



Act 1131 of 2015
Regional Workforce Implementation Grant

APPLICATION COVER SHEET

DUE JUNE 1, 2016

To:	Arkansas Department of Higher Education											
Requesting Institution:	University of Arkansas - Fort Smith (UAFS)											
Title of Project:	UAFS Cyber Systems Program (formerly Data Analytics Academy)											
Project Partners:	<table border="0"><tr><td>1. Fort Smith Public Schools</td><td>6. Western Arkansas Planning and Development District</td></tr><tr><td>2. Alma Public Schools</td><td>7. Western Arkansas Workforce Development Board</td></tr><tr><td>3. Van Buren Public Schools</td><td>8.</td></tr><tr><td>4. Walmart Corporation</td><td>9.</td></tr><tr><td>5. Arkansas Air National Guard, 188th</td><td>10.</td></tr></table>		1. Fort Smith Public Schools	6. Western Arkansas Planning and Development District	2. Alma Public Schools	7. Western Arkansas Workforce Development Board	3. Van Buren Public Schools	8.	4. Walmart Corporation	9.	5. Arkansas Air National Guard, 188 th	10.
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5. Arkansas Air National Guard, 188 th	10.											
Requested Budget:	\$995,562.00											
Date Submitted:	5/31/2016											
Applicant Contact:	Dr. Edward Serna											
Applicant's Information:	<table border="1"><tr><td>5210 Grand Avenue</td></tr><tr><td>Fort Smith, AR 72913</td></tr><tr><td>479-788-7925</td></tr><tr><td>edward.serna@uafs.edu</td></tr></table>		5210 Grand Avenue	Fort Smith, AR 72913	479-788-7925	edward.serna@uafs.edu						
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Authorized Signatures for Institution

University of Arkansas - Fort Smith (UAFS)

Lead Institution

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.

Regional Data Demonstrating Need for Action

Purpose: The intention of this grant is to launch a program of concurrent credit study in Cyber Systems that meets the existing and emerging need of employers in Western Arkansas for employees with information technology skills. By leveraging the expertise of our partners, UAFS developed an industry-driven program that matches the demand for a workforce steeped in computer science and information technology skills with a supply of fully-trained candidates. We are confident that the skills we will develop in this program transcend this single sector and provide additional employment opportunities across the region.

History: Western Arkansas experienced significant employment loss following the 2008 economic downturn. While the employment picture and GDP in the region have improved in the subsequent years, continued un/underemployment among the region's displaced manufacturing workers remains a significant challenge. This is part of a larger national trend in many manufacturing and service sectors called technological unemployment. Many companies made capital investments in technology to boost productivity without adding to their existing workforce. The ideal candidate for the advanced technology environment possesses an evolved skillset that includes a propensity towards information technology and computer science.

Opportunity exists with projections for significant job creation among middle-skill workers. These jobs are defined as those requiring more than a high school diploma but less than a four-year degree. A recent Harvard Business School study titled "Bridge the gap: Rebuilding America's middle skills" claimed that 25 million jobs or approximately 47% of all new job openings from 2010- 20 will fall into the range of "middle skills." Additionally, 73% of employers expect to see their need in this area grow in the next 2-3 years. The authors stated that this not only impacts the competitiveness of US companies but influenced their decision making on where to locate their operations.

For the Western Arkansas regional economy to retain and attract new middle-skill jobs, it is incumbent on our partnership with industry employers, educators, and policymakers to match labor supply with industry demand at the regional level. Our partnership shaped the curriculum to develop a talent pipeline that matches qualified workers with jobs. In order to remain effective, the training provided by UAFS is industry-driven and focuses on jobs that are of strategic importance to regional businesses and provide career opportunities for the employees it serves.

Clear Linkages Between Grant Activities and Local Needs (including letters pledging support from at least two area employers for the proposal, citing need and outlining benefits for local industry)

According to Western Arkansas Planning and Development District (WAPDD, 2016), the Fort Smith metropolitan area comprised of Sebastian and Crawford counties in Arkansas and Sequoyah county in Oklahoma is home to more than 25,000 residents engaged in the 300 or so manufacturing enterprises in the region. Wages for this population exceed \$800 Million and represent 30% of enterprise payrolls. According to WAPDD's *Comprehensive Economic Development Strategy: 2014-2019* (2014) ,

Arkansas Economic Development Commission (AEDC) lists business sectors targeted for growth including Administrative and Support Services, Advanced Food Manufacturing and Packaging, Management of Companies and Enterprises, Distribution and Logistics Services, and Paper and Timber Products – all of which are represented by industries in the region.

A number of initiatives were established by WAPDD to support economic resilience of the region. Included in those efforts is Business Retention and Expansion (BRE) which ultimately seeks to increase the economic viability of the industry in the region. Strengthening the existing labor shed with individuals whose skills are aligned with careers in advanced manufacturing is actionable support of BRE efforts. UAFS Cyber Systems supports BRE by providing innovative concurrent technical instruction to high school students to obtain middle skills and in preparation for careers in information technology including programming, networking and systems engineering.

Current and Emerging Skill Gaps

As technology continues to evolve and employers require a more skilled labor force to remain competitive, projections call for continued erosion in the traditional manufacturing jobs once dominant in Western Arkansas. Recognizing this trend, UAFS will work with its local industry partners to develop and continually refine programs of study to overcome emerging skill gaps and migrate workers into in-demand occupations. UAFS utilized data from the Arkansas Department of Workforce Services to identify the 10 industry sectors with the largest net employment growth. Leveraging this data, UAFS facilitated a series of robust discussions with local industries in these sectors regarding their current and emerging labor needs. Bearing in mind the changing national labor market landscape and the needs within Western Arkansas, UAFS in partnership with the Western Arkansas Workforce Development Board, the Fort Smith Manufacturing Executives Association, the Fort Smith Regional Chamber of Commerce, and the Western Arkansas Human Resource Association identified a dearth in data analytic skills including programming and networking. Additionally, WAHRA members indicated a need to attract females and minorities to this job category.

Data Analytics is the science of examining raw data with the purpose of drawing conclusions about that information (Dillow, 2013). As reported by Dillow in his *Fortune* article “The big data employment boom,” data analytics enables companies across multiple industry sectors to make better decisions. At the national level, data analytics has been characterized as the economic counterweight to America’s declining manufacturing sector¹. This makes it a particularly attractive labor sector for regions experiencing employment erosion in manufacturing. Data analytics is expected to continue being a high growth area with demand for big data expertise across a range of industry sectors including Professional, Scientific and Technical Services, Information Technologies, Manufacturing, and Retail Trade.

Industry partners engaged in UAFS Cyber Systems report current job openings related to information technology to exceed 20. In-demand skills reflect the middle- and high- skills described earlier in this proposal. Cyber skills such as programming, networking, data analysis, and system engineering are critical. To meet existing and future needs, the UAFS Cyber Systems Program was developed. The goal is to produce qualified graduates who are prepared for careers in computer science and meet the employment needs of this region.

Alignment with Arkansas Economic and Workforce Goals

Working with our industry and K12 partners, UAFS defined cost-effective programming and the necessary equipment to satisfy the educational requirements to provide middle skills to students and connect the student to careers in the advanced manufacturing industry. UAFS identified several programming and equipment elements to leverage in the implementation phase of this program.

By including our corporate and industry partners in the development of industry-driven programs of study, UAFS ensured programming and equipment fully met their requirements for a skilled workforce. The learning environment we developed mirrors existing skill needs while remaining flexible as these needs change and the work environment evolves. We anticipate that this program will address the skilled worker shortage in cyber systems such as information technology, namely in programming, networking, data analysis, and systems engineering. Further, skills learned through this program will transcend this particular industry sector to support career options outside of manufacturing. For instance, Cyber Systems is used in transportation and logistics as well as in healthcare and aerospace. The foundational knowledge and skills learned in the UAFS Cyber Systems program are transferable to a number of sectors.

Diversity: STEM career paths have long been regarded as the most lucrative for individuals. High regard for STEM employment is expected to continue throughout the foreseeable future as more and more processes are automated and when possible shifted to cyber administration. Unfortunately, efforts to narrow the gender gap in STEM have produced little change. Additionally, some minority populations are underrepresented in STEM careers. By providing access to concurrent credit computer science education in the traditional high school environment, UAFS through its partner schools has the opportunity to engage females and minority students in a STEM career pathway.

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.

Section 2- Program Plan

UAFS aligned required programming with a student's prerequisite knowledge and ability-to-benefit as discovered through use of the college-administered entrance exam. UAFS currently administers the COMPASS exam and will begin using Accuplacer in November 2016. Specific course requirements and sequencing was identified with the following plan of study: Computer Science and Information Science Concepts, Cyber Systems Programming, Programming II, Foundations of Networking, Foundations of Operating Systems, and Data Base Systems I.

The program of study is as follows:

	Fall Semester	Spring Semester
Year 1	CS1093 Computer Science and Information Science Concepts	ELEC 290V Special Topic: Cyber Systems Programming I
Year 2	CS1023 Foundations of Programming II	CS1043 Foundations of Networking
Year 3	CS1033 Foundations of Operating Systems	CS2013 Data Base Systems I

Detailed Project Timeline (month by month overview of critical convenings, activities, etc.)

COMPLETED	Purpose	Participants
Jan 27, 2016	General Planning Meeting: Education Partners	K12 Districts: superintendents, principals, counselors, UAFS: faculty, deans, RWG Director
Jan 27, 2016	Meeting: Focus groups NJHS	FSPS Chaffin Junior High: National Junior Honor Society members (approximately 90 8 th and 9 th graders) UAFS: faculty, RWG Director

Feb 17, 2016	General Planning Meeting: Education Partners	K12 Districts: superintendents, principals, counselors, UAFS: faculty, deans, RWG Director
Mar 2, 2016	Site visits Fort Smith Public Schools	FSPS: Assistant principals, IT coordinator UAFS: faculty, RWG Director
Mar 8, 2016	Informational Meeting for Industry Partners	Western Arkansas Human Resource Association members UAFS: dean, RWG Director
Mar 9, 2016	General Planning Meeting: Education Partners	K12 Districts: superintendents, principals, counselors, UAFS: faculty, deans, RWG Director
Mar 18, 2016	Site visit Van Buren	VBS: Superintendent, principal, assistant principal, lead Counselor UAFS: deans, RWG Director
Mar 30, 2016	Informational Meeting: Industry Partners	WAHRA members; leaders from industry UAFS: dean, RWG Director
Apr 7, 2016	Budget Meeting: Education Partner Superintendents	K12: District superintendents UAFS: chancellor, provost, dean, RWG Director
May 31, 2016	Implementation Meeting for K12 IT	K12: IT coordinators, principals UAFS: IT, faculty, RWG Director
UPCOMING		
July 1, 2016	Issue Purchase Orders for equipment	
July 15, 2016	RWG Director and Administrative Specialist start date	
Aug 16, 2016	Industry Partner/Mentor Workshop	
Aug 17, 2016	Faculty Retreat/Development	
Aug 22, 2016	Classes begin	
Aug 22, 2016	New Student Orientation (in class)	
Sept 7, 2016	Advisory Board Meeting	
Nov 1 – 30, 2016	Enrollment for Spr17	
Dec 7, 2016	Advisory Board Meeting	
Dec 15, 2016	Classes conclude	
Jan 11, 2017	Faculty Retreat/Development	
Jan 17, 2017	Classes begin	
Mar 1, 2017	Advisory Board Meeting	
May 1 – 31, 2017	Enrollment for Fall17	
May 12, 2017	Classes conclude	
June 7, 2017	Advisory Board Meeting	
Aug 15, 2017	Industry Partner/Mentor Workshop	
Aug 16, 2017	Faculty Retreat/Development	
Aug 21, 2017	Classes begin	
Aug 21, 2017	New Student Orientation (in class)	
Sept 1, 2017	RWG Interim Report Deadline	

Sept 7, 2017	Advisory Board Meeting	
Nov 1 – 30, 2017	Enrollment for Spr18	
Dec 6, 2017	Advisory Board Meeting	
Dec 13, 2017	Classes conclude	
Jan 10, 2018	Faculty Retreat/Development	
Jan 16, 2018	Classes begin	
Mar 7, 2018	Advisory Board Meeting	
May 1 – 31, 2018	Enrollment for Fall18	
May 11, 2018	Classes conclude	

Measurable Objectives for Each Phase of the Project (detail the metrics utilized throughout the project to track how credential job candidate possessing the skills needed by employers will be provided)

Planning milestones:

- Establishment of host schools including execution of MOUs, site preparations, and class scheduling
- Launch of enrollment process including development of student application materials, admission standards, and procedures
- Establishment of two-tiered industry partnerships with letters of support (primary partners) and data collection for career-mapping (primary and secondary partners)
- Equipment inventory consistent with campus computer science classroom and lab including acquisition of quotes for budget
- Faculty development including identification of available faculty (recruiting if necessary), ascertainment of credentials, curriculum development and lesson planning

UAFS established a unique tracking code for UAFS Cyber Systems participants that enables us to monitor their success throughout their concurrent education as well as when they attend UAFS after high school graduation. The RWG Director will monitor local employment trends via program partners Western Arkansas Planning and Development District (WAPDD), Manufacturing Executive Association (MEA) and the Western Arkansas Human Resource Association (WAHRA). The RWG Director will continue to nurture existing relationships with industry partners through active engagement with the mentoring component of the program and cultivate new partnerships. Collectively these efforts will enable the RWG Director to ensure appropriateness of coursework, and adequacy of equipment with respect to employer needs. Upon completion, program graduates will be partnered in their job search with career service professionals for guidance in resume development, practice interviews, and other placement-focused activities.

UAFS strives to maintain contact with our alumnae. This will be true as well for participants and graduates of UAFS Cyber Systems. The UAFS Alumni Association is the gatekeeper for this information and will aid in monitoring career milestones of program participants.

Project Governance and Accountability Plan (clearly describe the plan for project governance, meetings, and decision-making structure; identify a project director; and identify members of a project steering committee that will maintain oversight through the project period.

During the planning stage of UAFS Cyber Systems, key education and industry partners were engaged in six meetings hosted at UAFS by the UAFS partner members. Three more meetings are expected prior to program launch (August 22, 2016).

An interim director was appointed and a nationwide search is underway for a permanent director. Anticipated start date for the newly hired director is July 15, 2016.

UAFS engaged an advisory board for planning and oversight to whom the UAFS Cyber Systems Program is accountable. The board consists of five K12 school district superintendents, one regional K12 consortium director, two industry representatives and two UAFS deans representing the College of Applied Science and Technology and the College of Science, Technology, Engineering and Math. Advisory Board activities as well as the UAFS Cyber Systems program are facilitated by the RWG Director. After program launch, the advisory board will meet quarterly beginning on October 1, 2016.

All efforts of this implementation grant are accountable to the Arkansas Department of Higher Education, the Arkansas Department of Education, Arkansas Department of Career Education, and the Laws of the State of Arkansas.

Pathways Articulation and Support (clearly describe the educational pathways and support service that will be developed, or existing pathways to be enhanced; . . . incorporate all appropriate student outcomes for short-term industry-recognized credentials through the highest certificate or degree programs appropriate . . . and include career step-out points at the completion of each credential)

During the planning period of January 1 to May 1, UAFS developed a cyber systems program to establish an information technology career path for individuals with middle- and high- technical skills. Our approach for meeting goals and addressing core requirements was to design a comprehensive education framework which awards concurrent credit for program-related courses during a student's high school experience.

Students entering the 10th grade year of high school may enroll in career education courses while they continue to develop basic skills through their standard high school curricula. This delivery format includes instruction at the home high school campus by a university faculty member. This enables students to enjoy the traditional high school experience participating in social activities such as clubs and extracurricular activities while also engaging in concurrent curriculum.

The design is linear with instructional methods that accommodate multiple learning styles. Students will not be penalized for entering and exiting at different times and their accumulated hours will all apply toward the next degree level.

Our design is constructed upon the concept of an education/career ladder to accommodate multiple entry and exit points for students. Successful completion of courses results in the award of college credit and cumulatively moves the student towards degree attainment. Coursework mirrors degree plans for a Bachelor Degree in Information Technology.

To best serve students in UAFS Cyber Systems, a Certificate of Proficiency in Information Technology is in development with anticipated initial offering of June 1, 2017. The certificate of proficiency will be offered to students who have successfully completed the first four courses of UAFS Cyber Systems as well as to any UAFS student who completes the first four specific courses (Computer Science and

Information Science Concepts, Programming I, Programming II, and Foundations of Networking). With this addition, students will have two different exit points, the bachelor of science and the certificate of proficiency.

Career mapping will be provided to participants by their industry mentors to aid in the student's understanding of consumer science and the quality of life afforded by different career paths and the education and training necessary for success in such jobs.

UAFS Cyber Systems delivers the instructional model with a blend of University faculty, K12 faculty and staff, and industry-based subject-matter-experts. This collaboration ensures the content is industry driven by current practitioners and the delivery model is tailored to meet the needs of the students. We believe this approach best serves students and lends the flexibility needed to make the program most successful.

Role of Equipment Request (. . . how equipment purchase will specifically address local labor market needs; provide detailed description of equipment, educational value in preparing workforce and justification of purchase)

To effectively teach information technology and computer programming, specific hardware must be readily available for use. To that end, UAFS Cyber Systems is replicating at three regional high schools its UAFS Cyber Systems classroom and lab. The equipment will be of the same brand and model to ensure consistency in program delivery and to create economies of scale where possible. Representative equipment requirements for Cyber Systems include Dell laptop computers, computer cart, and HP laser jet printer; a number of software programs are also required.

EQUIPMENT

- Program licensure - open source - no fee
- Dell Latitude E5570 Laptops (23 per school at 3 schools)
- Dell Laptop Carrying Bags (for instructors)
- Instructors Carts (1 per school)
- Datamation SafeHarbor2 Laptop networked cart (1 per school)
- Belking 6 ft CAT5E 350Mhz Yellow Patch Cord (23 per school)
- HP LaserJet M402DN printer (1 per school)
- Textbooks - Year 1 (69 per semester)
- Textbooks - Year 2 (69 per semester)
- Textbooks - Year 3 (69 per semester)
- Miscellaneous classroom materials (extra laptop per school)
- Software upgrades to IT system
- Infrastructure upgrades at UAFS to support Cyber Systems
- Mainframe server (maintained at UAFS)

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 those which prepare candidates for high wage jobs or which create capacity to move candidates from unemployed to employed)

Student success is ultimately the measure of program success. Enrollment is anticipated to range from 45 – 66 in year 1. A retention rate of 50% is standard though retention for this program is expected to be considerably higher. Upon graduation from high school, students may seek job placement or matriculation toward degree attainment. UAFS will help students who wish to continue in the program to navigate the enrollment process including help with applications to grants and scholarships as well as with course registration.

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.

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 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 implanting fully articulated pathways from K12 through a baccalaureate degree, as appropriate)

UAFS Cyber Systems is intended to provide a program of study in computer science and information technology that meets the existing and emerging need for middle-skill employees in information technology and computer science of numerous employers in Western Arkansas. By leveraging the expertise of our partners, we developed an industry-driven program that matches the demand for a workforce skilled in cyber systems with a supply of fully trained candidates. We are confident that the skills developed by participation in UAFS Cyber Systems transcend the standard computer science employer and provides additional employment opportunities in economic sectors across the board.

Anticipated Roles for Partner Organizations

UAFS Cyber Systems is comprised of four groups or partners: UAFS, Education, Industry and Other. Partners are actively engaged with students and with other partners in delivering the UAFS Cyber Systems coursework in an innovative environment utilizing industry experts as mentors. The Regional Workforce Grant (RWG) is implemented by the RWG Director who is an employee of UAFS. Education partners will be the first line of contact in student recruitment using marketing materials supplied by UAFS. UAFS supplies the high school advisors with student packets containing a student guide, application for admission, participation agreement and registration forms to be distributed to interested students. UAFS admits and registers students. UAFS faculty provides instruction to program participants with industry representatives serving as mentors who link classroom instruction to careers.

UAFS Partners

All partner groups were queried and engaged by UAFS and ultimately identified a skills gap in the area of medium- and high-skills roles in information technology. UAFS committed to developing a program of study in cyber systems to address this emerging workforce development needs. UAFS assembled a mix of industry and education partners to determine the scope of the program, desired outcomes, and then worked to close the gap between the present labor shed and the desired workforce of the future.

UAFS Cyber Systems is a collective effort led by the College of Applied Science and Technology in tandem with the College of Science, Technology, Engineering and math. Additionally, the UAFS academic groups engaged significant support from Student Services (Testing, Admissions, Records, etc.). UAFS presently offers two concurrent programs to high school students: SmartStart which offers general education courses at the high school location and Western Arkansas Technical Center (WATC) which offers technical courses on the UAFS campus (technical courses). For UAFS Cyber Systems, existing SmartStart procedures were modified to suit the enrollment of high schools in

career tech education courses; existing WATC procedures were modified to suit the delivery of technical courses to the high school campus.

Academic advising for career path choice will exceed standard student advising. This will be accomplished through a team advising approach where UAFS collegiate advisors work in tandem with partnering high schools advisors to ensure efficiency in course enrollment. This will mitigate any unnecessary course work, reduce cost of degree, and shorten time to degree completion. In addition to team advising, UAFS enlisted industry partners for the purpose of mentoring and providing real-world connectivity to classroom topics. Human Resource professionals from industry partners and the Western Arkansas HR Association will aid by providing information about career paths in robots and automation, the benefits of these specialized career tracks, and appropriate workplace behaviors that support a good work ethic.

Academic leadership at UAFS is working diligently to place diverse faculty in the teaching roles at the high schools participating in UAFS Cyber Systems. At this time, two classes are expected to be taught by a female instructor and one will be taught by a male instructor. The faculty search is ongoing as UAFS anticipates additional faculty needs in year 2.

Education Partners

UAFS Cyber Systems experienced wide support from the region's K12 school districts. As project champions, the education partners aided in rebranding the program from its original title of Data Analytics Academy. Education partners participated in "namestorming" to aid in the search for a more marketable program name; additionally the education partners provided access to students for focus groups. The education partners worked with the RWG Director to identify prerequisite concerns and remap course sequencing to avoid limitations. The education partners accepted responsibility to recruit from their student body, administer the first step of enrollment (forms dissemination and collection) and to support student engagement. The education partners were instrumental in developing a best practice for engagement of college faculty in a K12 environment to better acclimate the faculty to the nuances of today's high school culture which ultimately will allow the faculty to better serve program participants.

Proximity between high schools was used to determine the three schools best suited to engage in UAFS Cyber Systems. Alma, Fort Smith Northside, and Van Buren comprise the high schools most suitable to faculty commute. School districts engaged in the Guy Fenter Educational Services Cooperative at County Line (Arkansas) were invited to participate if the classes at the three partnering schools are not at capacity. This outreach enables very small school districts to participate with nearby schools should they have student interest and can navigate the logistics of attending.

Courses will be taught at the partnering high schools with the education partners providing classroom, lab and storage space. High school administrators and advisors will continue to be engaged in a supporting role with the students. Local high school advisors are the student's first contact for enrollment in UAFS Cyber Systems and continue to monitor students throughout their high school experience.

Industry Partners

Industry partners who have a legacy of supporting UAFS endeavors play core leadership roles in the economic and workforce development needs for the community. The engagement of these

organizations ensures that UAFS Cyber Systems is industry-driven and will grow the talent pipeline needed to remain competitive. While each industry partner will play a critical role in several areas during the planning and implementation phases of this program, we secured commitments from two partners to serve as co-builders of cyber systems program, Arkansas Air National Guard – 188th Wing and Walmart Stores, Inc., both of whom have been actively engaged since the pre-planning stage of this endeavor. Their letters of support are included in this application. Additionally, four more enterprises have joined as partners.

Industry partners were grouped by sector (retail enterprise, logistics, security, and finance/banking) and matched to the three participating partner schools in a regular recurring role of mentor. Professional members (e.g. programmers, coders, networkers, system engineers) of each organization will provide mentoring services to the classes via Skype or Google Hangout or in person when practical. In this capacity, the professionals will review current course subjects and link the topic to real-world practice. Using technology, the mentor can stream live demonstrations in computer science practices to students in the classroom. Human Resource professionals from industry partners will mentor students and provide consumer science instruction to engage students in the comparison of wages earned to anticipated standard of living. Human resource professionals will mentor students on key topics such as work ethics and standards of behavior as well as consumer science. Finally, a collective effort is underway to engage female mentors from industry partners when possible.

As with the education partners, the industry partners participated in course selection and endeavored to develop course sequencing befitting of advanced manufacturing while considering the inexperience of potential students. Industry partners are aiding the RWG Director in the career mapping process which includes providing job titles, brief descriptions and salary information to aid program mentors in teaching consumer science topics that enable students to project a quality of life to the various career paths. Industry partners will lead the mentoring component meeting with classes at least twice monthly to review their current lessons and demonstrate how the lessons directly relate to activities in the workplace.

Other Partners

Western Arkansas Planning and Development District (WAPDD) serves as the administrator for this region's Workforce Development Board as required by the State of Arkansas Workforce Investment Act. WAPDD is a catalyst for economic development for the region. UAFS relied upon input from the Western Arkansas Workforce Development Board in developing degree to job "crosswalks". The Manufacturers Executive Association (MEA) of Fort Smith supports this initiative as it directly aligns with their need for a skilled workforce.

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 partner strengthens the overall partnership.

Education Partners

All three of the school districts who have joined as educational partners are eager to launch the program. All three have identified classrooms that can be secured during off-hours and have adequate infrastructure to support the equipment and students. All partners agreed that should any

remaining seats be available, those openings would be offered to members of the Guy Fenter Education Service Cooperative.

Industry Partners: Primary Partners

When conducting an environmental scan, a number of enterprises highly engaged in information technology are located in the region. For primary partnership UAFS directed its attention to organizations with a history of strong community leadership. The corporate IT department at Walmart was approached as it currently recruits IT graduates from UAFS for their vast IT function. Not only does Walmart need the standard programming related to retail enterprise, Walmart is actively ideating alternative sources of transport including remotely piloted vehicles and emerging logistic management. With the recent realignment of the 188th from manned aircraft to remotely piloted aircraft, the employment requirements for optimum operation includes middle- and high-level skills in cyber systems.



Arkansas Air National Guard – 188th Wing, most commonly referred to as the 188th is a unit of the Arkansas Air National Guard, stationed at Fort Smith Air National Guard Station, Fort Smith, Arkansas. If activated to federal service, the Wing is gained by the United States Air Force Air Combat Command. The 188th is a Remotely Piloted Aircraft (MQ-9 Reaper), Space Focused Targeting, and Intelligence, Surveillance and Reconnaissance Unit. The 188th is able to rapidly deploy and support ground forces all over the world. The 188th includes approximately 1000 male and female guardsmen whose duties support intelligence, surveillance, reconnaissance, and attack missions. The leadership team at the 188th agreed to have a mentoring function at all three high schools engaged in the UAFS Cyber System Program: Alma, Fort Smith Northside, and Van Buren High Schools.



Walmart Stores, Inc., (Walmart) is an American multinational retail corporation comprised of three segments: Walmart U.S., Walmart International and Sam's Club with total sales of \$482 Billion in FY16. Principal offices are maintained in Bentonville, Arkansas. Walmart stores, Inc., is the top ranked organization by the Fortune group. Walmart Stores, Inc. operates the largest grocery retailer in the US. Walmart employs 2.3 million worldwide. A division of Walmart Stores, Inc., Walmart Technology engages more than 3500 associates in corporate security, financial controls, merchandise replenishment and logistics, using advanced analytics to provide customers with the products they want, when they want them, and for the lowest possible price. Walmart Technology utilizes advanced technologies such as sophisticated networking, advanced cloud and data centers, and support applications and software in a variety of languages (both code and spoken linguistics) to engage customers in a variety of shopping formats. The leadership team at Walmart agreed to have a mentoring function at all three high schools engaged in the UAFS Cyber System Program: Alma, Fort Smith Northside, and Van Buren High Schools. Two of the three Walmart Mentors are female.

Consideration of All Potential Partners in the Region (describe the process of identifying each selected partner, including the consideration of regional community colleges,

universities, public schools, education service cooperatives, business and industries, career and technical education programs, multidistrict vocational centers, and private partnerships.

Education Partners (University and K12)

Actively engaged in UAFS Cyber Systems are the Alma School District, Fort Smith Public School District (Northside High School) and Van Buren School District. As mentioned above, the twenty partner schools of the Guy Fenter Educational Service Cooperative are invited to participate should interest and space warrant. At this time Mountainburg School District and Mulberry School District are engaged in talks with students to determine the level of interest in joining the course being hosted at Alma High School should space be available.

Industry Partners

In addition to the primary partners described above (188th and Walmart), a number of secondary industry partners were solicited to bolster the mentoring teams for each school. During events on March 8 and March 30, industry representatives attended information meetings to learn the scope of the initiative and how the industries can partner to build the workforce of the not-so-distant future. At this time, four additional industry partners are in discuss to join UAFS Cyber Systems: ArcBest Corporation, First National Bank of Fort Smith, Arvest Bank, and Weldon, Williams, and Lick, Inc..



Founding more than 90 years ago as a less-than-truckload carrier branded ABF (Arkansas's Best Freight), ArcBest Corporation (ArcBest) is a logistics company that creatively solves customers' challenges through its well-known operating companies and brands: ABF Freight®, ABF Logistics®, Panther Premium Logistics®, FleetNet America® and U-Pack®. From Fortune 100 companies to small businesses to families on the move, our customers trust and rely on ArcBest brands for their supply chain needs and logistics solutions. ArcBest coordinates its business through ArcBest's in-house technology company, ArcBest Technologies, citing ease of doing business and the importance of engaging a logistics company that performs more as a partner than as a vendor. With more than 13,000 employees, ArcBest delivers knowledge, expertise and a can-do attitude with every shipment and supply chain solution, residential move and vehicle repair. ArcBest joined the initiative and will serve in the mentoring function at all three high schools engaged in the UAFS Cyber System Program: Alma, Fort Smith Northside, and Van Buren High Schools.



The oldest bank in Arkansas, First National Bank (First National) of Fort Smith was organized in 1872 as "The National Bank of Western Arkansas". The first large industrial plant, Fort Smith Oil and Cotton Company, was organized and promoted largely by First National's principal officers and stockholders of the bank. This is the foundation upon which Fort Smith grew to legendary status as the

manufacturing and industrial hub of Arkansas. Today, First National specializes in personal and commercial banking. First National has 13 locations in the River Valley, 5 locations in Northwest Arkansas, and 3 locations in Eastern Oklahoma. In addition, First National holds 6 Citizens Bank & Trust locations in Crawford County. Through First Bank Corporation, First National offers customers the 24/7 availability of 30 ATMs. First National added Brown-Hiller-Clark in 2002 to provide insurance, trust and investments services to customers throughout the region. First National volunteered to mentor at Fort Smith Northside High School.



Arvest Bank, headquartered in northwest Arkansas, was founded on the principle of intense dedication to customers. Arvest operates more than 260 bank branches in Arkansas, Oklahoma, Missouri and Kansas through a network of 16 locally managed banks, each with its own board of directors and management team. These banks serve customers in 120 communities with 12-hour weekday banking at most locations. Arvest also provides a wide range of banking services including loans, deposits, treasury management, credit cards, mortgage loans and mortgage servicing. Arvest is an equal housing lender and member FDIC. In the Western Arkansas region, Arvest employs more than 500 associates with more than 200 of those engaged in shared services. Arvest volunteered to mentor at Van Buren High School.



Weldon, Williams, and Lick, Inc., (WW&L) is the industry leader in security printing. WW&L offers a complete array of custom tickets, parking permits, roll tickets, design, packing and distribution services. In order to survive in the American system of free enterprise, WW&L must be flexible and willing to change with times. Basic principles that guide the company, such as honesty in all dealings, industriousness, careful financial management, and service to the customer must be adhered to. WW&L's continued success depends on its willingness to move forward with new products, new technology and a skilled workforce to meet customer needs. As one of the nation's major producers of numbered printing, WW&L acknowledged their continued success hinges on their ability to provide high-integrity printing which requires advanced technical skills, careful inspection and security measures. WW&L actively engages in continued workforce development for their incumbent workers and seeks to add to their team employees with technical skills. WW&L volunteered to mentor at Fort Smith Northside High School.

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.
- 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.

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)

The budget spreadsheet included in this packet features several categories of expense.

Salary expense refers to the salary of the director and an administrative specialist. It also includes the salary of faculty.

Supplies refers to office supplies such as printer ink, paper, and contract printing.

Equipment expense refers to all essential components to effectively teach Cyber Systems. The purchase is reflective of the inventory necessary to equipment the classroom and lab located on the UAFS campus. UAFS Cyber Systems utilizes course textbooks, open access software, and laptop computers. The incorporation of open access software for UAFS Cyber Systems enables students to work outside the classroom creating an expanding lab-learning environment.

Operational expense includes marketing activities, workshops, food service and facilities fees.

Travel expense refers to the mileage reimburse paid to faculty who travel from the home station (UAFS campus) to the partner high schools to teach UAFS Cyber Systems. It also includes related expenses to attend workforce development conferences such as the one hosted annually by the American Association of Community Colleges.

Travel also includes professional development activities for faculty. In particular, faculty will be expected to remain current in the subject of the course to which they are assigned. This enables faculty to attend the most appropriate conferences in alignment with computer science's accrediting body, Accreditation Board for Engineering and Technology (ABET).

Financial Aid expense includes \$25 entry exam (COMPASS) per student in lieu of other college admission test or because current admission test scores on file don't meet the admission floor. This is particularly valuable to ninth grade students who have not sat for the ACT or SAT at this point in time but who wish to enroll while seats are available.

Tuition and Fees refers to individual rate of \$695 per student per semester for a three credit hour course. During Year 1, tuition and fees are funded through the grant. In Implementation Year 2, partnering school districts will begin covering part of the tuition and fees at a rate of \$75 per student per semester.

Local Match of at Least 10% of Total Request (with a maximum of \$50,000 – all proposals will include a plan for local funding to match 10% of the total grant proposal.

UAFS	Waived per UAFS federally negotiated rate (52% for indirect)	\$517,692
K12 Partners	132 students at \$75/term	\$19,800
Industry Partners	3 schools at 4 sessions/month; 2 hours of prep and 1 hour of mentor contact per site/month; 8 months duration; @ \$50/hour (12 sessions/month @ 3 hrs each @ \$50/hr for 8 months)	\$14,400
	Total	\$551,892

Section 4.2 – Budget Plan Template

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

Requesting Institution:	University of Arkansas - Fort Smith
Title of Project:	UAFS Cyber Systems Program

A. PROGRAM LEADERSHIP SUPPORT COSTS

1. Personnel/Stipend	\$375,345.00
2. Travel	\$52,702.00
3. Other (Explain Below)	\$5000

Briefly Explain Other Costs

TOTAL PARTNER PARTICIPANT COSTS \$433,047.00

B. OTHER DIRECT COSTS

1. Equipment	\$269,995.00
2. Materials and Supplies	\$8,000.00
3. Publication Costs/Documentation/Dissemination	\$6,000.00
4. Consultant Services	\$0.00
5. Other (Explain Below)	\$278,520.00

0

TOTAL OTHER DIRECT COSTS \$562,515.00

C. TOTAL DIRECT COSTS (A & B) \$995,562.00

D. COST SHARING (Minimum 10% of C; up to \$50,000) \$551,892.00

Total Implementation Grant Budget \$1,547,454.00

Other Notes

Other: Total Partner Participant Costs: Professional development/faculty: \$5,000

Other Direct Costs: Scholarship \$278,520

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.

Detailed plan for sustaining the program beyond the twenty-four month implementation grant funding period – outline roles and funding sources of each partner after grant period

Participation in UAFS Cyber Systems courses will range from 10 – 22 students per section. The program is expected to launch successfully and fuel interest of other students. Some attrition is expected; student retention goal is set at 50%. Regardless of attrition, UAFS expects momentum to build. During Year 2 another level of instruction will be added which results in a doubling of potential students. If this pipeline of students is sustained and the concept of instruction is proven, the program will have sufficient activity to warrant it be considered for additional funding during Implementation II.

After the initial capital outlay during Implementation I to equipment the computer labs, the cost for classroom sustainability is nominal.

Memorandums of Understanding with partner schools articulate a progressive shift of tuition and fees. In Year 1, utilizing grant funds, UAFS will fully cover all tuition and fees (currently \$4695/semester). In Year 2, it is expected that partner schools will contribute 25% of standard concurrent credit tuition which will reduce the UAFS/grant financial burden. Should the Implementation Grant reach a second phase, it is expected that partner schools will increase their contribution by an additional 25% each year until they reach 100% of concurrent credit rates in the year after the second phase expires. It is important to note that UAFS concurrent credit tuition rates are half of standard rates. Thus, once the grant funding has ended, the tuition burden will be shared. 50% of full tuition will be covered by UAFS and 50% of full tuition will be paid by the partner school. All other fees will be waived. This gradual tuition cost shift is an effective plan for sustaining this effort beyond the Regional Workforce Grant's period of performance. Should tuition rates change, the amounts expressed here will be adjusted accordingly.

UAFS Cyber Systems is expected to generate full-time equivalency (FTE) as follows:

	Students	Student Generation Credit Hours	FTE Generation
Year 1	45 – 66	270 - 396	18 – 26.4
Year 2	90 – 132	540 - 792	36 – 52.8

Detailed Plan for Maintaining Communication and Sharing Resources Among All Partners Beyond the Twenty-Four (24) Month Funding Period

Effective communication is critical in a project of this size and scope. The program engages a myriad of communication means including email, program webpage, marketing flyers, faculty retreats, and advisory board meetings.

Heavy and frequent communication has occurred throughout the planning process via email. It has proven efficient as **emails** are constructed on demand by the various partners and replies are

provided typically within an hour. The timely responses of UAFS staff have enabled questions to be answered swiftly and wait time to be virtually eliminated.

Regular **lunch-and-learn sessions** were provided during the planning stage. Two additional sessions are scheduled for early summer (2016) to bolster the camaraderie of our partner's high school counselors and district IT professionals.

A **webpage** for regional workforce development is in development with launch anticipated by July 15, 2016. The webpage will provide introductory information to the public as well as program information and a list of faculty and staff affiliated with UAFS Cyber Systems.

Video marketing was added to the plan in March, 2016, at which time the interim director conducted a variety of interviews with internal and external video production organizations. The cost to produce a video was substantial. A reallocation of planning funds was requested and subsequently grant. However, after site visits to participating schools and encountering the robust reception from students, the need for a marketing video was reprioritized. At this time, video production is tabled.

Marketing **flyers** are under development. Again, the urgency for these has shifted in light of the response from the students. However, flyers are still scheduled for development, production and distribution. To facilitate conversations with parents, flyers are expected to be available for non-native English speakers with first focus on Spanish and second focus on Asian languages.

Faculty **retreats** (aka in-service or professional development) will be conducted twice annually to keep faculty apprised of programmatic and employment news and to conduct formative and summative assessments of courses.

The UAFS Cyber Systems **Advisory Board** meets regularly at the start of each quarter. During the planning phase, board meetings were more frequent and correspondence was heavy. It is anticipated that activity will be more frequent in the first semester as the first cohorts of students navigate the process.

Identify Availability of Long-Term Resources to Maintain and/or Repair Any Equipment Requested

Equipment required for the UAFS Cyber Systems Program refers to laptop computers. Short-term repairs will be covered under standard warranties. Should a computer need replaced, the expense will be covered by UAFS College of STEM.

Describe Plan for Redistribution of Equipment to Meet Additional Workforce Needs Once Employer Needs Addressed by Proposal Have Been Satisfied

The shortage of technology-skilled workers is anticipated to worsen in the coming years. UAFS Cyber Systems isn't expected to completely alleviate the labor shortage. Rather, this program has the potential of producing technology-skilled students for a multitude of careers in a variety of settings. Given the overwhelming response, we anticipate the program's popularity to continue and student interest to remain high. This program has been crafted so that it is replicable; should a host school choose to withdraw after the initial twenty-four months, an alternate school will be offered Cyber Systems.

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SUBMIT BY JUNE 1, 2016Email 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



Fort Smith Manufacturing Executives Association
Mark McCourt, President
P.O. Box 11015
Fort Smith, AR 72917
May 24, 2015

To Whom It May Concern,

The Fort Smith Manufacturing Executives Association is a non-profit organization that exists in order to support the manufacturing industry sector in our region. Our goal is to advance the regional manufacturing environment and promote corporate citizenship through professional development opportunities, policy influence, professional networking, and by fostering economic development for the River Valley.

I am writing this letter to express support for the Regional Workforce Implementation Grant Proposal being submitted by the University of Arkansas-Fort Smith. The Fort Smith MEA feels that the skills being taught in the Robotics/Automation program are in great need by manufacturers in our region. We look forward to the benefit this program will offer to students and the community. Further, we know that this program will be creating a talent pool that supports the high-skill, high-demand, manufacturing positions available in our region.

Please feel free to contact me should you have questions.

Sincerely,

A handwritten signature in black ink that reads "Mark McCourt". The signature is written in a cursive, flowing style.

Fort Smith Manufacturing Executives Association
Mark McCourt, President



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 188TH WING
4850 LEIGH AVENUE
FORT SMITH, AR 72903-6018

31 May 2016

MEMORANDUM FOR ARKANSAS DEPARTMENT OF HIGHER EDUCATION

FROM: 188 WG/CC

SUBJECT: Regional Workforce Grant Proposal

1. The 188th Wing is an Air National Guard organization of 1,000 men and women committed to several Intelligence, Surveillance and Reconnaissance missions in Fort Smith, AR, including intelligence analysis, space-focused targeting, and flying MQ-9 Reaper aircraft.
2. I am writing this letter to express our continued support for the Regional Workforce Implementation Grant Proposal being submitted by the University of Arkansas-Fort Smith. We have worked collaboratively with UAFS in the conceptual and planning phases to help design a system that benefits students and the community. We feel confident that this process will help create a talent pool that supports the high-skill, high-demand positions the 188th Wing has available.
3. Please feel free to contact me if you have any questions or need additional information. My phone number is: 479-573-5188 or email: bobbi.j.doorenbos@mail.mil.

A handwritten signature in black ink, appearing to read "Bobbi J. Doorenbos", is positioned above the printed name.

BOBBI J. DOORENBOS, Colonel, AR ANG
Commander, 188th Wing

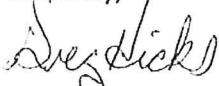
May 24, 2016

To Whom It May Concern,

Walmart helps people around the world save money and live better -- anytime and anywhere -- in retail stores, online and through their mobile devices. Each week, more than 245 million customers and members visit our nearly 11,000 stores under 65 banners in 28 countries and e-commerce websites in 11 countries. With fiscal year 2015 net sales of \$482.2 billion, Walmart employs 2.2 million associates worldwide.

I am writing this letter to express support for the Regional Workforce Implementation Grant Proposal being submitted by the University of Arkansas-Fort Smith. Walmart has been working collaboratively with UAFS in the conceptual and planning phases. We look forward to the skill upgrade the Cyber Systems program will provide and to the benefits that will be realized by both students and the community. The result will be a talent pool that supports the high-skill, high-demand positions Walmart has available and will need in the future. This program will help keep talented Arkansas high school and college students living and working in our great state.

Sincerely,



Greg Hicks

Senior Director

Wal-Mart Stores Inc.

702 South West Moberly

Bentonville, AR



Charleston School District

P.O. Box 188
Charleston, AR 72933
Phone (479) 965-7160
Fax (479) 965-9989

Superintendent
Jeff Stubblefield

Elementary Principal
Bruce Womack

Middle School Principal
Melissa Moore

High School Principal
Shane Storey

Curriculum Specialist /
Federal Coordinator
Susan Brown

Board President
Trey Gage

Board Vice-President
Brian Verkamp

Board Secretary
Joel McDonald

Disbursing Officer
Michele Schmitz

Board Member
Jeff Hayes

August 12, 2015

To Whom It May Concern,

I am writing this letter to express support for the Regional Workforce Planning Grant Proposal being submitted by the University of Arkansas-Fort Smith. We have already been working collaboratively with UAFS in the conceptual phase. We look forward to engaging in the planning process and to the opportunities the Regional Workforce Grant will provide students in the Charleston School District.

With kind regards,

Jeff Stubblefield,
Superintendent

Today... and ...



in the **Future**

Office of the Superintendent

3205 Jenny Lind • P.O. Box 1948
Fort Smith, Arkansas 72902-1948
479-785-2501
Fax: 479-785-1722

August 12, 2015

Dr. Ken Warden, Dean
College of Applied Science and Technology
University of Arkansas - Fort Smith
P.O. Box 3649
Fort Smith, AR 72913-3649

Re: Regional Workforce Planning

Dear Dr. Warden:

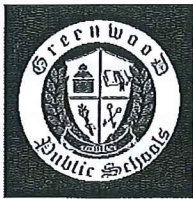
The Fort Smith Public School District is pleased to support the Regional Workforce Planning Grant Proposal being submitted by the University of Arkansas - Fort Smith. This process holds great promise as local school districts and the University of Arkansas - Fort Smith collectively plan to address the needs of our region in supporting job growth and economic development.

This process is a continuation of the relationship which the Fort Smith Public Schools have established in the past as FSPS and UAFS collectively address educational needs PreK-16. FSPS staff members have been working collaboratively with UAFS in the conceptual phase and look forward to engaging in the planning process. The opportunities which this Regional Workforce Grant can help provide for students in our secondary schools and higher education will help build a highly skilled workforce for the region.

Sincerely,

Benny L. Gooden, Ed.D.
Superintendent of Schools

pc; Dr. Barry Owen



Greenwood School District

August 24, 2015

To Whom It May Concern,

I am writing this letter to express support for the Regional Workforce Planning Grant Proposal being submitted by the University of Arkansas-Fort Smith. The Greenwood School District has already been working collaboratively with UAFS during the conceptual phase. We look forward to engaging in the planning process and to the opportunities the Regional Workforce Grant will provide our students.

The member schools of the Western Arkansas Education Service Cooperative have enjoyed a long-standing partnership with the University of Arkansas at Fort Smith. This is evidenced by the success of programs such as the Western Arkansas Technical Center. I am excited about the opportunities this grant will present as we bring various stakeholders together to better align education with the needs of our workforce.

Sincerely,

A handwritten signature in black ink, appearing to read "John Ciesla".

John Ciesla
Superintendent



OFFICE OF THE SUPERINTENDENT
2221 POINTER TRAIL EAST
VAN BUREN, ARKANSAS 72956
479.474.7942 PHONE
479.471.3154 FAX
WWW.VBSD.US

VAN BUREN SCHOOL DISTRICT



August 27, 2015

Dr. Ken Warden, Dean
College of Applied Science and Technology
University of Arkansas - Fort Smith
PO Box 3649
Fort Smith, AR 72913-3649

Re: Regional Workforce Planning

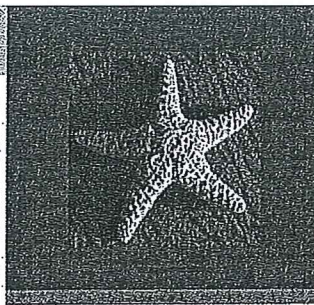
Dear Dr. Warden,

I am pleased to represent the Van Buren School District and express support for the Regional Workforce Planning Grant Proposal being submitted by the University of Arkansas-Fort Smith. We have already been working collaboratively with UAFS in the conceptual phase. We look forward to engaging in the planning process and to the opportunities the Regional Workforce Grant will provide students in the Van Buren School District.

Sincerely,

Dr. Harold Jeffcoat
Superintendent

*Roy Hester, Director
3010 E Hwy 22 Suite A
Branch, Arkansas 72928*



*Phone: 479-965-2191
479-635-5201
Fax: 479-965-2723*

*Guy Fenter
Education Service Cooperative*

August 12, 2015

To Whom It May Concern,

I am writing this letter to express our support for the Regional Workforce Planning Grant Proposal being submitted by the University of Arkansas-Fort Smith. UAFS has played an instrumental role in the Regional planning and development for the workforce in the River Valley Area.

The Guy Fenter Cooperative has been working collaboratively with UAFS in the conceptual phase. We eagerly anticipate engaging further in the planning process and to the outstanding opportunities the Regional Workforce Grant will make available to the students in the Guy Fenter Cooperative Service area.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Roy Hester'. The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Roy Hester
Director

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 71-0394794

DATE:08/11/2014

ORGANIZATION:

University of Arkansas at Fort Smith
5210 Grand Avenue
Fort Smith, AR 72913

FILING REF.: The preceding
agreement was dated
05/21/2012

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2018	52.00	On Campus	All Programs
PROV.	07/01/2018	06/30/2020	52.00	On Campus	All Programs

*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: University of Arkansas at Fort Smith
AGREEMENT DATE: 8/11/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Equipment Definition -

Equipment means article of nonexpendable, tangible personal property having a useful life of more than 1 year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Worker's Compensation	Life Insurance
Health Insurance	Disability Insurance
Unemployment Insurance	TIAA/CREF
Tuition Remission	Employee Assistance Program

The next indirect cost rate proposal based on actual costs for the fiscal year ending 06/30/17 is due in our office by 12/31/17.

ORGANIZATION: University of Arkansas at Fort Smith

AGREEMENT DATE: 8/11/2014

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Arkansas at Fort Smith

(INSTITUTION)

(SIGNATURE)

Darrell R. Morrison

(NAME)

Vice Chancellor for
Finance and Administration

(TITLE)

August 15, 2014

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

8/11/2014

(DATE) 7506

HHS REPRESENTATIVE:

Theodore Foster

Telephone:

(214) 767-3261



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

1301 Young Street, Room 732
Dallas, TX 75202
PHONE: (214) 767-3261
FAX: (214) 767-3264
EMAIL: CAS-Dallas@psc.hhs.gov

August 11, 2014

Mr. Darrell R. Morrison
Vice Chancellor for Finance & Administration
University of Arkansas at Fort Smith
5210 Grand Avenue
Fort Smith, AR 72913

Dear Mr. Morrison:

A copy of an indirect cost Rate Agreement is being faxed to you for signature. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the original signed by an authorized representative of your organization and fax it to me, retaining the copy for your files. Our fax number is 214-767-3264. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 06/30/17 is due in our office by 12/31/2017.

Sincerely,

Arif Karim
Director
Cost Allocation Services

Enclosures

PLEASE SIGN AND FAX A COPY OF THE RATE AGREEMENT

OFFICIAL NOTIFICATION

New Procedures for Submitting College and University Facilities & Administrative Rate Proposals

NAME CHANGE: From Division of Cost Allocation to Cost Allocation Services (CAS)

This is to officially notify you that CAS has implemented an automated Document Management and Workflow System (eFlow). The eFlow System is designed to capture Facilities & Administration (F&A) rate proposals (and if applicable, associated fringe rate proposals) along with other supporting documents electronically by email or scanning. CAS implemented this system to enhance the efficiency and productivity of our review process, in compliance with the Paper Reduction Act. Additionally, transitioning to eFlow eliminates barriers associated with paper documents in the new era of electronic transmission.

Effective immediately, all F&A rate proposals together with supporting information should be submitted electronically to your respective regional office at the following email address: CAS-Dallas@psc.hhs.gov. For those organizations not having the capability to submit their proposals electronically, you may submit a hardcopy via mail for scanning into the eFlow System. However, an electronic submission is preferred.

Please note that effective January 2015 all organizations will be required to submit electronically.

The preferred electronic format is two separate PDF files, as follows:

1. Single PDF file titled "Proposal" containing the entire proposal, including the transmittal letter, checklists, required certification, and reconciliation/support schedules. This file should not include the supporting financial data (e.g. audited financial statements, Single Audit, etc.)
2. Separate single PDF file titled "Financial Statements", containing the applicable financial data (e.g. audited financial statements, Single Audit, etc.) upon which the rates are based.

Note: If the organization proposes a fringe benefit rate, it should be submitted as a separate e-mail and separate proposal PDF attachment.

Due to our email server limitations, we cannot receive e-mails exceeding 25MB (including all attachments). Therefore, if the proposal and financial statements together exceed 25 MB, please mail a CD or flash drive containing the electronic files. This is the preferred option for very large proposals.

If you have any questions concerning the next submittal of your F&A rate proposal, or have problems forwarding your documents electronically, please contact us at (214) 767-3261.