APPLICATION COVER SHEET

DUE JUNE 1, 2016

To:	Arkansas Department of Higher Education
Requesting Institution:	South Arkansas Community College
Title of Project:	Futures in Technology (FIT)
Project Partners:	1. El Dorado High School 6. Lion Oil 2. Junction City High School 7. Murphy Oil USA 3. Parker's Chapel High School 8. Medical Center of South 4. Smackover High School Arkansas 5. Strong-Huttig High School 9. The Systems Group 10. Simmons Bank
Requested Budget:	$435,216.00
Date Submitted:	
Applicant Contact:	Contact Name Dr. Barbara Jones
Applicant's Information:	Address South Arkansas Community College, POB 7010, El Dorado, AR 71731 City, State ZIP
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Authorized Signatures for Institution

South Arkansas Community College

South Arkansas Community College
Lead Institution

Barbara R. Jones 6/1/16
Authorized Official

Act 1131 of 2015
Regional Workforce Implementation Grant Application

Please complete each section of this application and submit to the Arkansas Department of Higher Education by June 1, 2016. Applications should be emailed to ADHE.Workforce.Grant@adhe.edu. Please note that only projects that were awarded a planning grant are eligible to apply for an implementation 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 creation 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.

Project Need:

Workforce development is a priority for Southwest Arkansas. Southwest Arkansas is a socio-economically depressed region mostly comprised of rural areas and small towns with a wealth of natural resources and a diverse economy. The Southwest Arkansas Planning & Development District (SWAPDD) serves 12 contiguous counties and 64 municipalities located in the southwest corner of the state. The District serves a population of over 241,000 residents and includes five municipalities with a population of 10,000 or more.

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.

The Southwest Arkansas region's poverty rate hovers around the mid-20% range, from a low of 14.9% to a high of 33.0% in the Delta counties (2009-2013 - http://quickfacts.census.gov/qfd/states/05/05133.html). Arkansas' overall poverty rate is 19.2%. Over the past decade, the region lost thousands of higher wage jobs, with the closing of operations by Georgia Pacific, Cooper Industries, other timber-related industries and poultry companies. Unemployment rates during the recent economic downturn resulted in over 10,000 unemployed in Southwest Arkansas. Five of these counties had unemployment rates which exceeded 10%. However, the region is recovering, and unemployment rates have improved to 4.6% in the Southwest Arkansas region and 4.0% in the state in March 2016 (Unemployment rate - http://www.discover.arkansas.gov/). In Union County, the unemployment rate as of March 2016 was 5.3%. The low unemployment rate for the state, region, and county is good news. However, the need for well-trained, educated, and highly-skilled computer information technology workers to replace retiring workers and to fill new positions in businesses that are now growing and expanding is an imperative.

Arkansas has made significant progress over the past 40 years in educational attainment, especially in high school completion rates. However, the lack of workers with post-secondary education and training is an economic development challenge in this global economy. In 2013, almost 50% of all adults over 25 years of age in Arkansas did not have any postsecondary education (U.S. Census Bureau, American Community Survey).

As part of the planning grant process, SouthArk formed the Futures in Information Technology (FIT) Steering Committee and Sub-Committees. The first committee meeting was held in November 2015. Since November 2015, SouthArk has met with the Steering Committee members four times to brainstorm and discuss CIT needs. The Committee has 20 members and consists of representatives from business, industry, healthcare, high schools, SouthArk, SAU Magnolia, the chamber of commerce and nonprofit organizations. This group is responsible for ensuring delivery of the CIT project outputs and ensuring the attainment of project outcomes. The Steering Committee is providing support, guidance and oversight of the project. The Steering Committee has met quarterly during the planning phase of the grant and will continue this during the first year of the grant and semi-annually afterwards to ensure that the grant scope of work is being accomplished. The subcommittees met several times to discuss curriculum, recruitment and promotion, equipment needed for FIT.

Union County banking institutions, Medical Center of South Arkansas, El Dorado Chemical, Chemtura/Great Lakes Solutions, Murphy USA, and other businesses have indicated a need for a qualified, skilled workforce in the computer information technology (CIT) sector. Other industries in the area are experiencing growth or expansions and also require trained CIT workers. The SWAPDD 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 2015,

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.).

Skills Gap:
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 lead to 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.

According to the Bureau of Labor Statistics (BLS) article published in April, 2013 (www.bls.gov/opub/btn/volume-2/careers-in-growing-field-of-information-technology-services.htm.), "Careers in the growing field of information technology services," demonstrate the need for an expanding workforce to "maintain networks, create new software, and ensure information security." The author, Lauren Csorny, notes that there will be even more new employment opportunities in the sector with the advent of mobile devices being utilized in many new and different ways. She names four subindustries, customer computer programming services, computer system design services, computer facilities management services, and other computer related services, with the first two accounting for 90% of all IT services employment. The BLS projects that the IT/computer systems design and related services industry will grow at a rate between 6.1% per year between 2010 and 2020 as a result of businesses and individual consumers increasing their use of IT services. The BLS states that cloud computing and cybersecurity will lead the employment increases followed by healthcare IT, mobile networking, and data management.

The most recent 2015 Arkansas Labor Market and Economic Report lists projections for jobs to be added in the region in 2014-2016 (http://www.discoverarkansas.net). The publication, Discover Arkansas Hot 45 Demand Occupations for 2015-2016 lists Computer Systems Design and Related Services in the top 10 industries, with

anticipated growth of over 800 positions in Arkansas. The publication lists a need in Arkansas for Computer User Support Specialists to Software Developers and System Analysts.

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.

The consultant's recommendations include the possible addition of curriculum in programming and data structures, database management, and computer organization. It was also recommended that SouthArk should consider the addition of classes in game design and mobile application programming; that internships should be developed in CIT fields; and 2+2 articulation agreements with SAU-Magnolia and other universities in the state be 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.

Implementation:
SouthArk will begin implementation of FIT coursework in August 2016. The proposed career pathways will offer the opportunity for high school students to earn a Certificate of Proficiency in one of three areas after one year, and a Technical Certificate in Computer Information Technology, after two years. High school graduates could then complete an AAS degree in Computer Information Technology by the end of their first year of college. The 2+2 articulation agreement with SAU Magnolia will offer students an opportunity to complete a Bachelor of Science degree in Computer Science, with a concentration in Computer Information Technology.

In addition, the College will introduce up to 30 middle school students to CIT by hosting a FIT summer camp in 2017 and 2018. This week-long, full-day camp will include newly-developed content prepared and delivered by qualified instructors. The activities will be 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.

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.
  NOTE: Equipment may not be purchased during the planning phase

- Performance assessment- clearly define measurable outcomes to be achieved through implementation 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.

Prior to the award of the planning grant, SouthArk had three pathways for the Computer Information Technology (CIT) degree: Computer Support Specialist, Network Systems Administration Specialist, and Web Development Specialist. Based on the Skills Gap Analysis Survey administered by the 3rd party consultant, employers in the Union County area need computer operators, computer systems analysts, computer programmers, and user support specialists. Employers also indicated that they need employees with certifications such as Microsoft Certified IT, A+ and Network+ Certifications, Security+ and Cisco Certifications, some of which are already offered on campus. SouthArk is designated as a Microsoft Academy, as well as a Cisco Academy, and plans are underway to become an Oracle Academy.

In response to employer needs, SouthArk reviewed existing courses, programs of study and pathways and determined changes to be made, as well as new courses, programs, and pathways to be developed. Course availability at partner high schools was also reviewed to avoid duplication. Implementation of new and revised programming will begin in Fall 2016.

Career pathways were developed and will be made available, for the first time, to high school students via concurrent enrollment. While 9th and 10th graders could be eligible to participate, the focus will be on recruiting high school juniors and seniors. Each pathway will identify courses, certificates, degrees, industry certifications, and possible occupations in CIT fields. A 2+2 articulation agreement, developed under the planning grant, will be signed with SAU Magnolia in July, enabling students to complete a bachelor's degree by developing advanced skills and earning advanced certifications needed for higher-level positions. The college will work to formalize this articulation with other regional four-year universities, giving students an array of programs to consider.

Program Plan
During the planning phase, SouthArk facilitated four meetings with its FIT partners from local school districts, business and industry, and the community. The findings from the 3rd party consultants regarding skills gaps, employer needs, and curriculum recommendations were discussed, and proposed courses, certifications, and pathways, and articulation were introduced. Necessary professional development for instructors, a promotional plan for the programs of study and other grant activities, were also among topics of discussion.

The FIT Project Manager, along with the Chair of the Business and Information Technology department visited local school district and other partners. The proposed new and revised courses, programs of study, certificates, degrees, industry certifications and pathways were presented to high school counselors, administrators, and faculty. The Steering Committee has assisted with program promotion via radio broadcasts, school blogs, and other media. SouthArk promoted FIT at conferences, via Facebook ads, and school websites.

High School Partners	Role
El Dorado High School	Steering Committee Member
Parkers Chapel High School	Steering Committee Member
Smackover-Norphlet High School	Steering Committee Member
Junction City High School	Steering Committee Member
Strong-Huttig High School	Steering Committee Member
Public Partners	
Southwest Arkansas Planning and Development District Office	Steering Committee Member
Southwest Workforce Investment Board	Steering Committee Member
Employer Partners	
Lion Oil	Steering Committee Member
Murphy Oil USA	Steering Committee Member
Medical Center of South Arkansas	Steering Committee Member
The Systems Group	Steering Committee Member
Simmons Bank	Steering Committee Member
University Partner	
SAU Magnolia	Steering Committee Member

Most of the concurrently-enrolled high school students will attend courses on SouthArk's west campus on Mondays/Wednesdays and Tuesdays/Thursdays from 12:45 to 2:00 each fall and spring semester. The College anticipates that college students will also enroll in these courses. All instructors will be properly qualified and credentialed. Selected courses will be taught by a qualified instructor at Parker's Chapel High School, for its participants. The Department Chair will provide direction and support to the instructor and other Parker's Chapel staff supporting the grant. Other Union County school districts may elect to conduct courses on their campuses in Year Two of the project.

All high school students and parents will meet initially with project staff to discuss career plans, programs of study, goals, etc. An individualized career pathway plan will be developed with high school students and parents, which will be reviewed each fall and spring semester and adjusted as needed. Project staff will monitor and track student performance, developing a portfolio of certifications for each one. Additional academic advisement and support will be available from SouthArk and specifically provided through on-site career coaches, high school counselors, and instructors.

It is anticipated that students can complete a Certificate of Proficiency (CP) by the end of their junior year, and a Technical Certificate by the end of their senior year, with additional coursework. They will also have the opportunity to earn industry-recognized certifications each year, with the potential to earn an AAS with the

completion of additional hours, as well as additional industry certifications. Summer internship opportunities will be developed with industry partners.

AAS Tracks | **AAS Computer Information Technology (pick track below)**

TC Computer Information Technology

Courses	TC	AAS	Available Certifications	Careers and SOC Codes for CP	Careers and SOC Codes for TC	Careers and SOC Codes for AAS
CP Support Specialist						
Micro Business Apps CSCI 2143	x		IC3; MOS Certifications	15-1151.00 - Computer User Support Specialists; 49-2011.00 - Computer and Office Machine Repairers		
Windows OS CSCI 1263	x		Windows Client Pro			
IT Essentials CSCI 1112	x	Specialist	PC Pro; A+			
Intro to Computer Careers CSCI 1513	x					
CP Networking						
Micro Business Apps CSCI 2143 *repeat	x		IC3; MOS Certifications		15-1151.00 - Computer User Support Specialists; 43-9011.00 - Computer Operators; 15-1143.00 - Computer Network Architects (with courses from Networking CP)	
Intro to Networking CSCI 1123 *repeat	x		MTA Exam 98-366			
Windows Server CSCI 2373	x	Network	Windows Server Pro; Microsoft Exam 70-410	43-9011.00 - Computer Operators		
CP Computer Science						
Micro Business Apps CSCI 2143 *repeat	x		IC3; MOS Certifications			15-1121.00 - Computer Systems Analysts (Networking Track may also require 4-year transfer); 15-1131.00 - Computer Programmers (Programming Track with 4-year transfer)
Windows OS CSCI 1263 *repeat	x		IC3; MOS Certifications	43-9011.00 - Computer Operators	43-9011.00 - Computer Operators; 15-1141.00 - Database Administrators (with courses from Networking CP)	
Principles of Informative Assurance CSCI 1814	x	Network	Windows Client Pro			
Mobile Apps for Android	x	Programming				
Composition I ENGL 1113	x	x			15-1121.00 - Computer Systems Analysts (Computer Support Track); 15-1131.00 - Computer Programmers (Programming Track with 4-year transfer)	
Intro to Accounting ADMS 1003 or Accounting I ACCT 2003	x	x				
Customer Service BUS 2063	x	x				
Business Communications BUS 2043	x	x				
College Algebra MATH 1023 or for Business Applications MATH 1333	x	x	Math			
Composition II ENGL 1123 or Technical Writing ENGL 2043	x	x				
Macroeconomics ECON 2003	x	x				
Principles of Speech SPCH 1113	x	x				
Computer Support Specialist						
Alternative Operating Systems CSCI 1713	Specialist				AAS= Associate of Applied Science	
Excel CSCI 2223	Specialist		MOS Excel 77-420			
Database CSCI 2203	Specialist		MOS Access 77-424			
IT Essentials CSCI 1114	Specialist					
Introduction to Linux	Specialist		Intro to Linux Certification; Linux Pro			
Network System Admin						
Linux Server CSCI 2383	Network		Linux Server Certification			
Cisco Discovery 1 CSCI 2603	Network		ICND 1			
Cisco Discovery 2 CSCI 2613	Network		ICND2; Network +; CCENT			
Business Continuity CSCI 2433	Network					
Certified Ethical Hacker (CEH)	Network		Certified Ethical Hacker Certification			
Security +	Network		Security + Certification; Security Pro			
Web Design/Social Media Specialist						
Introduction to Computer Graphics CSCI 2183	Web		ACA Graphic design & Illustrator; CAVisua Communication			
Web 2.0 Social Media CSCI 1113	Web					
HTML/CSS/XML CSCI 2803	Web					
Advanced Web Design CSCI 2193	Web					
Web Design with Dreamweaver/Adobe CSCI 2043	Web		CIW Web Foundations Associate Certification			
Java Script CSCI 2053	Web		CIW Javascript Specialist			
Programming						
Java 1	Programming					
Java 2	Programming		Oracle Java Certification			
Mobile Apps for Android	Programming					
Mobile Apps for iOS	Programming					

Redeveloping based on employer survey

Developing based on employer survey

* repeat= Course applies to more than one CP

CP= Certificate of Proficiency

TC= Technical Certificate

2016

On-going
- Project Manager/Career Coach monitors budget, objectives, and outcomes
- Project Manager/Career Coach reports to ADHE, steering committee, parents, and College administrators as needed
- Project Manager/Career Coach meets with grant team
- Project Manager/Career Coach sets advising and other appointments with students and parents, 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 publicize programs and do outreach/recruiting

July-August
- Hire full-time Project Manager/Career Coach
- Engage instructors for course revision and development for Year One courses
- Submit notifications/intent to HECB for new CPs
- Identify and provide professional development opportunities for instructors for certifications
- Refine development of marketing/outreach plan
- Purchase office supplies, software, hardware, etc. for courses
- Identify, recruit, and enroll participants from five partner high schools
- Plan and implement registration event for participants
- Develop and implement orientation for new students/parents
- Schedule individual meetings with students/parents to discuss career pathways and opportunities
- Classes begin

September
- Steering Committee Quarterly Meeting
- Sign articulation agreement with SAU Magnolia
- Review other opportunities for articulation with four-year universities

October
- Review of student progress and development of improvement plans, if needed
- Schedule mid-term meetings with students/parents
- Pre-planning of summer camp

November
- Steering committee quarterly meeting
- Recruitment and marketing activities for Spring 2017 semester
- Register students for Spring 2017 semester

December
- Administer student satisfaction surveys
- Review all student outcomes
- Meet with individual students and parents to update career pathway progress, make recommendations for changes, etc.
- Develop semester report for stakeholders

2017

January
- Meet with instructors to discuss student and survey outcomes
- Meet with individual students and parents to update career pathway progress, make recommendations for changes, etc.
- Finalize summer camp schedule, hire instructors to develop content
- Outreach to industry regarding summer internships

February
- Steering committee quarterly meeting

March
- Distribute summer camp information to middle schools
- Develop information sessions for students and parents about internships

April
- Work with four-year institutions to expand articulation?
- Finalize summer camp program elements
- Review of student progress and development of improvement plans, if needed
- Identify candidates for summer internships?
- Host information session(s) for parents and students entering program in Fall 2017
- Host parent information sessions on summer internships and distribute registration and other information

May
- Steering committee quarterly meeting
- Identify summer camp participants
- Host parent information session(s)? on summer camp and distribute registration and other information
- Meet with individual students and parents to update career pathway progress, make recommendations for changes, etc.
- Administer student satisfaction surveys

June
- Host FIT summer camp
- Review all student outcomes
- Prepare end-of-year report for stakeholders

2017

On-going
- Project Manager/Career Coach monitors budget, objectives, and outcomes
- Project Manager/Career Coach reports to ADHE, steering committee, parents, and College administrators as needed
- Project Manager/Career Coach meets with grant team
- Project Manager/Career Coach sets advising and other appointments with students and parents, 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 publicize programs and do outreach/recruiting

July-August
- Engage instructors for course revision and development for Year Two courses
- Provide professional development opportunities for instructors for certifications
- Review/revise marketing/outreach plan
- Purchase office supplies, software, hardware, etc. for courses
- Verify and enroll participants from five partner high schools
- Plan and implement registration event for participants
- Revise and implement orientation for new students/parents
- Schedule individual meetings with students/parents to discuss career pathways and opportunities
- Meet with faculty to discuss satisfaction surveys?
- Classes begin

September
- Administer employer satisfaction survey (re: internships)
- Engage employers for feedback and recommendations?
- Interim report due to ADHE

October
- Steering Committee bi-annual meeting
- Review/revise internship handbook, based on employer feedback
- Review of student progress and development of improvement plans, if needed
- Schedule mid-term meetings with students/parents
- Pre-planning of summer camp

November
- Recruitment and marketing activities for Spring 2018 semester
- Identify and register students for Spring 2018 semester

December
- Administer student satisfaction surveys
- Review all student outcomes
- Meet with individual students and parents to update career pathway progress, make recommendations for changes, etc.
- Develop semester report for stakeholders

2018

January
- Meet with instructors to discuss student and survey outcomes
- Meet with individual students and parents to update career pathway progress, make recommendations for changes, etc.
- Finalize summer camp schedule, hire instructors to develop content
- Outreach to industry regarding summer internships

February
- Begin assessment of sustainability options
- Research new funding streams

March
- Distribute summer camp information to middle schools

April
- Finalize summer camp program elements
- Review of student progress and development of improvement plans, if needed
- Host information session(s) for parents and students entering program in Fall 2018?
- Identify candidates for summer internships
- Host parent information sessions on summer internships and distribute registration and other information

May
- Steering committee bi-annual meeting
- Identify summer camp participants
- Host parent information session(s)? on summer camp and distribute registration and other information
- Meet with individual students and parents to update career pathway progress, make recommendations for changes, etc.
- Administer student satisfaction surveys
- Apply for continuation grant

June
- Host summer camp
- Review all student outcomes
- Prepare end-of-year report for stakeholders

Objectives	Outcomes
New students will enroll in the program.	24 new students will enroll in the fall of the first award year of the grant. 34 new students will enroll in the fall of the second award year of the grant. 38 new students will enroll in the fall of the third 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 the group 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 the group 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 the group 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 not be retained and will enter the workforce	25% of the students with documented certificates of proficiency 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.
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 the 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	45% of the group 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	60% of the 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.

Students will earn an Associate of Applied Science (AAS) within three years of enrolling in the program	
Students who earn an Associate of Applied Science (AAS) within three years of enrolling in the program will enter the workforce	*These three objectives exceed the project timeline, but will be tracked internally.*
Students who earn an Associate of Applied Science (AAS) within three years of enrolling in the program will transfer to a four-year program	

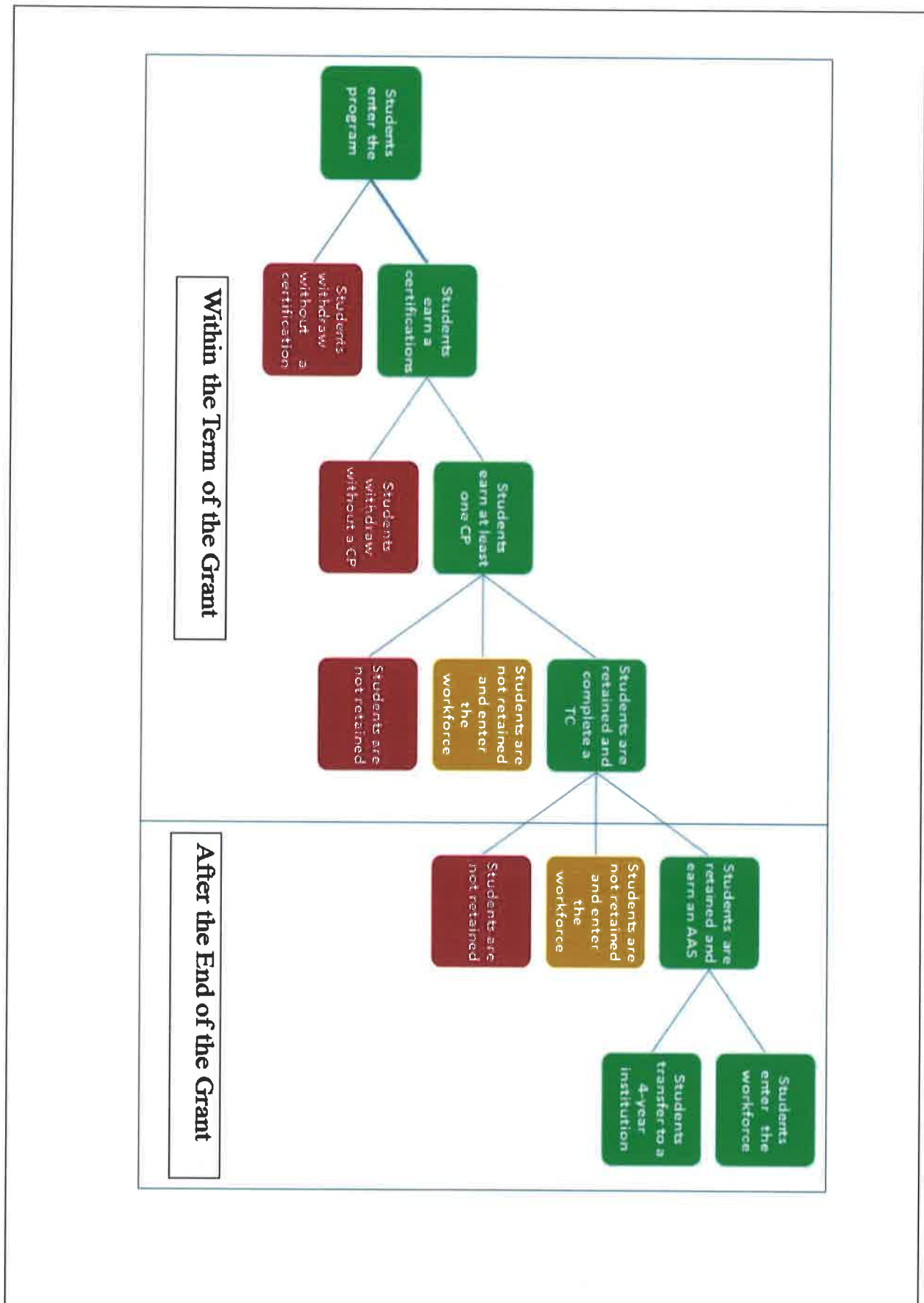**Project Governance/accountability:**

SouthArk will serve as the lead institution for the implementation 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 planning phase will remain, with any changes made to participants, as needed. Representatives from SouthArk, local school districts, SAU Magnolia, SWAPPD, and local employers, appointed during the planning 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, a DOL TAACCCT Consortium grant, in which SouthArk is the lead, Upward Bound, 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 Dean of Liberal. 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.

Career Pathways:

Courses	TC	AAS	Available Certifications	Careers and SOC Codes for CP	Careers and SOC Codes for TC	Careers and SOC Codes for AAS
AAS Tracks						
AAS Computer Information Technology (pick track below)						
TC Computer Information Technology						
CP Computer Science						
CP Networking						
CP Support Specialist						
Micro Business Apps CSCI 1143	x		IC3; MOS Certifications	15-1151.00 – Computer User Support Specialists; 49-2011.00 – Computer and Office Machine Repairers	15-1151.00 – Computer User Support Specialists; 43-9011.00 – Computer Operators, 15-1143.00 – Computer Network Architects (with courses from Networking CP)	15-1121.00 – Computer Systems Analysts (Networking track may also require 4-year transfer); 15-1141.00 – Database Administrators (Computer Support track); 15-1131.00 – Computer Programmers (Programming track with 4-year transfer)
Windows OS CSCI 1263	x		Windows Client Pro			
IT Essentials CSCI 1113	x		PC Pro, A+			
Intro to Computer Careers CSCI 1513	x	Specialist				
Micro Business Apps CSCI 1143 * repeat	x		IC3; MOS Certifications			
Intro to Networking CSCI 1223	x	Programming	MTA Exam 98-366			
Principles of Information Assurance CSCI 1814	x	Network	Windows Server Pro; Microsoft Exam 70-410		43-9011.00 – Computer Operators	
Windows OS CSCI 1263 * repeat	x		IC3; MOS Certifications			
Visual Basic CSCI 2023	x		Windows Client Pro		43-9011.00 – Computer Operators	
Mobile Apps for Android	x	Programming				
College Algebra MATH 1023 or Business Applications MATH 1335 (Math)	x					
Composition II ENGL 1113 or Writing ENGL 2043 (Technical)	x					
Macroeconomics ECON 2003	x					
Principles of Speech SPCH 1113	x					
Computer Support Specialist						
Alternative Operating Systems CSCI 1713		Specialist				
Excel CSCI 2253		Specialist	MOS Excel 77-420			
Database CSCI 2003		Specialist	MOS Access 77-424			
IT Essentials CSCI 1113		Specialist				
Introduction to Linux		Specialist	Intro to Linux Certification; Linux Pro			
Network System Admin						
Linux Server CSCI 2383		Network	Linux Server Certification			
Cisco Discovery 1 CSCI 2605		Network	ICND 1			
Cisco Discovery 2 CSCI 2613		Network	ICND2; Network +; CCENT			
Business Continuity CSCI 2411		Network	Certified Ethical Hacker Certification			
Certified Ethical Hacker (CEH)		Network	Security + Certification; Security Pro			
Security +		Network				
Web Design/Social Media Specialist						
Introduction to Computer Graphics CSCI 2183		Web	ACA Graphic design & Illustrator; CAVmaa Communication			
Web 2.0 Social Media CSCI 1113		Web				
HTML/CSS/XML CSCI 2003		Web				
Advanced Web Design CSCI 2193		Web				
Web Design with Dreamweaver/Adobe CSCI 2043		Web	CIW Web Foundations Associate Certification			
Java Script CSCI 2053		Web	CIW JavaScript Specialist			
Programming						
Java 1		Programming				
Java 2		Programming	Oracle Java Certification			
Mobile Apps for Android		Programming				
Mobile Apps for iOS		Programming				

Developing based on employer survey

* repeat – Course applies to more than one CP

CP = Certificate of Proficiency

TC = Technical Certificate

AAS = Associate of Applied Science

Within the Term of the Grant

After the End of the Grant

```
Students enter the program
    │
    ├─ Students withdraw without a certification
    │
    └─ Students earn a certification
           │
           ├─ Students withdraw without a CP
           │
           └─ Students earn at least one CP
                  │
                  ├─ Students are not retained
                  │
                  ├─ Students are not retained and enter the workforce
                  │
                  └─ Students are retained and complete a TC
                         │
                         ├─ Students are not retained
                         │
                         ├─ Students are not retained and enter the workforce
                         │
                         └─ Students are retained and earn an AAS
                                │
                                ├─ Students transfer to a 4-year institution
                                │
                                └─ Students enter the workforce
```

SouthArk will partner with local business and industries in order to develop an emerging workforce that assists economic development by meeting local employment needs in the field of information technology. The FIT Steering Committee will provide guidance for development and expansion of programs of study and work-based learning opportunities that will include addressing needed skills and competencies identified by industry.

New/revised career pathways under development will expand opportunities for access to the workforce pipeline, beginning in high school. This enables students to have earlier access to training and potential earlier employment.

Beginning with the Fall 2016 semester, SouthArk will offer new Certificates of Proficiency, in response to employer needs. These opportunities will lead to a Technical Certificate in Computer Information Technology and on to the AAS in Computer Information Technology. Through the pending articulation agreement with SAU Magnolia, students can continue on to complete a bachelor's degree in Computer Science.

Through the 3rd party survey of employer needs, conducted during the planning phase, as well as other meetings and discussions with employers, it has been noted that there is a high demand for more highly-skilled, industry-credentialed workers in CIT fields. Providing educational and career awareness opportunities to students, as well as student counselors, parents, and the community serves to increase interest and desirability in obtaining a position in a CIT field. By enabling students to earn industry and college credentials before they leave high school, the likelihood of students continuing on to learn more advanced skills and earn higher-level industry certifications, as requested or required by local employers is increased. As students complete a two-year and then a four-year degree in CIT, the flow of well-qualified CIT workers into the local employment pipeline increases toward meeting employer demand.

SouthArk will develop and host a FIT summer camp, to be held on campus each summer. This week-long, full-day event for up to 15 students will focus on STEM-rich, interactive activities aimed at increasing knowledge and excitement about technology in middle-school aged children. Hands-on activities using computers, state-of-the-art hardware and software will engage students in creative activities such as:

--creation of a mobile app
--use of software to enhance images
--cyber-challenge competitions
--developing cost models using Excel
--development of coding skills
--learning and using a variety of skills working with Minecraft

Students will receive lunch, snacks, t-shirts, and their work will be showcased during a parent open-house at the end of the week. A fee of $150 per camper will be paid and processed at SouthArk's bookstore to cover the cost of materials and food for each camper.

Articulation:
An articulation agreement draft is complete, between SouthArk and SAU Magnolia for a Bachelor of Science degree in Computer Science. The signing of this agreement later this year will ensure that students in CIT programs of study who wish to pursue a bachelor's degree upon completion of their AAS will be able to do so, at a local four-year university. SouthArk will continue to explore other avenues for articulation with other four-year institutions.

The 3rd party curriculum consultant delivered a report during the planning phase and identified other articulation possibilities that can be developed over the next two years. The college will continue to pursue these.

Support Services
Concurrently-enrolled high school students who attend classes on campus are entitled to the same support services as SouthArk's other college students. The College financial aid, academic and program advisors, counselors, accommodation services, early alert services, and testing center will be available to students. For students attending classes at Parker's Chapel High School, the Project Manager/Career Coach will develop an

information session for students and parents, to be delivered at the beginning of each semester. Student organizations and activities are available to FIT participants who wish to engage in campus life.

Equipment: NA

Performance Assessment:

Objectives	Outcomes
New students will enroll in the program.	24 new students will enroll in the fall of the first award year of the grant. 34 new students will enroll in the fall of the second award year of the grant. 38 new students will enroll in the fall of the third 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 the group 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 the group 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 the group 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 not be retained and will enter the workforce	25% of the students with documented certificates of proficiency 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.
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 the 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	45% of the group 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	60% of the 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.

Students will earn an Associate of Applied Science (AAS) within three years of enrolling in the program	
Students who earn an Associate of Applied Science (AAS) within three years of enrolling in the program will enter the workforce	*These three objectives exceed the project timeline, but will be tracked internally.*
Students who earn an Associate of Applied Science (AAS) within three years of enrolling in the program will transfer to a four-year program	

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 implementation of the project- describe how each partner will 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 executing planned proposal; describe how each partner is qualified to participate in the proposed 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.

High School Partners	Role
El Dorado High School	Steering Committee Member
Parkers Chapel High School	Steering Committee Member
Smackover-Norphlet High School	Steering Committee Member
Junction City High School	Steering Committee Member
Strong-Huttig High School	Steering Committee Member
Public Partners	
Southwest Arkansas Planning and Development District Office	Steering Committee Member
Southwest Workforce Investment Board	Steering Committee Member
Employer Partners	
Lion Oil	Steering Committee Member
Murphy Oil USA	Steering Committee Member
Medical Center of South Arkansas	Steering Committee Member
The Systems Group	Steering Committee Member
Simmons Bank	Steering Committee Member
University Partner	
SAU Magnolia	Steering Committee Member

The FIT Steering Committee has demonstrated enthusiasm and a strong commitment to collaborating on the grant. A majority of the high school and business partners have been fully engaged and supportive of the grant. Several industry representatives have also shown a high level of enthusiasm for employing graduates or interns.

Role of High Schools: The Union County 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 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. In addition, they provide a pool of highly-qualified people who may be asked to teach courses in the targeted programs of study and/or develop/deliver content for the summer camps.

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 develop/revise and 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 learning and 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 SWAPDD/SWAWIB: The South West Arkansas Workforce Investment Board (SWAWIB) and Workforce Development Center will assist in outreach, intake, and screening of college-age students for referral to the FIT program. The local Centers will engage with the Project Manager/Career Coach and Student Services personnel to identify potential recruits.

Role of SAU-Magnolia: The University will assist in curriculum development and revision, recruitment, and articulation of coursework from SouthArk to the SAU Magnolia CIT programs.

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 Manager/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/Career Coach will be responsible for implementation of the grant's initiatives and facilitation of steering committee meetings. The Project Manager/Career Coach 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; visit high schools to advise students, 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 an additional full-time instructor to assist with teaching 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.

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 implement approved Phase 1 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.

Personnel:

Project Manager/Career Coach: The full-time position will administer the FIT implementation grant for two years, at a salary of **$40,000** per year. (COLA is added to Y2, in case the state approves one)

Instructors: One full-time instructor will be hired at **$44,210** per year, to teach FIT courses offered during the spring and fall to high school students on SouthArk's campus. (COLA is added to Y2, in case the state approves one) Faculty will be hired to develop new and redesign existing CIT courses. Adjuncts will be hired to develop and deliver content for the middle school summer camps. Total cost for faculty salaries for summer camps and course redesign is expected to be $12,840 each year. The $2,500 in Stipends is set aside for high school faculty who may want to upgrade their skills through week-long workshops in June and July 2 while they are off contract.

Lab Assistants and Tutors: Lab assistants and tutors will be hired at a rate of $12.50 per hour. It is anticipated that they will work 400 hours per semester in Y1, and 750 hours per semester in Y2.

Fringe Benefits: For full-time hires, adjuncts, and faculty stipends, these are estimated at 34.5% of salaries. (COLA is added to Y2, in case the state approves one) For hourly employees, 7.83%.

Supplies: 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, three video carts, and a cart rack that holds routers, has switches and holds a server; DreamSpark and Creative Cloud subscriptions; Raspberry Pi computers, monitors, Android tablets, Macintosh Minis, and, and supplies needed for course development and delivery; laptop for full-time instructor, loaded with necessary software. We anticipate spending more in Y1 on Supplies, but no more than **$42,560** over the two years of the project.

Equipment: NA.

Travel: Local mileage for the Project Manager/Career Coach's travels on behalf of the project 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. It is anticipated that mileage will not exceed **$5,000** over two years.

Other:

Professional Development: Instructors and staff may require training and certification testing, in order to teach various FIT courses. Other professional development opportunities may present themselves for both the Project Manager/Career Coach, as well as instructors. It is anticipated that professional development expenditures should not exceed **$15,000** over two years.

Supportive Services: Reduced tuition is offered to concurrently-enrolled students, but SouthArk will consider reimbursement of certification testing fees for those students who demonstrate adequate academic progress. Fees vary from certification to certification, but it is anticipated that no more than **$16,000** will need to be reimbursed.

Marketing and Promotion: The program will be marketed to traditional college students, high school students and their parents 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. The college anticipates spending approximately $12,000 on marketing, recruitment, and outreach over two years.

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 instructors and equipment	$30,000
Parker's Chapel instruction and equipment	$10,000
Partner company time spent in grant meetings at Southark	$ 3,600
Total Match	$43,**600**

SouthArk will use existing staff to develop and implement FIT courses. High school students attending courses on SouthArk's campus will access College-owned hardware and software, as needed. Participants on the Steering Committee are voluntary and receive release time from employers to participate. Students attending FIT courses at Parker's Chapel High School will benefit from instruction and materials provided by the local school district. In addition, SouthArk also offers reduced tuition fees to concurrently-enrolled high school students, enabling them to attend for approximately $50 per credit hour.

Parker's Chapel instructors will be asked to deliver a signed time and effort report each month, to show their time spent, as part of the local match.

Industry partners and SAU will have representatives attending Steering Committee meetings and sub-committee meetings several times each. The estimate is based on six companies averaging 10 hours per year of middle-level management time. Industry partners have expressed an interest in offering internships, but firm commitments have not been finalized.

FIT Budget	Year One	Year Two	Total
Personnel			
Project Manager/Career Coach	$ 40,000	$ 40,800	$ 80,800
Instructor (F/T)	$ 44,210	$ 45,094	$ 89,304
Tutors and Lab Assistants @ $12.50/hour	$ 10,000	$ 18,750	$ 28,750
Course Development and Summer Camp Faculty	$ 12,840	$ 12,840	$ 25,680
Faculty Stipends	$ 2,500	$ 2,500	$ 5,000
Fringe			
34.5%	$ 34,345	$ 34,926	$ 69,271
(7.83% for hourly employees)	$ 783	$ 1,468	$ 2,251
Travel			
Local mileage for Project Manager	$ 2,500	$ 2,500	$ 5,000
Supplies	$ 30,000	$ 12,560	$ 42,560
Hardware and software for course development/delivery			
Subscriptions			
Office Supplies			
Printing materials and postage			
Food and materials for summer camps not covered by registration fee			
Other			
Professional Development	$ 7,500	$ 7,500	$ 15,000
Supportive Services	$ 6,000	$ 10,000	$ 16,000
Marketing/Promotion	$ 6,000	$ 6,000	$ 12,000
Grand Totals	$ 196,678	$ 194,938	$ 391,616

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 2 Projects.

Requesting Institution:	South Arkansas Community College
Title of Project:	Futures in Technology (FIT)

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	$301,056.00
2. Travel	$5,000.00
3. Other (Explain Below)	$43,000.00
Briefly Explain Other Costs	
TOTAL PARTNER PARTICIPANT COSTS	$349,056.00

B. OTHER DIRECT COSTS

1. Equipment	$0.00
2. Materials and Supplies	$42,560.00
3. Publication Costs/Documentation/Dissemination	$0.00
4. Consultant Services	$0.00
5. Other (Explain Below)	$0.00
Briefly Explain Other Costs	
TOTAL OTHER DIRECT COSTS	$42,560.00

C. TOTAL DIRECT COSTS (A & B)

	$391,616.00

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

	$43,600.00

Total Implementation Grant Budget

	$435,216.00

Other Notes

see detailed table above

SECTION 5 - SUSTAINABILITY   **20 Points**

Proposals will include a commitment and detailed plan for sustaining grant activities beyond the twenty-four (24) month implementation 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 implementation 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.

Sustainable Item	Method
1. The full-time Instructor position can be maintained as a result of increased tuition revenue from the program.	SouthArk is projecting adding 40 or 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, 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 needs 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 a 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 duties are 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 college budget funds for operation of the CIT department. Additional grant funding may be sought periodically to upgrade major networking equipment items. 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.

SUBMIT BY JUNE 1, 2016

Email to ADHE.Workforce.Grant@adhe.edu

Applications will only be accepted for projects that were awarded a planning grant.

IMPLEMENTATION 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 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)	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**

EL DORADO PUBLIC SCHOOLS

Administrative Offices • 200 West Oak • El Dorado, Arkansas 71730

EL DORADO
PROMISE

Keeping the Promise

Teaching and Learning for All

April 27, 2016

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

Re: Implementation Grant for FIT

Dear Dr. Jones:

El Dorado School District would like to thank you and the staff for the opportunity to participate and attend Steering Committee meetings related to the Futures in Information Technology (FIT) planning grant. We have enjoyed being part of the Futures in Information Technology workgroup and participating in the Skills Gap Analysis presentation and survey for Union County.

El Dorado School District is delighted to promote the program at our high school and look forward to the FIT program implementation this fall. We are recruiting students to sign up for classes and are excited about the potential employability and training opportunity for students and the benefits this partnership could have on our business and industry partners.

Please know that El Dorado School District is very supportive of the FIT program and commend South Arkansas Community College and all partners for its efforts in revising the curriculum to meet the IT needs of business and industry. We believe that the new recommended curriculum as recommended by the Curriculum Consultant will provide a trained and qualified workforce for Union County. We plan to work with you, your staff, partners and Southern Arkansas University in Magnolia for years to come. We believe that by teaching and training our high school students we will build a well-diversified, qualified and capable workforce.

We are so pleased to participate in this collaboration among higher education, local employers, and K-12 educators.

Sincerely,

Jim Tucker, Superintendent
El Dorado School District

Smackover **Norphlet**

112 East 8th Street
Smackover, AR 71762
(870) 725-2132

Visit our website: smackover.net
Follow our blog:
thebuckaroablog.wordpress.com

May 9, 2016

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 Planning Grant. The information obtained and presented in the meeting specifically related to the Skills Gap Analysis for Union County and its further impact on curriculum and programs offered at South Arkansas Community College has been very enlightening and helpful as we look for ways to increase our students' opportunities for college and/or career readiness.

We began promoting the new 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. We are confident that this program and the partnership which has been formed with business and industry will make this a successful collaboration.
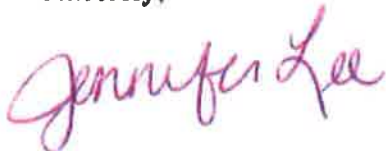
The Smackover-Norphlet School District is fully supportive of the FIT program. We believe that the revised curriculum and new program will help to decrease the information technology skills gap in Union County and will meet the needs of business and industry. We believe that by teaching and training 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 you and your staff and we commit to having representatives active on the 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

Cc: Claudine Forte-Johnson, Project Manager

Strong-Huttig Public Schools
P. O. Box 735
Strong, Arkansas 71765

Central Office
108 E. 5th
(870) 797-3040
Fax: (870) 797-3012

Gardner-Strong Elementary
735 S. Concord
(870) 797-2321
Fax: (870) 797-7633

Strong High School
635 S. Concord
(870) 797-7322
Fax: (870) 797-2257

Counselor
(870) 797-2312
Fax: (870) 797-2257

May 12, 2016

Dear Dr. Jones,

This letter is in reference to the Implementation grant for the futures in Information Technology. We would like to thank you and your staff for allowing us to participate in the planning stages and have input as the program moves forward.

We have been promoting the program at our high school and have several students who have expressed interest in the program. We see this as another opportunity to promote our school and have students getting training locally that can be used in local business and Industry.

Strong-Huttig School District plans to continue supporting the efforts of South Ark Community College to improve education and quality of life for students and all other involved stake holders. The quality curriculum and staff will promote a capable work force and allow students to continue their education at Southern Arkansas University in Magnolia.

Our district is pleased to work with you and your staff and we will continue to send a representative as needed on the Steering Committee. We will offer guidance, technical assistance and feedback quarterly during the implementation grant phase and in the future. If you have any questions, please feel free to contact me at 870-797-7322 or email to jeff.alphin@strong.scsc.k12.ar.us.

Sincerely

Jeff Alphin
Strong-Huttig School District

PARKERS CHAPEL SCHOOLS

401 Parkers Chapel Road
El Dorado, AR 71730

Michael White
Superintendent
Phone 862-4641
Fax 881-5092

Seth Williams
HS Principal
Phone 862-2360
Fax 881-5095

June Wells
Fed Pgm/MS Pgm
Phone 875-1527
Fax 881-5095

Carrie Burson
Elem. Principal
Phone 862-9767
Fax 881-5094

May 23, 2016

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

Re: Implementation Grant for CIT

Dear Dr. Jones:

Thank you for the opportunity to participate and attend Steering Committee meetings related to the Futures in Information Technology planning grant. We have found it to be valuable and productive being part of the Futures in Information Technology Steering Committee. We have participated in the Curriculum Consultant, the Skills Gap Analysis Consultant presentations and other meetings. We were pleased to provide information regarding our Information Technology (IT) needs for the Skills Gap Analysis Survey conducted for Union County by Boyette Strategic Advisors. The grant will give our students the knowledge and competitive edge needed for the workforce in computer science.

We are very supportive and commend South Arkansas Community College for its efforts in revising its curriculum to meet the IT needs. We believe that your curriculum will provide a trained and qualified workforce for Business and Industry in Union County. We plan to work with you and your staff and Southern Arkansas University in Magnolia for years to come. We believe that by teaching and training our high school students we will build a well-diversified, qualified, and capable workforce.

I have approximately 10 students who have signed up to be part of the FIT program, and I have a teacher on campus who plans to teach the courses. She will be paid by the school, and should receive certification this summer.

Sincerely,

Seth Williams, Principal

May 2, 2016

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

Re: Implementation Grant for FIT

Dear Dr. Jones:

Thank you and the staff for the opportunity to participate and attend Steering Committee meetings related to the Futures in Information Technology (FIT) planning grant. We have enjoyed being part of the Futures in Information Technology workgroup and participating in the Skills Gap Analysis presentation and survey for Union County.

We are delighted to promote the program at our high school and look forward to the FIT program implementation this fall. We are recruiting students to sign up for classes and are excited about the potential employability and training opportunity for students and the benefits this partnership could have on our business and industry partners. We have sent letters home to high school parents. In addition, we have posted the information on our website and Facebook site.

Please know that we are very supportive of the FIT program and commend South Arkansas Community College and all partners for its efforts in revising the curriculum to meet the IT needs of business and industry. We believe that the new recommended curriculum as recommended by the Curriculum Consultant will provide a trained and qualified workforce for Union County. We plan to work with you, your staff, partners and Southern Arkansas University in Magnolia for years to come. We believe that by teaching and training our high school students we will build a well-diversified, qualified and capable workforce.

Junction City School District is pleased to work with you and your staff and we will continue to have representatives active on the 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 870-924-4575.

Sincerely,

William R. Lowe
Superintendent

Cc: Claudine Forte-Johnson, Project Manager

May 15, 2016

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

Re: Implementation Grant for FIT

Dear Dr. Jones:

Thank you and the staff for the opportunity to participate and attend Steering Committee meetings related to the Futures in Information Technology (FIT) planning grant. We have enjoyed being part of the Futures in Information Technology workgroup and participating in the Skills Gap Analysis presentation and survey for Union County.

We are delighted to promote the program at our high school and look forward to the FIT program implementation this fall. We are recruiting students to sign up for classes and are excited about the potential employability and training opportunity for students and the benefits this partnership could have on our business and industry partners.

Please know that we are very supportive of the FIT program and commend South Arkansas Community College and all partners for its efforts in revising the curriculum to meet the IT needs of business and industry. We believe that the new recommended curriculum as recommended by the Curriculum Consultant will provide a trained and qualified workforce for Union County. We plan to work with you, your staff, partners and Southern Arkansas University in Magnolia for years to come. We believe that by teaching and training our high school students we will build a well-diversified, qualified and capable workforce.

Our company is pleased to work with you and your staff and we will continue to have representatives active on the 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 870-924-4575.

Sincerely,

Rebekah West

Cc: Claudine Forte-Johnson, Project Manager

SOUTHWEST ARKANSAS WORKFORCE DEVELOPMENT BOARD

P.O. Box 767, 101 Harvey Couch Blvd.
Magnolia, AR 71754
(870) 235-7510 Fax: (870) 234-0135

May 11, 2016

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

Re: Implementation Grant for CIT

Dear Dr. Jones:

The Southwest Arkansas Workforce Development Board (SWAWDB) supports and
commends South Arkansas Community College for their efforts in revising their
curriculum to meet the IT needs of Business and Industry in Union County. We believe
that teaching and training high school students in this curriculum will build a well-
diversified, qualified, and capable workforce.

The SWAWDB and the Workforce Development Centers of Southwest Arkansas will
assist in outreach, intake, screening, individual case management, linkage with the
colleges for Individual Education Plans (IEPs), and career coaching activities. These
activities, coupled with strong training and placement strategies, will ensure that students
find jobs for which they are both suited and adequately prepared.

We look forward to continuing our partnership with SouthArk Community College.

Sincerely,

Becky Ives

Becky Ives, Chairman
Southwest Arkansas Workforce Development Board

May 9, 2016

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

Re: Implementation Grant for FIT

Dear Dr. Jones:

Dr. Alroobi and I have enjoyed working with your staff at the Steering Committee meetings related to the Futures in Information Technology (FIT) planning grant.

SAU is very supportive of the FIT program set forth by South Arkansas Community College. Southern Arkansas University in Magnolia looks forward to working with South Arkansas Community College in the future on information technology education. Currently, we are designing a near seamless 2+2 transfer agreement for computer technology with South Arkansas Community College that we hope will encourage students to pursue both 2 year and 4 year degrees in computer technology.

SAU is committed to support IT education initiatives in Arkansas, and in doing so adding to the economic development potential of the region. We will happily offer guidance, and technical assistance to South Arkansas Community College if requested in the future.

Sincerely,

Scott McKay, Ph.D.
Dean, College of Science & Engineering
Professor of Chemistry
Southern Arkansas University
870-235-4290
semckay@saumag.edu

MURPHY USA

May 12, 2016

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

Re: Implementation Grant for FIT

Dear Dr. Jones:

Thank you for the opportunity to attend the Steering Committee meetings related to the Futures in Information Technology planning grant at South Arkansas Community College. Murphy USA supports South Arkansas Community College and its efforts to provide Information Technology (IT) development opportunities for high-school students in the Union County area.

Murphy USA's IT department is made up of 85 employees and continuing to grow. We also offer internship opportunities at the Home Office in El Dorado, AR. We were pleased to participate in the skills gap analysis survey and participate in the follow-up meeting with Boyette Strategic Advisors.

We believe that the implementation grant will provide the financial support needed to educate and train future candidates for IT related positions. In the future, we look forward to working with SACC by participating in Steering Committee meetings related to the Futures in Information Technology during the implementation grant phase. If you have any questions, feel free to contact me at (870)881-6723.

Sincerely,

Octavius D. White, CISA
TS Strategy & Transformation
Murphy Oil USA, Inc.
Office: 870.881.6723

"Proud Past, Bright Future"

MURPHY USA

MURPHY USA

THE SYSTEMS GROUP

April 24th, 2016

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

Re: Implementation Grant for FIT

Dear Dr. Jones:

Thank you and the staff for the opportunity to participate and attend Steering Committee meetings related to the Futures in Information Technology (FIT) planning grant. We have enjoyed being part of the Futures in Information Technology workgroup and participating in the Skills Gap Analysis presentation and survey for Union County.

Please know that we are very supportive of the FIT program and commend South Arkansas Community College and all partners for its efforts in revising the curriculum to meet the IT needs of business and industry. We believe that the new recommended curriculum as recommended by the Curriculum Consultant will provide a trained and qualified workforce for Union County. We plan to work with you, your staff, partners and Southern Arkansas University in Magnolia for years to come. We believe that by teaching and training our high school students we will build a well-diversified, qualified and capable workforce.

In the future, we look forward to working with the college by provide internships and training opportunities, assisting in developing summer IT camps, making available qualified employees to become potential adjuncts and for conducting workshops in the IT field.

Our company is pleased to work with you and your staff and we will continue to have representatives active on the 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 870-862-1315 or kmorgan@tsg.bz

Sincerely,

Kyle Morgan

Kyle Morgan, *IT & Marketing Manager*
The Systems Group

Cc: Claudine Forte-Johnson, Project Manager