transferred to the Bachelor degree programs at Southern Arkansas University and Arkansas Tech University.

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.

Role of High Schools: The partner high schools play an important role in this project. The high school partners are part of the Steering Committee, which has oversight of the project, providing guidance on needed development and revision of curriculum, promotional and outreach activities, and program evaluation. Administrators and counselors liaise with SouthArk to provide information about the FIT career pathways to high school students and their parents. They also assist in the recruitment and advisement of students enrolled in the FIT program.

Role of Business and Industry: Representatives from local businesses and industries are part of the Steering Committee. Their partnership with SouthArk to develop/revise curriculum as needed, as well as credit-bearing internships is crucial to the success of the project. The inclusion of business and industry partners provides students with an opportunity to find out more information, first-hand, about careers in computer information technology fields. They will also provide feedback on implemented programs and grant activities, which will be used to refine/revise those aspects of the FIT project, as needed.

Role of SouthArk: SouthArk is the lead institution for the FIT grant. The College will hire FIT grant staff, including a full-time Project Manager/Career Coach to oversee all aspects of the project; engage faculty to teach courses; hire part-time lab assistants and tutors to provide additional academic support to participating students. Students will also benefit from an array of support services from the College's financial aid, advising, counseling and enrollment departments, as well as the on-campus testing center. SouthArk's business office will handle all fiscal aspects of the grant, including budget oversight, monitoring of expenditures, and will develop reports in conjunction with the Project Manager/Career Coach, as needed.

Role of Southern Arkansas University: SAU will assist by maintaining the articulation agreement and adjusting course alignment when necessary. The partner will send a representative to committee meetings to keep both partners abreast of changes in programs and courses.

Role of Department of Workforce Services: The Department of Workforce Services will assist in outreach, intake and screening of non-traditional students for referral to the FIT program. The local office will engage with the Project Manager/Career Coach and Student Services personnel to identify potential recruits.

Role of El Dorado-Union County Chamber of Commerce: The El Dorado-Union County Chamber of Commerce will assist in the identification and development of internship partners in business and industry for the FIT project. The Chamber's leadership will meet with the Project Director and instructors to identify meaningful internship partnerships for students during the summer and regular semesters.

Role of United Way of Union County: The United Way of Union County will assist in the identification and development of internship partners in the non-profit sector. These internships will provide service learning internships and benefit the community while increasing community awareness of the FIT project. United Way leadership will meet with the Project Director and instructors to identify meaningful internship partnerships for students during the summer and regular semesters.

The selected partners were chosen based on SouthArk's previous or current positive experience with them. SouthArk has enjoyed collaborations with many of the schools, businesses, and public agencies in our area, in addition to regional four-year universities. It was also important that the partners for this project had a vested interest in the development and expansion of career pathways and the computer information technology workforce pipeline. Each partner brings one or more areas of expertise to the FIT project, and the wealth of

information, as well as the variety of skills, and abilities they possess are critical to successful implementation of the FIT project, and the creation of a highly-skilled emerging workforce.

Personnel:

Project Director/Career Coach:

The full-time Project Manager/Career Coach will be hired by SouthArk and report to the Department Chair for Business and Information Technology. The Project Manager will have previous experience in grant oversight, and formal qualifications in project or grants management and administration will be preferred. The Project Manager will be responsible for implementation of the grant's initiatives and facilitation of steering committee meetings. The Project Manager will monitor expenditures and work with the SouthArk business office to prepare budget reports for ADHE and others, as required; monitor all grant activities to ensure adherence to the timeline; develop credential portfolios and a system for tracking student progress; submit all required and requested reports and documentation; track programmatic and fiscal progress against grant goals, identify any challenges related to the achievement of grant objectives, and develop strategies for overcoming those challenges.

Instructors:

The College will hire a full-time instructor to teach FIT courses. Current SouthArk CIT instructors will also teach courses for program participants. Part-time instructors may be engaged to develop/revise curriculum or teach FIT courses, as needed. Part-time instructors will also be hired to develop and teach the content for the summer camp program. Instructors will report to the Chair of the Business and Information Technology department. All instructors will be qualified and credentialed as required to teach FIT courses.

Lab Assistants and Tutors:

SouthArk will hire lab assistants and tutors to provide additional academic support to students in the classroom and outside of class. They will also provide support for instructors participating in FIT courses, and assistance for faculty and students with technical issues in the classroom labs.

SouthArk will continue to meet with the Futures in Information Technology (FIT) Steering Committee and Sub-Committees. The Committee has 8 key members and consists of representatives from business, industry, high schools, SouthArk, SAU Magnolia, the chamber of commerce and nonprofit organizations. The Steering Committee provides support, guidance and oversight of the project. The Steering Committee will meet bi-annually during the continuation phase of the project to ensure that the scope of work is implemented and the project's objectives are attained.

During the implementation phase, IT students completed an internship project in the El Dorado Boy's and Girl's Club computer lab. This project included completely rewiring the lab as well as re-imaging all of the existing workstations, after working with Club staff to determine what needed to be done. This project provided students with a hands-on opportunity to use skills learned in the classroom, while serving an organization that focuses its work on at-risk, low income children. SouthArk's Phi Beta Lamda (PBL) group raised funds for the purchase of the materials used in the renovation. Renovation of another computer lab at a satellite Club facility is planned during the continuation phase. Student organizations will raise funds for the purchase of materials to be used.

During the initial grant period, five part-time internships were created. These internships are paid positions providing no less than 10 hours but no more than 20 hours of IT-related work, per week, during the 16 week semester. Two positions are in an academic setting, three are with industry. Several other internships are in development with area partners, including summer internships with two Union county school districts and one local business. FIT grant is also pursuing additional service learning internships, partnering with United Way of Union County to identify organizations with the greatest need.

Partners and Role	
High School Partners	Role
Parkers Chapel High School	Steering Committee Member
Smackover-Norphlet High School	Steering Committee Member
Public Partners	
Department of Workforce Services	Steering Committee Member
El Dorado-Union County Chamber of Commerce	Steering Committee Member
Employer Partners	
Murphy Oil USA	Steering Committee Member
Conifex	Steering Committee Member
United Way of Union County	Steering Committee Member
University Partner	
SAU Magnolia	Steering Committee Member

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.

The approved Spend Down plan from the Implementation Grant will cover expenses through the first six months of the Continuation Grant. This narrative covers expenditures for the remaining 18 months after the Spend Down plan is complete.

Program Leadership Support:

\$189,128.01 will be budgeted for Program Leadership Support, as follows:

Personnel/Stipend

Project Manager/Career Coach: The full-time position will administer the FIT implementation grant for two years, at a salary of \$20,705.98 Y3 and \$41,799.60 Y4. (COLA is added to Y4, in case the state approves one)

Instructors: One full-time instructor will be hired at \$20,705.98 Y3 and \$41,799.60 Y4, to teach FIT courses offered during the spring and fall to high school students on SouthArk's campus. (COLA is added to Y4, in case the state approves one) Adjuncts will be hired to update or redesign courses if needed and to deliver content for the middle school summer camps, at \$3,000.00 in Y3, and \$3,000.00 in Y4.

Lab Assistants and Tutors: Lab assistants and tutors will be hired at a rate of \$10.00 per hour. It is anticipated that they will work 400 hours per semester in Y3 and Y4.

Fringe Benefits: For full-time hires, adjuncts, and faculty stipends, these are estimated at 34.5% of salaries. (COLA is added to Y4, in case the state approves one) For hourly employees, 7.65%.

Travel: \$1,000 will be budgeted for local mileage for the Project Manager/Career Coach's travels on behalf of the project. \$6,000 will be budgeted for conference and workshop travel expenses incurred for professional development. Expenditures will be reimbursed as per SouthArk policy and state regulations. Travel expenditures for conferences, workshops, and professional development opportunities will be reimbursed with proper justification, for personnel supporting the grant.

Other Direct Costs:

\$47,530 will be budgeted for Other Direct Costs, as follows:

Supplies: \$29,530 will be budgeted for office supplies for the grant office; specialty papers, postcards, envelopes, and postage for mailings; supplies and food, exceeding the cost of the registration fees collected for the summer camps; hardware, software, and subscriptions needed for course development and delivery such as: a lock-up cabinet for computer hardware and supplies, computers and monitors for an additional lab, consumable supplies and tools needed in the classrooms.

Professional Development: \$5,000 will be budgeted to fund professional development for instructors and staff for training and certification testing, in order to teach various FIT courses or to keep their credentialing current.

Equipment: NA.

Marketing and Promotion: \$3,000 will be budgeted for this category. The program will be marketed to high school students and their parents, as well as non-traditional students and veterans through various

mediums. Print ads, social media ads, radio ads may all be used, along with selective mailings. Materials for career fairs and community events that lend themselves to raising awareness about the FIT program and CIT career pathways will be purchased; promotional items distributed to students during orientation and other events.

SouthArk will use existing staff to develop and implement FIT courses. High school students attending courses on the partner high school campuses will access high school-owned hardware and software, as needed. Participants on the Steering Committee are voluntary.

Supportive Services

In addition, SouthArk also offers reduced tuition fees to concurrently-enrolled high school students, enabling them to attend for approximately \$50 per credit hour. For students who have challenges paying for tuition and textbook access codes, \$5,000 per year has been budgeted to provide assistance through scholarships to students in need.

Local match of at least 10% of the total request, with a maximum cap of \$50,000 for all proposals will include a plan for local funding to match 10% of the total grant proposal.

Budget Item	Amount
SouthArk's existing office space and equipment	\$20,274
Parkers Chapel High School lab space	4,500
Smackover High School lab space	4,500
Total Match	\$29,274

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:	South Arkansas Community College
Title of Project:	Futures in Information Technology

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	\$189,128.00
2. Travel	\$7,000.00
3. Other (Explain Below)	\$

Briefly Explain Other Costs

TOTAL PARTNER PARTICIPANT COSTS	\$196,128.00
--	---------------------

B. OTHER DIRECT COSTS

1. Equipment	\$0.00
2. Materials and Supplies	\$32,530.00
3. Publication Costs/Documentation/Dissemination	\$0.00
4. Consultant Services	\$0.00
5. Other (Explain Below)	\$15,000.00

Briefly Explain Other Costs

TOTAL OTHER DIRECT COSTS	\$47,530.00
---------------------------------	--------------------

C. TOTAL DIRECT COSTS (A & B)	\$243,658.00
--	---------------------

D. COST SHARING (Minimum 10% of C; up to \$50,000)	\$29,274.00
---	--------------------

Total Continuation Grant Budget	\$272,932.00
--	---------------------

Other Notes

See attached chart below

FIT Budget	Year One	Year Two	Total
Personnel			
<i>Project Manager/Career Coach</i>	\$20,705.98	\$41,799.60	\$62,505.58
<i>Instructor (F/T)</i>	\$20,705.98	\$41,799.60	\$62,505.58
<i>Tutors and Lab Assistants @, \$10.00/hour</i>	\$4,000.00	\$8,000.00	\$12,000.00
<i>Faculty Stipends</i>	\$3,000.00	\$3,000.00	\$6,000.00
Fringe			
<i>34.5%</i>	\$15,322.13	\$29,876.72	\$45,198.85
<i>(7.83% for hourly employees)</i>	\$306.00	\$612.00	\$918.00
Travel			
<i>Local mileage for Project Manager</i>	\$350.00	\$650.00	\$1,000.00
<i>Travel for Professional development, conference, workshop</i>	\$3,000.00	\$3,000.00	\$6,000.00
Supplies	\$13,010.00	\$16,520.00	\$29,530.00
<i>Hardware and software for course development/delivery</i>			
<i>Subscriptions</i>			
<i>Office Supplies</i>			
<i>Printing materials and postage</i>			
<i>Food and materials for summer camps not covered by registration fee</i>			
Other			
<i>Supportive Services</i>	\$5,000	\$5,000	\$10,000
<i>Professional Development</i>	\$3,000	\$2,000	\$5,000
<i>Marketing/Promotion</i>	\$1,000	\$2,000	\$3,000
Grand Totals	\$ 89,400.09	\$ 154,257.92	\$ 243,658.01

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)

Sustainable Item	Method
1. The full-time Instructor position can be maintained as a result of increased tuition revenue from the program.	With the addition of another classroom/lab SouthArk is projecting adding another 15 person cohort each year along with 15 more part-time secondary students by the second year of the grant, plus several more full-time post-secondary students as a result of this grant. That will generate additional tuition and justify the need for institutionalizing this position in college's budget. SouthArk will continue to market the program through recruiting events, the high school Counselors, Department of Workforce Services, social media, and direct contact by the Instructor.
2. Maintain relationships with partners by having bi-annual meetings of the Steering Committee.	The CIT Department Chair will head this effort. The Chair will work with business and industry partners, as well as the school districts after the grant ends to hold at least one Steering Committee meeting each semester with

	partners. Special sub-committees will meet and meetings with high school Counselors will be scheduled as needed.
3. Educate the community and partners on CIT curriculum, business and industry and CIT job opportunities available by participating in college sponsored recruiting events.	The CIT Department Chair is currently an active member of the college's recruiting committee. The department will continue to insist on representation on that committee and actively participate in several community and school-based recruiting opportunities each year. The CIT faculty will develop a portable display that is "Hands-on" and interactive to attract potential students.
4. Provide summer camp for middle school students self-funded through fees.	The summer camp can be self-sustaining, based on program income received as a result of fees charged. SouthArk already operates Camp Lots-of-Fun for primary school students and a Manufacturing Camp for middle-school students each summer. Both generate sufficient fees to cover their costs. The CIT Department will adopt this model for the summer STEM camp. Some increase in fees or student numbers may be needed, but by that point in time, the reputation of the camp will be established with parents.
5. All duties of the Project Manager /Career Coach will be shifted to either the CIT Department Chair or the full-time Instructor.	The CIT Department Chair will assume responsibility for all remaining administrative duties of the Project Manager. These will be compatible with the existing duties of the Department Chair. The duties of Career Coach will be handed over to the full time Instructor, who will be given a one-course release from teaching. The one course release from teaching should allow the Career Coach to spend 40-60 hours per semester visiting with students at their high schools. Career Coach duties for post-secondary students can be handled by the college's existing Advising Coaches and Counseling staff.
6. Maintain lab equipment, supplies, software and other teaching materials through CIT departmental budget.	SouthArk will utilize existing state budgets for operation of the CIT department. Additional grant funding has always been found to replace or upgrade major networking equipment items when needed over the past two decades. This will continue unchanged. Since this represents an expansion of a program that has existed for many years, rather than a totally new program, departmental resources are already in place to support most aspects of the expanded program. CIT Faculty members will continue to look for free or inexpensive instructional resources to lower the cost to students though online resources and "Academy" relationships with software suppliers.

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

See chart above.

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



May 17, 2018

ADHE Workforce Grant
Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201

Dear Grant Administrator:

Conifex El Dorado is a new and active participant in the El Dorado Community. Conifex has recently made a \$100 million investment, turning an El Dorado idle sawmill, into a new modern mill complex outfitted with best-in-class technology.

The new mill technology is in the areas of manufacturing, infrastructure, fiber optics connectivity, and business applications that are all key drivers of the lumber productivity. The El Dorado site has approximately 120 personnel and has endeavoured to recruit locally for all positions. In the technology areas there was a severe shortage of skilled and available applicants. We were not able to successful recruiting a skilled candidate for the positions of Network Solutions and Technology Support.

Conifex El Dorado then partnered with the South Arkansas Community College to fill vital technology support roles. The College administration and I reviewed in detail the course curriculums, certifications to be obtained, practical experience and person candidate suitability to develop the Conifex Internship Program. Each of the programs needed to fit with the needs required for the roles at Conifex as well as standard to the industry.

We currently employee three exceptional Interns from the program; two in the area of Networking Administration and one in Technology Support. South Arkansas Community

Conifex Timber Inc. Suite 980-700 West Georgia St. PO Box 10070 Vancouver, B.C. V7Y 1B6 604.216.2949	Conifex Fibre Marketing Inc. Suite 980-700 West Georgia St. PO Box 10070 Vancouver, B.C. V7Y 1B6 604.216.2949	Navcor Transportation Services Inc. Suite 980-700 West Georgia St. PO Box 10070 Vancouver, B.C. V7Y 1B6 604.688.9090	Conifex Timber Inc. <i>Regional Office</i> 100-2700 Queensway St. Prince George, B.C. V2L 1N2 250.561.2970
Conifex Power LP FPI Road, PO Box 250 Mackenzie, B.C. V0J 2C0 250.997.3201	Conifex Inc. 300 Takla Road, PO Box 254 Fort St James, B.C. V0J 1P0 250.996.8241	Conifex Mackenzie Forest Products Inc. FPI Road, PO Box 250 Mackenzie, B.C. V0J 2C0 250.997.3201	Web Sites: www.conifex.com www.conifexfibremarketing.com www.navcor.com

College was instrumental at providing the framework and support for the program, assessing candidate suitability, arranging interviews, candidate testing and providing feedback and guidance.

Conifex Internship Program creates an important partnership with the South Arkansas Community College and the El Dorado Community. We are able to strengthen the College program offering by providing the Interns work in their field of study in an industrial mill setting. This allows them to gain experience, learn about the technology field and develop on the job skills. They are also directly supported by the College professors in problem solving real world issues that arise during their work.

The internship is a paid program of a minimum of 16 weeks. The financial remuneration allow the student some financial recovery of the program cost and is beneficial to attract new student to the program.

The partnership of South Arkansas College and Conifex hopes to provide educated, skill ready candidates to the local industries which is a benefit to the community, which we are committed to being a part of!

Regards;

Bonnie-Lynn Holter

Bonnie-Lynn Holter
Director of Information Technology



**United Way
of Union County**

200 N. Jefferson, Ste. 103
El Dorado, AR 71730
tel 870.862.4903
fax 870.862.4904

www.unitedwayunioncounty.com



May 22, 2018

Dr. Barbara Jones
South Arkansas Community College
P.O. Box 7010
El Dorado, AR 71731

Re: Futures in Information Technology grant

Dear Dr. Jones:

The United Way of Union County supports and commends South Arkansas Community College for their continued efforts in meeting our community needs in the areas of information technology through the Futures in Information Technology grant.

We understand that the continuation of this grant will emphasize internships to provide students on-the-job learning opportunities and resume' development and are pleased to participate along with our twelve partner agencies.

The United Way of Union County will assist in the identification and development of internship partners in the non-profit sector. These internships will provide service learning internships and benefit the community while increasing community awareness of the FIT project. The United Way leadership will meet with the Project Director and instructors to identify meaningful internship partnerships for students during the summer and regular semesters.

Sincerely,

A handwritten signature in cursive script that reads "Alexis Alexander".

Alexis Alexander
Executive Director

**UNDERNEATH EVERYTHING WE ARE, UNDERNEATH EVERYTHING WE DO,
WE ARE ALL PEOPLE. CONNECTED, INTERDEPENDENT, UNITED.
AND WHEN WE REACH OUT A HAND TO ONE, WE INFLUENCE THE CONDITION OF ALL.
THAT'S WHAT IT MEANS TO LIVE UNITED.**

Smackover-Norphlet School District

112 East 8th Street * Smackover, AR 71762 * 870-725-3132

smackover.net * thebuckarooblog.wordpress.com



May 18, 2018

Dr. Barbara Jones, President
South Arkansas Community College
P.O. Box 7010
El Dorado, Arkansas 71731

Re: Implementation Grant for FIT

Dear Dr. Jones:

The Smackover-Norphlet School District has been pleased to participate on the Steering Committee for the Futures in Information Technology Grant.

We are continuing to promote the informational technology program options at South Arkansas Community College for Smackover High School students this spring and are actively recruiting students to sign up for classes in which they could enroll in the fall. Our administration is fully supportive of these programs and the partnership which our district already has with South Arkansas Community College. By bringing the college instructors to the high school classrooms, we expect to see an increase in student participation in this program.

The Smackover-Norphlet School District is fully supportive of the FIT program. We believe that the curriculum and program will help to decrease the information technology skills gap in Union County and will meet the needs of business and industry. We believe that by teaching and training our high school students, we will build a well-diversified, qualified and capable workforce.

The Smackover-Norphlet School District is committed to working with South Arkansas Community College, your staff, industry partners, and Southern Arkansas University in Magnolia in the future. We are thrilled to be a part of a Pre-K through post-secondary collaboration which supports local industry and economic needs.

Our district would be pleased to continue working with SouthARK and your staff and we commit to having representatives active on the FIT Steering Committee. We will offer guidance, technical

assistance and feedback quarterly during the implementation grant phase and in the future. Should you have questions, please contact me at (870) 725-1234.

Sincerely,



Jennifer Lee
Curriculum Director



Dave Wilcox
Superintendent