ARKANSAS DEPARTMENT OF HIGHER EDUCATION

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
Title of Project:	IT Readiness Program
Project Partners:	1. Acxiom 2. Collective Bias 3. Field Agent 4. JB Hunt 5. Rockfish 6. Saatchi & Saatchi X 7. Tata Consultancy Services 8. Walmart 9. Startup Junkie 10. Metova 11. RevUnit 12. Bentonville Public Schools 13. Springdale Public Schools 14. Northwest Technical Institute 15. Northwest Arkansas Community College
Requested Budget:	$985,902.00
Date Submitted:	5/26/2016
Applicant Contact:	Dr. Tara Dryer, Ed.D. (Technical Contact) Dr. Jennifer Taylor (Admin Contact)
Applicant's Information:	3300 South Market Street, Suite 402 Rogers, AR 72758 (Technical Contact) 210 Admin. Building 1 University of Arkansas Fayetteville, AR 72701 (Admin Contact)
	479-464-5025 (Technical Contact) 479-575-3845 (Admin Contact)
	tdryer@uark.edu (Technical Contact) rsspdir@uark.edu (Admin Contact)

Authorized Signatures for Institution

University of Arkansas
210 Administration Building
1 University of Arkansas
Fayetteville, AR 72701-1201
Lead Institution

5-26-16
KW
Authorized Official
Jennifer E. Taylor, Ph.D., MBA
Asst. Vice Provost for Research and Director
of Research & Sponsored Programs

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.

Section 1 – Program Need

Northwest Arkansas is a dynamic, rapidly growing region. From local businesses to international retail giants, its economy represents diverse needs and interests. In today's world, one common thread through many of these businesses is the need for advanced computer skills. Whether companies employ in-house developers or they seek the expertise of specialty businesses, this kind of work is increasingly essential to building a well-functioning, reputable business. The University of Arkansas Global Campus seeks to meet the present and future needs of employers by building an IT Readiness Program to teach potential employees the necessary technical and workplace skills to excel in a variety of information technology careers.

Outline of Program Plan

The IT Readiness Program has established a group of local industry partners (Acxiom, Collective Bias, Field Agent, JB Hunt, Rockfish Digital, Saatchi & Saatchi X, Tata Consultancy Services, Walmart, Startup Junkie, Metova, RevUnit) and educational partners (University of Arkansas Sam M. Walton College of Business, Northwest Technical Institute, Northwest Arkansas Community College, Bentonville Public Schools, Springdale Public Schools) to work together on a plan for meeting the local workforce needs as identified by the Northwest Arkansas Council and the local Workforce Development Board. The IT sector is a high-wage field that is in great demand currently, as well as in the foreseeable future, in our region and across the country.

Based upon the skills gap in Northwest Arkansas, certificate programs were identified and developed in these four areas (topics and objectives to be covered in each certificate can be found in Appendix 1):

- Front-End Development
- Back-End Development
- Java Development
- Mobile Development

Measurable objectives and metrics were created to ensure that desired student learning and curriculum outcomes are achieved upon completion of the program. Furthermore, a governance structure has been set in place to facilitate and oversee the project through its entirety.

For application to the IT Readiness Program, the following demographics will be targeted as high-priority students: unemployed, underemployed, recent high school and college graduates, graduates of Northwest Technical Institute Adult Education Programs, diverse racial and ethnic backgrounds, career changers, and trailing spouses.

Students will be assessed and qualified prior to entering into a certificate program. Pre-qualifications and interviews will include logic, critical thinking, and problem-solving tests in order to ensure that students are ready for the IT Readiness Program. Interviews will allow IT Readiness personnel to get to know the strengths and weaknesses of potential students on a level that no test could. These interviews will also aid in helping students choose which program(s) will be best suited for them.

Some students will know coming in exactly which certificate(s) they would like to obtain, but others may be less sure. Along with advising students during and at the end of their time in the IT Readiness Program, program staff will be able to help them on the front end in deciding which pathways are best for them. The Assistant Director and Academic Adviser will be involved in the interviews and will also be able to offer students examples of what types of jobs certificates could prepare them to apply for, explanations of different IT careers delivered through short videos and explanations of which skills are needed for different career pathways. In order to make the IT Readiness Program as inclusive and accessible as possible for any person who may be interested, the Global Campus already runs courses and classes that students could enroll in to help them prepare for the IT Readiness Program should their IT skillset be lacking, such as Microsoft and Adobe application courses.

Once accepted, students will then determine which certificate track(s) they will enter into by working with an adviser to better understand the potential career pathways of each certificate track. Meeting before entering a certificate program will ensure students fully understand the learning objectives and outcomes of each certificate.

The program structure will be comprised of 4-hour evening sessions twice each week and an 8-hour course twice per month. For example, students will meet on Tuesday and Thursday nights from 5-9 and then two Saturdays per month from 8 a.m. to 4 p.m. Each certificate will include approximately 288 hours of in-class instruction time. This 12-hours-per-week model is based on the success of the Bentonville IGNITE program. Students in the IGNITE program meet for 12 hours per week to gain instruction. There are also many hours spent each week on project-based learning outside the classroom. One partner company has identified that individuals they hire from for-profit, 40-hours-per-week boot camps often understand concepts but cannot determine how they have gotten to an end result. This is due largely to the fact that boot camp students did not get the opportunity to think critically and problem-solve within their program of study. The IT Readiness model will improve the transition from certificate program to real-world application drastically and eliminate the need for employers to re-train individuals once they are hired.

From these certificate programs, educational and career pathways have been established with business and educational partners. Students completing the IT Readiness Program will be able to choose between credit towards 2- or 4-year degrees, job market entry, or industry certifications.

The IT Readiness Program was designed to sustain activities beyond the grant funding period. The University of Arkansas Global Campus is committed to making this resource available to our region for years to come. The Global Campus will continue to work with partners to revise curriculum or identify new programming when necessary. Data shows that IT-sector jobs are continually available and opportunities in this industry are only increasing. Through continuous evaluation and partnership, the IT Readiness Program will grow into a strong, long-term resource for education.

Program and Equipment Needs

In order to fully prepare students for employment once they have finished the IT Readiness Program, it is essential that they have experience with technologies that are commonly used in the positions for which they will be qualified to seek. In conjunction with IT partners (Acxiom, Collective Bias, Field Agent, JB Hunt, Rockfish Digital, Saatchi & Saatchi X, Tata Consultancy Services, Walmart, Startup Junkie, Metova, RevUnit), the Global Campus has identified the following equipment needs.

The Global Campus currently owns one Mac Lab with 12, 15-inch MacBook Pros. The IT Readiness Program will require 3 Mac Labs, each with 16 MacBook Pro machines. Each lab will then be equipped to handle up to 12 students in class, with 4 extra computers to be used for student check-out. This will give the IT Readiness Program 12 total MacBooks available for check-out. At any given time, the IT Readiness Program may be running up to 3 certificate programs simultaneously. Having 48 MacBooks will ensure that students always have access to a high-quality machine to do their work.

- 15 inch MacBook Pro x 36 x $3,000 = $108,000

http://www.apple.com/shop/buy-mac/macbook-pro?product=MJLT2LL/A&step=config#

The set-up involving keyboards, mice, monitors, and laptop stands is more ergonomic for individuals who are using their computers and laptops for many hours each day. This equipment will outfit 2 labs which will permanently be housed at the Global Campus. The third lab will not need this equipment, as it will primarily be for student check-out.

- Wireless Keyboard x 54.99 x 32 = $1,759.68
- Magic Mouse x $55.99 x 32 = $1,791.68
- Laptop Stands x 32 x $29.99 = $959.68
- Monitors x 32 x $529.99 = $16,959.68

Mobile devices will be used in the classroom in order to test code that has been written. While students can write code for tablets on their computers, they need to be able to see their output in a mobile setting so they can be sure their code is working correctly in the intended environment. Both Android and Apple devices are needed so that students can test their outputs in both environments.

3 iPads, iOS6 x $239.00 = $717.00

http://www.apple.com/ipad-mini-4/?afid=p238|szwrYfVrq-dc_mtid_1870765e38482_pcrid_112151389687_&cid=aos-us-kwg-ipad-slid-

3 Galaxy tablets (9.6” Samsung Galaxy Tab E, Android 5.1,16GB) x $289.00 = $867.00

http://www.samsung.com/us/mobile/galaxy-tab/SM-T560NZKUXAR

A wireless presentation system will allow any computer in the room be displayed on the classroom screen so that students and instructors can easily share their work. Each classroom will be equipped with one ClickShare system.

3, 2-button CSM-1 ClickShare systems x $1,750 = $5,250
http://www.barco.com/en/clickshare

While the IT Readiness Program will invest in equipment, all coursework can be completed using free, open-source software. By saving costs associated with software, the IT Readiness Program will have more resources to invest in high-quality equipment to give students the best resources available.

Regional Data Demonstrating the Need for Action

The University of Arkansas School of Continuing Education and Academic Outreach, operating as the University of Arkansas Global Campus has worked closely with local Chambers of Commerce and the Northwest Arkansas Council over the past several years. As these entities have identified the workforce needs of the community, the Global Campus worked to identify training courses, programs, and certificates to reduce existing skills gaps. The Northwest Arkansas Council has identified a skills gap in the area of IT jobs across the entire IT industry. They have also identified the primary growth sector in the Northwest Arkansas region as Corporate Services and Information Technology in the areas of retail and logistics.

The Northwest Arkansas Council's findings are also supported by a 2014 Five Year Comprehensive Economic Development Strategy for Northwest Arkansas Report, which identifies the corporate office clusters along the U.S. I-540 corridor (now known as Interstate 49) of Benton and Washington Counties as quickly becoming the foundation of Northwest Arkansas' economic expansion. This expansion cultivates an environment of innovative businesses and a need to sustain and grow a skilled and prepared workforce. The Global Campus will support this growth by building certificates in IT, which will help the economic growth of the region.

Additionally, the Northwest Arkansas Council has indicated that computer and math occupations comprise the fastest growing high-wage sector in Northwest Arkansas since 2001. In the past 4 years, over 3,000 new jobs were added to that sector -- a 71% increase. The Council and Chambers also interview over 450 companies each year. These companies have indicated a need for IT workers at all levels in programming, software development, web and digital communications, network systems, information support, and information services. Currently, Northwest Arkansas is experiencing a skills gap, as there are not enough trained workers to fill these high-wage, high-demand jobs. The Global Campus certificates will directly address these needs.

In Northwest Arkansas and the rest of the state, officials recognize the need for more high-quality computer education. Governor Asa Hutchison championed and eventually passed into law a bill that now requires public high schools to offer computer science and coding classes to any student who wants to study in this area. The state government's concern and action focused on education in this area demonstrate the importance of these skills in today's and tomorrow's marketplace.

Additionally, on May 24, 2016 in Arkansas Business, Iron Yard CEO Peter Barth remarked that Arkansas needs a coding school that gives students the opportunity to attend classes on nights and weekends. Iron Yard ran a program in Little Rock for approximately one year, where students were required to attend full-time during the workday. Barth believes that Arkansas is a better market for a part time, nights and weekends program where students can fit classes in alongside other life commitments.

The Arkansas Department of Workforce Services has also identified IT-related careers on their Hot 45 2015-2016 Demand Occupations list. They state that High-Skill Computer Programmers and Moderate-Skill Computer User Support Specialists are among the most in-demand jobs in the state. Further, the 2015-2016 Arkansas Projected Employment Opportunities List published by the state includes various IT-related positions, such as Computer Programmers, Software Developers, Database Administrators, and Information Security Analysts, on their state-wide list. When narrowed down to the Northwest Arkansas Workforce Investment Area, Computer and Information Systems Managers is

the second listed opportunity, and it is followed by titles similar to Computer Network Support Specialists.

By understanding and recognizing the need for high-wage and skilled labor in the area of IT, the Global Campus will be able to prepare students for quick entry into careers. The ADHE Workforce Grant award will help keep student costs low, which will greatly impact the number of students who are able to obtain training. It is the goal of the IT Readiness Program to make a huge impact on the local economy.

Linkages Between Grant Activities and Local Needs

Guided by identified labor needs and skills gaps, the University of Arkansas Global Campus, in collaboration with local businesses (Acxiom, Collective Bias, Field Agent, JB Hunt, Rockfish Digital, Saatchi & Saatchi X, Tata Consultancy Services, Walmart, Startup Junkie, Metova, RevUnit) and educational partners (University of Arkansas Walton College of Business, Northwest Technical Institute, Northwest Arkansas Community College, Bentonville Public Schools, Springdale Public Schools), is creating a robust IT Readiness Program that will design and implement certificate programs focused on reducing skills gaps in the area of Information Technologies. To identify which skills are currently lacking in area businesses, the Global Campus has been working with local companies to identify areas in which there are labor needs and skill deficiencies that they will need in the coming 3-5 years. Additional communication uncovered more detailed information, and our industry partners have identified the following as immediate needs:

Industry-Specific

1. Front-End Web Development
2. Back-End Web Development
3. Java
4. Mobile Application Development

Soft Skills

1. Critical thinking
2. Problem solving
3. Business communication
4. Professionalism
5. Project and time management
6. Independent learning

Businesses identified that these skills gaps exist for job-seekers applying for entry-level positions, as well as for current employees. The IT Readiness Program aims to address these specific labor needs and skills deficiencies by building powerful certificate programs that directly apply to identified needs. As the IT field continues to become more popular and demands a larger workforce, the IT Readiness Program aims to provide employees with skills that employers have specifically identified in order fill these gaps. By providing students with knowledge and a certificate to represent their successful completion of the IT Readiness Program, businesses will be ensured that students have the necessary skills they seek when looking for employees.

Upon completion of the IT Readiness Program, students may choose to enter the job market. Partnerships with local businesses will ensure that students who complete a course of study through the IT Readiness Program will be immediately employable. These local businesses are developing and critiquing the content to be taught and, because of their expertise in the area, they will be able to

advise on the relevance of curriculum. According to RevUnit, a current partner, individuals completing a certificate will be able to start in the salary range of $45,000 and within 2 years may grow up to a salary of $70,000.

The following is a sampling of categories in which students will be qualified to gain entry-level jobs upon completion of the IT Readiness Program, as identified by business partners:

- Developer
- Digital Client Specialist
- JavaScript Developer
- Front-End Developer
- Front-End Engineer
- Java Developer
- Java Engineer
- Mobile Developer
- Mobile Engineer
- NodeJS Developer
- NodeJS Engineer
- Software Developer
- Software Engineer
- UI Developer
- UI Engineer
- Web Developer
- Web Engineer

Alignment with Arkansas Economic and Workforce Goals

The University of Arkansas Global Campus sees the IT Readiness Program as a way to serve not only the program's students, but also the local workforce and economy as a whole. Because of the high-quality training students will receive during their time in the program, they will be prepared to enter the workforce as efficient members of any professional team. The IT Readiness Program seeks to act as a launching pad for student achievement, regardless of what their intended outcome may be.

Students can choose educational pathways through the University of Arkansas and partner educational institutes. One of the needs identified by IT Partners was soft skills training. A part of this IT Readiness Program will focus on training in workplace skills such as problem solving, critical thinking, professionalism, business communications, time management, conflict resolution, and negotiation. Students will be required to concurrent learn workplace competencies while engaged in IT training. The University of Arkansas has agreed to allow a credit-by-exam option for students in IT Readiness programs. Credit-by-exam allows students to demonstrate proficiency in a given subject area. If a student chooses this educational pathway, upon admission to the University of Arkansas, they will be able to test and gain 3 credit hours towards WCOB 2063, Workplace Competencies. This course identifies the skills necessary to be successful as a professional in the workforce. Employers expect new college graduates to possess certain competencies. This course identifies and creates opportunities for the development of the skills most often valued in the workplace, including working in a team structure; goal setting; decision making and problem solving; planning, organizing and prioritizing work; power, persuasion and oral communication; obtaining and processing relevant data;

technical skills evaluation; written communications skills; workplace image and attitude; corporate values and workplace ethics; and influencing others at a new job.

Northwest Arkansas Community College (NWACC) is another educational partner that will recognize IT certificate achievement. Upon completion of certificate programs, students can enter NWACC with the potential to continue their learning and completion of a higher level of academic achievement. NWACC has identified 2 educational pathways within their Information Systems Department where students can earn credit for the completion of an IT certificate from the University of Arkansas Global Campus:

1. Technical Certificate
2. Associate of Applied Science (A.A.S. degree)
    - Web Development
    - Programming and Application Development
    - Mobile Application Development
    - Database Development

Students may receive at least 6 credit hours towards these credentials at NWACC, depending on which IT Readiness Certificate they complete. NWACC stated that 288 hours of in-class instruction in the IT Readiness Program is equivalent to 6 hours of college credit. Examples of classes students may be awarded credit for include CISQ 1103 Introduction to Computer Information and CISM 1303 Operating Systems. If they choose to apply their credit to a Technical Certificate, students can later apply their Technical Certificate credits towards an Associate of Applied Science. To receive an Associate of Applied Science degree in Computer Information Systems, students can choose between 4 different tracks: Programming and Application Development, Web Development, Database Development, and Mobile Application Development.

NWACC agrees that students entering into their programs after completing the IT Readiness Program will be ready to start taking classes towards this A.A.S. degree. NWACC will identify how credits will be issued within degree programs once students are admitted. Students will work with an NWACC advisor one-on-one to identify the courses they will receive credit for. This arrangement was put into place in order to encourage students to attain higher education. To remove all potential barriers, the IT Readiness Program will pay for applicable fees that students would otherwise incur on their own in order to gain credit for the work done in the IT Readiness program. Regarding this arrangement, NWACC has provided a letter of support, which has been included in this grant application.

Students who choose to complete a degree at NWACC also have the option to continue on to obtaining a 4-year degree at the University of Arkansas. The University of Arkansas will honor any credit gained at NWACC through the IT Readiness Program, making this course work fully transferable along this educational pathway.

Both NWACC and Walton College have programs of study in Information Systems. If students choose an educational pathway, after being admitted to the school of their choice and passing an exam (WCOB only), they will already have college credit. Providing students with this college credit will help them in their higher education attainment.

In addition to higher education pathways, students will be prepared to gain industry-recognized certifications in the following areas:

- Android Certified Application Developer

- HTML Certification
- HTML5 Certification
- CSS Certification
- Java Certification
- JavaScript Certification
- jQuery Certification
- Bootstrap Certification
- Oracle Certified Expert, Java EE 6 Web Series Developer
- Oracle Certified Expert, Java EE 6 Enterprise JavaBeans Developer
- MongoDB Professional Certification
- StrongLoop Node.js Certification

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

Along with our industry and non-profit educational partners, the University of Arkansas Global Campus has created a plan to build a program that will serve our area for years to come. It is designed to help students before, during, and after their experience in IT Readiness classrooms. Through careful planning, strategic partnerships, and expert advice, the IT Readiness Program is prepared to deliver high-quality instruction and advising in order to give students the skills they need to either pursue higher education or to enter the job market and immediately start making an impact on the local economy. The following is a detailed view of the ways the Global Campus intends to build, run, and assess this program.

Detailed Project Timeline & Overview

All of the certificates in the IT Readiness Program will run on the same, staggered schedule. They will include ongoing marketing, evaluation, tracking of students, and process and outcome monitoring. Each quarter, the Global Campus will run 1 meeting to be attended by at least 1 representative from each industry and educational partner. A detailed project timeline can be found in Appendix 2.

Objectives & Performance Assessment

In order to build and continue to deliver a high-quality program, the Global Campus will continually assess and report on program goals. A variety of goals are in place to make sure that the program is operating successfully across a number of facets. Each goal below is accompanied by an objective, outcome, and reporting device in place to help quantify whether the program is meeting its goals. These objectives and performance assessments are in place to ensure that students are prepared for high-wage jobs and to move from unemployment or underemployment to employment.

<u>Career & Educational Pathways</u>
Goal: To place students who have completed at least 1 certificate in the IT Readiness Program in the job market, at an institute of higher learning of their choice, or on a path to industry-recognized credentials.

Objective: To teach admitted students skills that prepare them to move on to employment in the workplace, higher education, or testing for industry credentials.

Outcome: Upon completion of each certificate program, 80% of students will seek higher education, industry credentials, or IT jobs.

Reporting: Data on higher education, industry credentials, and jobs obtained will be identified on an ongoing basis through post-program communication.

Underemployment/Unemployment/Career Changers/Diversity/High School Graduates

Goal: To serve students who come from diverse backgrounds, who have recently graduated from high school, are unemployed or underemployed, are interested in making a career change, or are looking to advance their job skills and career.

Objective: To enroll students in the IT Readiness Program who come from diverse backgrounds, who have recently graduated from high school, are unemployed or underemployed, are interested in making a career change, or are looking to advance their job skills and career.

Outcome: 80% of students during the application process will self-identify as unemployed, underemployed, career changers, recent high school graduates, or from a variety of racial or ethnic groups.

Reporting: Data on demographic information, educational background, employment status, and career history will be collected during the application process and analyzed at the completion of each certificate program.

Partners

Goal: To create high-caliber IT certificate programs that are valuable and address workforce needs for IT partners and the local workforce.

Objective: To work with IT industry experts to develop curriculum based on current, local IT needs.

Outcome: Upon hiring IT Readiness Program graduates, partners in the workforce show a "satisfactory" or above rating for new hires.

Report: Ongoing reporting will be conducted by surveying IT partners and organizations that hire IT Readiness graduates.

Soft Skills

Goal: To prepare students for workplace competencies including problem solving and critical thinking.

Objective: To teach admitted students soft skills (critical thinking, problem solving, professionalism, etc.) that prepare them to move on to higher education, into the workforce, or on to gaining industry credentials.

Outcome: Upon completion of the Workplace Competencies course, 80% of students will have proficiency in soft skills, as evidenced by a passing score on the final exam.

Reporting: Upon completion of the Workplace Competencies course, data will be collected regarding final exam scores.

Support Services
Goal: To provide essential support services which link to resources that assist students in progressing along the identified pathways, including advising on academic, employment, financial and personal issues.

Objective: To guide admitted students along career and educational pathways and advise students on financial and personal issues that may arise through the retention of an Academic and Career Counselor.

Outcome: Upon completion of the program, students will show a "satisfactory" or above response rating to support received throughout the program.

Reporting: Data will be collected through ongoing reporting based on surveys of students enrolled in the IT Readiness Program.

Capstone:
Goal: To provide students with real-world IT programming project experience.

Objective: To provide students with a capstone project which places them in a real-world situation, working in tandem with local IT experts.

Outcome: Students will create a viable solution that demonstrates relevant IT skills and receives a passing score, as determined by industry experts.

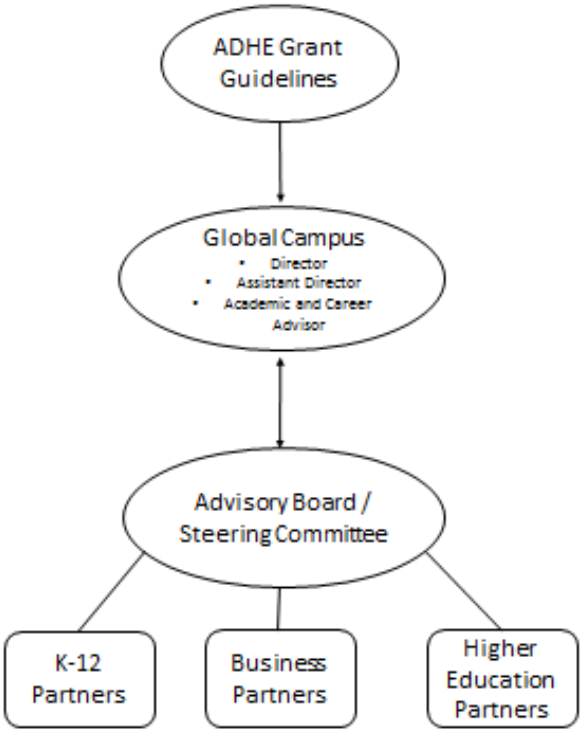
Reporting: Upon completion of each capstone project, data will be collected regarding capstone project scores.

Governance & Accountability

The IT Readiness Program is a project that involves many partnerships and moving parts. To ensure that all partners have a voice, and that quality and efficiency are always priorities, the University of Arkansas Global Campus has set into place plans for governance and accountability structures for the governing body.

Governance

To ensure that the workforce grant efforts are carried out in the most effective way possible, the Global Campus will maintain a governance and advisory structure that provides oversight and guidance to the direction of the grant. This structure will maintain clear programming goals and objectives, provide partners with the opportunity to give content input, and allow the Global Campus and educational partners to contribute educational expertise.



Decision-Making Structure

A decision-making structure will be set up to empower the Global Campus to properly manage the program and to also empower business partners to provide expertise on IT needs in the local workforce. Open lines of communication including email, face-to-face meetings or any means necessary will be available in any direction in order to best keep the program moving in directions that will benefit the local workforce. There will be effective, efficient communication of curriculum decisions to all involved parties. The IT Readiness Program will operate in a transparent manner to ensure accountability and Global Campus will ensure that the decision-making structure is managed appropriately.

The Global Campus will focus on strategy and will align goals and objectives with IT partners. The Global Campus will be the management body, while IT partners will provide strategic direction. Each IT partner will be able to voice their expert opinion. The IT partners can steer the curriculum development as necessary, while day-to-day operations will be overseen by the Global Campus to ensure desired outcomes are achieved.

There will be appropriate delineation between governance of the IT Readiness Program and management of the program. Partners will provide expert advice, strategy, and risk counseling without being involved in matters of operational details. The Global Campus will be the acting project director and will have final decision-making power. The IT curriculum will be developed by industry partners and consultants. The group will collaborate and work together to create IT programming and fill the skills gaps in the business sector. Maintenance and upkeep of the budget, staff, timelines, etc. will be directed by the Global Campus.

Responsible Institution/Project Director

The Global Campus will be responsible for the direct supervision and management of the workforce grant, in order to maintain clear programming identity and recognizable credentials. The Global Campus will be the conduit for diverse stakeholders (K-12, industry experts, workforce councils) to give input. The Director will oversee the strategic plan while the Assistant Director will run the day-to-day operations of the program. Additionally, the Career and Academic Counselor will work to support students on an ongoing basis. The Counselor will exist because students require information and assistance with academic, career, financial, and personal issues. The Counselor will assist in their growth and development in their programming and make sure that it aligns with their life goals. The Counselor will interact with students on a frequent basis and will monitor progress, reinforce relationships between the IT Program and career and educational pathways, interpret student policies and procedures, and consult with instructors in order to identify any challenges a student may be experiencing.

The University of Arkansas has a long-standing history of receiving and maintaining grants through the Research and Sponsored Programs department. This department will be a secondary source of oversight on the grant, outside of the Global Campus.

Project Steering Committee

The Steering Committee will be comprised of representatives from K-12 School Districts, the Global Campus, and business partners. Each organization will be allowed 1 advisory member. The Steering Committee members will provide input and guidance on the direction of the IT programming. The Steering Committee will identify feasibility of IT certificate programs and how to achieve outcomes. They will ensure that the IT Readiness scope aligns with workforce needs in the Northwest Arkansas area. They will provide guidance on how to achieve the desired outcomes of the program. The Steering Committee will identify risks that may be associated with new program development, and will provide advice on how to mitigate those risks. Part of their role will be to assist in forecasting upcoming needs in the IT industry. They will assist with recognizing differences in approach to delivery of the program. The Steering Committee will provide a broad base of local resources and contacts. Furthermore, committee members will be a great resource for identifying potential students for application to the IT Readiness Program.

The proposed Steering Committee will consist of the following; however, individuals may be substituted at the company or organization's request:

- Global Campus, Project Lead – Tara Dryer, Director of Training, Corporate Development and Academic Outreach
- Acxiom – Wes Hinesley, Senior Manager of Learning
- Collective Bias – Angelique O'Bryan, Director, HR & Operations
- Field Agent – Rick West, Chief Executive Officer, Co-Founder
- JB Hunt – Monty Morton, Director of Training and Development
- Metova – Josh Smith, Chief Revenue Officer
- RevUnit – Michael Paladino, Chief Technology Officer
- Rockfish – Jarrod Ramsey, Vice President of Mobile Technology
- Saatchi & Saatchi X – Jessica Hill, Talent Director
- Startup Junkie – Jeff Amerine, Founding Principal

- Tata Consultancy Services – Ram Ramasubramanian, Head, Strategic Accounts
- Walmart – Vikas Sharma, Director of Customer Analytics, Big Data and Enterprise Information Management
- Bentonville Public Schools – Andy Mayes, Director of Technology
- Springdale Public Schools – Kelley Williamson, IT Academy Lead
- Northwest Arkansas Community College – Christine Davis
- Northwest Technical Institute – Kathleen Dorn, Director of Adult Education
- Sam M. Walton College of Business – Karen Boston, Assistant Dean for Undergraduate Programs

The committee will provide strategic direction and will support the functions and needs of the Global Campus. The committee exists because its members share a common purpose and goal. Their opinions and agendas may not always be aligned with one another. These individuals have been selected because they are in positions within their organizations to make decisions. Committee members will receive progress reports on a quarterly basis, so that they can better assist and advise.

Meetings

Composition: Attendees at the meetings will be comprised of the Steering Committee members, including all partners from K-12 schools, technical and community colleges, the University of Arkansas, and IT industry partners. Guests or speakers may be permitted to attend based on meeting agenda.

Frequency: Meetings will be held on a quarterly basis.

Scheduling: The dates of the meetings and location of the meetings will be arranged by the University of Arkansas. Staff and attendees will be notified at least a month in advance.
To ensure that meetings are planned effectively, dates will be planned ahead of time, the goals and focuses of the meeting will be clarified to attendees, agendas will be identified, and reports will be meaningful and concise.

Attendance: All committee members are required to attend the quarterly meetings. It is recognized that it may be difficult for all members to attend every meeting. It is suggested that if a committee member cannot attend, they send representatives from their organizations.

Goals of meetings: To continue to discuss IT programming, identify current needs to move programming forward, collaborate on projects, update committee on status of programming, and any other determined needs.

Meetings will include a snapshot of the previous quarter's performance, potential risks, any changes that have occurred in the program, and a forecast of anticipated deliverables. The Global Campus will provide an update on career and educational placement. Meetings will also be a time for partners to address questions and provide feedback in a setting where all stakeholders can be part of the conversation.

Accountability

The University of Arkansas Global Campus will be accountable to the ADHE grant guidelines and outcomes identified. The Global Campus is also accountable to IT partners, employers, institutions of higher education, K12 schools, the local workforce board, students, staff and instructors. The Global Campus already has systems in place for internal and ongoing oversight of any program. By tracking students and establishing reporting mechanisms, the Global Campus will be able to identify progress and areas needing improvement. This document will provide general rules, guidelines, and policies for how programs will be implemented.

Pathways Articulation and Support

Both educational and career pathways have been identified for students when they complete an IT Readiness Program. Because individuals have different stepping-in and stepping-out points in their careers and education, it was crucial to create pathways that were not rigid but rather allowed for students to have flexibility in their choices. The IT Readiness Program is not merely an entry point into educational and career pathways, but it can also be a mid-point for students such as those who will be joining the program after completing an adult education program at Northwest Technical Institute or an IT program at an area high school. This program aims to target various demographics.

Targeted Demographics

One targeted demographic is individuals who are leaving the adult education program at Northwest Technical Institute (NTI) in Springdale, AR. Many of these students will be completing a GED or ESL course to help them transition into the local workforce. These students will be pre-identified for entry into the IT Readiness Program.

Students in the NTI adult education program come from a variety of backgrounds: 21% of participants are unemployed job-seekers upon entering the program, while 14% are not in the labor force; and 83% of NTI's students do not hold a high school diploma, and are therefore likely to be looking for a credential that will help them advance in the job market. The majority of NTI adult education participants (60%) falls within the age range of 25-44.

Graduating high school students are another targeted demographic. High schools across the Northwest Arkansas area have recently taken great strides to grow their IT programs in order to better prepare their students for the workforce or for further studies in this area. The IGNITE program at Bentonville High School is an excellent example. The IGNITE IT program affords high school juniors and seniors interested in technology the opportunity to learn first-hand about various IT sectors. Springdale High School also has a high number of students interested in technology. It currently has 6 Computer Science teachers, and educators there have expressed interest in tracking students from their IT classes into the IT Readiness Program.

The State of Working America says that 17 million people in America are underemployed. According to the Bureau of Labor Statistics, the average person now only stays in the same position for 4 years. The IT Readiness Program will attract career changers who may be underemployed or ready to move into a new career.

The unemployed population in Northwest Arkansas is a demographic that can greatly benefit from our program. According to the University of Arkansas at Little Rock Institute for Economic

Advancement, the unemployment rate in the Fayetteville-Springdale-Rogers area was 2.9% as of March 2016, and 4.0% statewide. Establishing a program which will allow quick career entry will serve the unemployed in our area.

In order to be sure that information regarding the IT Readiness Program reaches all of these populations, the Global Campus will utilize the marketing and travel budgets and the existing communications department. The communications team has already begun work to promote the IT Readiness Program, a sample of which is included in Appendix 3.

The marketing and travel budgets will be used to ensure that the IT Readiness Program reaches the proper demographics and target markets. Content will be created and disseminated via direct marketing, trade shows, advertising, print media, and any other avenues that are available. There are costs associated with activities such as trade shows, conferences, ad buys, and print materials such as fliers or brochures. As our target audience includes various groups of people, marketing will be carried out through many channels in order to communicate to all intended audiences. This marketing is essential so that the community can be informed about the mission and vision of the IT Readiness Program. It will help to sustain the program throughout the grant funding period and beyond.

Some of these marketing costs will be local, but there are also plans to attend conferences or trade shows outside of our region in order to develop our employees in the area of IT initiatives. Professional development will be critical to sustaining and growing the IT Readiness Program. The travel budget will be used to fund both marketing and professional development opportunities.

Career Pathways

First, the career pathways at an entry level have been identified by our IT partner companies. When a student completes a certificate program, they will then be eligible and have the proper skills for the job titles listed below. A sample of links has been provided to local employers for actual local jobs that have been posted.

Java Development Certificate Program

- Java Developer
- Software Developer
- Developer
- Developer Apprentice
- Developer Intern
- Java Engineer
  https://www.dice.com/jobs/detail/saicon/041516Rmd3?&rx_medium=cpc&CMPID=AG_IN_PD_JS_AV_OG_RC_&utm_source=Indeed&utm_medium=Aggregator&utm_campaign=Advocacy_Ongoing&rx_source=Indeed&rx_campaign=Indeed21&rx_group=85

  https://www.dice.com/jobs/detail/Jr.-Java-developer-Datamatics-Global-Services-Ltd.-Bentonville-AR-72712/10107071/DOJO-NY-KLS?icid=similarpositions

  http://www.indeed.com/cmp/Futureinit.com/jobs/Junior-Java-Developer-d425914785c40f8d?q=junior+developer+java

Note: $50K starting salary listed

Front-End Web Development Certificate Program

- Web Developer
- Web Engineer
- Front-End Engineer
- Front-End Developer
- UI Developer
- UI Engineer
- JavaScript Developer
- Software Developer
- Developer
- Developer Apprentice
- Developer Intern
- Digital Client Specialist
  http://careers.hearsttelevision.com/ShowJob/Id/815117/Digital-Client-Specialist/

Back-End Web Development Certificate Program

- NodeJS Developer
- NodeJS Engineer
- Web Developer
- Web Engineer
- Software Engineer
  http://www.indeed.com/rc/clk?jk=52146b009fae0756
- Software Developer
- Developer
- Developer Apprentice
- Developer Intern

Mobile Development Certificate Program

- Mobile Developer
  https://twitter.com/b_puryear/status/708323724919853056

  http://jobs.ionic.io/job/f6be62
- Mobile Engineer
- Software Developer
- Developer
- Developer Apprentice
- Developer Intern

Educational Pathways

Local high schools and the Northwest Technical Institute (NTI) will assist in referring students from their programs to the IT Readiness Program. Students may be advised to continue on to our program after completing their time at NTI or in local high schools. Because of this process, the IT Readiness

Program can be a critical stepping stone in their academic careers. From the IT Readiness Program, they will then have a multitude of options. Students will be able to continue on to further education should they so choose.

Educational pathways after the IT Readiness Program were also identified for students to be able to continue on to Northwest Arkansas Community College, the University of Arkansas Sam M. Walton College of Business, or to test for industry-recognized credentials. Northwest Arkansas Technical Institute also identified that students who complete one of their adult education programs can also be directed into an IT Readiness Certificate program. It is clear that our community, both educational and business, see this certificate program as beneficial.

Northwest Arkansas Community College (NWACC) is one educational partner that will recognize student IT certificate achievement. Upon completion of certificate program(s,) students can enter NWACC with the potential to continue their learning and attain a higher level of academic achievement. NWACC has identified 2 educational pathways within their college where students can earn credit for the completion of an IT certificate from the University of Arkansas Global Campus:

1. Technical Certificate
2. Associate of Applied Science

Students will receive at least 6 credit hours towards one of these two credentials at NWACC. To receive an Associate of Applied Science degree in Computer Information Systems, students can choose between 4 different tracks: Programming and Application Development, Web Development, Database Development, and Mobile Application Development. NWACC agrees that students entering into their programs after completing the IT Readiness Program will be ready to start taking classes toward the A.A.S. degree. This arrangement was put into place in order to encourage students to attain higher education. To remove all potential barriers, the IT Readiness Program will pay for applicable fees that students would otherwise incur on their own in order to gain credit for the work done in our program.

The University of Arkansas Sam M. Walton College of Business will allow students who have been accepted to the University of Arkansas to take a credit-by-exam test to gain credit toward the WCOB 2063-Workplace Competencies course. The IT Readiness Program will not only prepare individuals for content area knowledge in IT but also for proficiency in workplace competencies. Students will be taking an online course in Workplace Competencies throughout their certificate program. The cost for this course is reflected in the budget at $40 per student. This course aligns with WCOB 2063. If students choose the educational pathway to the University of Arkansas, they will be able to take a test for credit-by-exam and receive 3 credit hours. These hours can be used for a degree within the Walton College, such as an Information Systems degree, or as elective credit within another college of their choice (i.e. a Computer Engineering degree from the College of Engineering). There is a reflected cost of $50 per student in the budget to help students cover the cost of the credit-by-exam in order to receive the 3 hours of credit. The budget also reflects a $40 application fee, again alleviating a barrier to higher education attainment. Helping students earn credit hours will encourage them to continue on their educational pathway.

Upon completion of a certificate program, students will also be prepared to sit for examination for an industry-recognized credential. Industry-recognized credentials are nationally-recognized credentials that signify a student has acquired a particular set of skills. The following have been identified as industry-recognized credentials students will have the skill set for to sit for examination:

Java Developer Certificate Program

- Oracle
    - Oracle Certified Expert, Java EE 6 Web Services Developer
    - Oracle Certified Expert, Java EE 6 Enterprise JavaBeans Developer
- Android Certified Application Developer
- MongoDB Professional Certification

Front-End Web Development Certificate Program

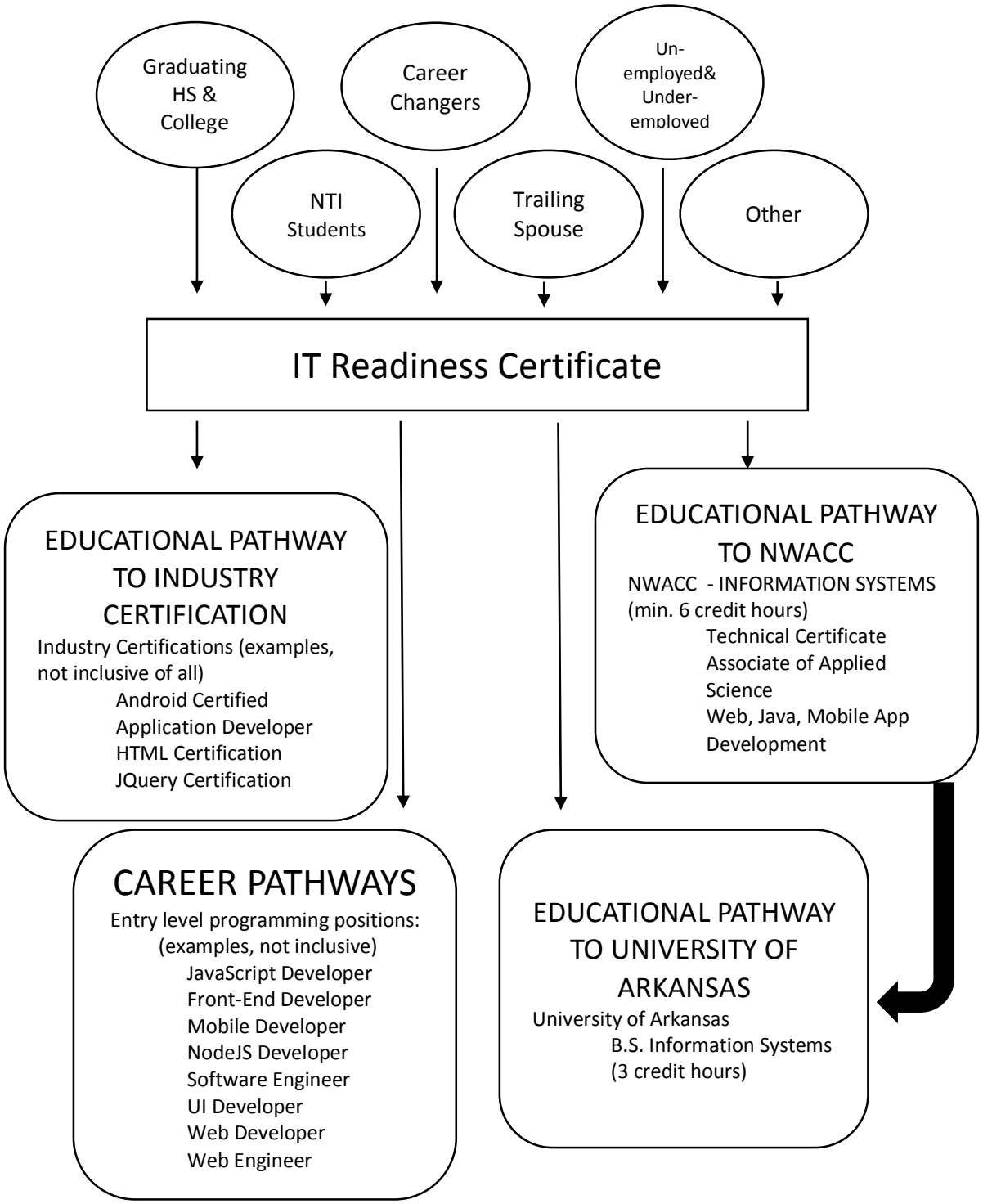
- HTML Certification
- HTML5 Certification
- CSS Certification
- JavaScript Certification
- jQuery Certification
- Bootstrap Certification

Back-End Web Development Certificate Program

- StrongLoop Node.js Certification
- MongoDB Professional Certification

Mobile App Development Certificate Program

- Android Certified Application Developer
- HTML Certification
- HTML5 Certification
- CSS Certification
- JavaScript Certification



Role of Equipment Request

In order to fully prepare students for employment once they have finished the IT Readiness Program, it is essential that they have experience with technologies that are commonly used in the positions for which they will be qualified. In conjunction with IT partners, the Global Campus has identified the following equipment needs.

The Global Campus currently owns 1 Mac Lab with 12, 15-inch MacBook Pros. The IT Readiness Program will require 3 Mac Labs, each with 16 MacBook Pro machines in order to run certificate programs simultaneously. Each lab will be equipped to handle up to 12 students in class with 4 extra computers to be used for student check-out. At any given time, the IT Readiness Program may be running up to 3 certificate programs simultaneously. Having 48 MacBooks will ensure that students always have access to a high-quality machine to complete their assignments.

- 15-inch MacBook Pro x 36 x $3,000 = $108,000
  (2 more labs with 16 computers plus 4 additional computers to complete lab Global Campus already has)
  http://www.apple.com/shop/buy-mac/macbook-pro?product=MJLT2LL/A&step=config#

The set-up involving keyboards, mice, monitors, and laptop stands is more ergonomic for individuals who are using computers and laptops for many hours a day. This equipment will outfit 2 labs which will permanently be housed at the Global Campus. The additional computers will not need this equipment, as they will primarily be for student check-out.

- Wireless Keyboards x 54.99 x 32 = $1,759.68
- Magic Mice x $55.99 x 32 = $1,791.68
- Laptop Stands x 32 x $29.99 = $959.68
- Monitors x 32 x $529.99 = $16,959.68

Mobile devices will be used in the classroom in order to test code that has been written. While students can write code for tablets on their computers, they need to be able to see their output in a mobile setting so they can be sure their code is working correctly in the intended environment.

- 3 iPads x $239.00 = $717.00
  iPad Mini, 16GB
  iOS 6
  http://www.apple.com/ipad-mini-4/?afid=p238|szwrYfVrq-dc_mtid_1870765e38482_pcrid_112151389687_&cid=aos-us-kwg-ipad-slid-

- 3 Galaxy tablets x $289.00 = $867.00
  9.6” Samsung Galaxy Tab E, 16GB
  Android 5.1
  http://www.samsung.com/us/mobile/galaxy-tab/SM-T560NZKUXAR

A wireless presentation system will allow any computer in the room be displayed on the classroom screen so that students and instructors can easily share their work. Each Mac Lab will be equipped with 1 ClickShare system.

- 3, 2-button CSM-1 ClickShare systems x $1,750 = $5,250
  http://www.barco.com/en/clickshare

While the IT Readiness Program will invest in equipment, all coursework can be completed using free, open-source software. By saving costs associated with software, the IT Readiness Program can redirect funds to invest in high-quality equipment to give students the best resources available.

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.

Section 3 - Strength of Partnership

Partnerships between the University of Arkansas Global Campus, post-secondary education institutions, and local high schools are the backbone of the IT Readiness Program. Each entity has its own area of expertise, and they are working together to build a program that will benefit the area in a multitude of ways. Industry partners provide the subject matter expertise to develop program curriculum that meets industry standards and needs. The Global Campus will cultivate these partnerships and will ensure that all partners are able to provide their expert advice in meaningful ways.

Commitment letters from all mandatory partners, the Northwest Arkansas Council, and the Local Workforce Development Board are included as attachments to this document

How the program plan incorporates each of the mandatory partners

K-12 School Partners (Bentonville Public Schools, Springdale Public Schools)

Tasks assigned and how they will be implemented (carried out) in project:

- Educate high school students on IT Readiness option after graduation
- Assist with program planning and career and educational pathways
- Serve in an advisory capacity
- Identify potential students
- Provide foundational IT knowledge in Computer Science classes

K-12 School Partners will be a voice for students looking for alternative options after high school graduation.

Personnel and roles:

- Counselors - Assist students with post-secondary career and educational direction, including IT Readiness.
- Computer Science and Business Teachers - Identify potential students, provide a foundational knowledge of IT topics, and explain post-secondary educational options, including IT Readiness.

Integration of K-12 role in project:

Overall, high schools will provide a base of knowledge for students seeking higher education or employment upon graduation. In particular, Bentonville High School has already implemented a career pathway program called IGNITE (formerly the CAPS program). This program is designed to give students professional skills and soft skills that will help them advance in career paths. The IT portion

of IGNITE gives juniors and seniors the opportunity to learn basic IT skills. Students then participate in an unpaid IT internship in the local community. This program will direct students to the IT Readiness Program.

Springdale High School also has a robust Computer Science department and has identified a need for alternative programs for high school graduates, such as the IT Readiness Program.

Articulated Pathways: Graduated from High School → IT Readiness Program → Higher Education/Industry Certification/Participation in the job market

University Partner (University of Arkansas Global Campus)

Tasks assigned and how they will be implemented (carried out) in project:

- Finds partners and strategic alliances
- Develops and grows certificate programs
- Manages finances
- Hires instructors and grant positions
- Provides promotional materials and publicity
- Communicates internally and externally
- Recruits students
- Establishes policies and procedures
- Advises students
- Provides facilities for programming
- Provides IT support
- Provides office and administrative support
- Determines pricing
- Manages overall grant functions
- Assists with placing of students in educational and career pathways
- Identifies needed memberships and affiliations
- Reports collected data
- Establishes criteria for prospective students
- Oversees contracted services
- Distributes certificates
- Oversees day-to-day operations
- Provides essential support and advising services to students

The University of Arkansas will oversee the overall management of the IT Readiness grant program. Within the University, the School of Continuing Education and Academic Outreach, also known as the Global Campus, has long been known for its non-credit program development. The IT Readiness Program will be able to build and grow upon previous experience. It will allow the Global Campus to expand course offerings and offer additional workforce training. Furthermore, the university is backed by a legacy of research and scholarship and will be able to provide another avenue of pathways to baccalaureate and graduate degrees.

Personnel and roles:

- Director of Training, Corporate Development and Academic Outreach - General oversight of grant functions. Ensures alignment of grant activities with ADHE guidelines.
- Assistant Director - Oversees management of grant activities and tasks listed above.
- Academic and Career Advisor - Provides essential support services which link to resources that assist students in progressing along the identified pathways, including advising on academic, employment, financial, and personal issues. Assists Director and Assistant Director with grant-related tasks on an as-needed basis.
- IT Department - Provides essential IT support, troubleshooting, and maintenance.
- Accounting/HR Department - Oversees grant financials and hiring processes
- Communications Department - Oversees marketing and promotion of the IT Readiness Program.
- Support staff - Assist with administrative tasks and day-to-day activities.

Integration of university role in project:

The University of Arkansas will maintain sight and scope of the overall project and manage all aspects of programming. The university is also an educational pathway to credit programs within the University of Arkansas. Upon completion of a certificate program, students will have the opportunity to apply to the University of Arkansas. As long as students meet admissions requirements, they will be able to receive credit for Workplace Competencies (WCOB 2063) with a score of 80% or better on the final exam.

Articulated Pathway: IT Readiness→ Bachelor's Degree

Business/Industry Partners (JB Hunt, Walmart, Saatchi & Saatchi X, Rockfish, Field Agent, Acxiom, Tata Consultancy Services, Collective Bias, Metova, RevUnit, Startup Junkie)

Tasks assigned and how they will be implemented (carried out) in project:

- Identify IT need
- Identify curriculum
- Facilitate instruction
- Assist with promotion of program
- Assist with identification of students
- Provide capstone projects
- Assist with job placement
- Serve in an advisory capacity

The primary role of business partners will be identifying skills gaps and labor needs in Northwest Arkansas and contribution of course content and curriculum. Their valuable feedback will contribute to the success of the program.

Personnel and roles:

- IT Subject Matter Experts - Identify content and curriculum needed in various career paths.

- Human Resource Personnel - Help identify career pathways for IT Readiness certificate holders within their company or organization.

Articulated pathway: IT Readiness → Job placement

Community College (Northwest Arkansas Community College)

Tasks assigned and how they will be implemented (carried out) in project:

- Identifies educational pathways for students completing the IT Readiness Program
- Awards credit

Personnel and roles:

- Vice President for Learning and Vice President for Career and Workforce Education - Identify an educational pathway for students completing the IT Readiness Program.

Articulated pathway: IT Readiness → Associate of Applied Science degree in Computer Information Systems

Technical Institute (Northwest Technical Institute):

Tasks assigned and how they will be implemented (carried out) in project:

- Identifies potential adult education students for IT Readiness Program
- Creates an educational pathway from adult education programs to the IT Readiness Program

Personnel and roles:

- Director of Adult Education: Identifies potential adult education students for IT Readiness Program and articulates agreement with Global Campus.

Articulated Pathways: NTI Adult Education Programs → IT Readiness Program → Higher education, Industry-recognized credentials, or placement in the job market

Capabilities of Business partners to ensure project success

The business and industry partners for the IT readiness grant were chosen based on 3 main factors:

1. A prior relationship with them was already formed.
2. They have expertise in some form of IT.
3. They have a need to hire trained individuals in IT.

Each partner brings a different set of IT skills and perspective to the table. From large multi-national corporations to local companies that started up in NWA, this group will be able to act as IT content area experts. Listed below are some of the IT strengths of each partner:

- JB Hunt: programming, data analytics
- Walmart: cloud, cyber security, programming, data analytics
- Saatchi & Saatchi X: graphic design, web development
- Rockfish: mobile app development, cloud, social media, analytics, web development and design, data visualization, big data, Agile

- Field Agent: mobile app development, big data, mobile research
- Acxiom: big data, cloud, server, mainframe, network, security
- Tata Consultancy Services: digital enterprise, IT infrastructure, mobile application development, management, security services, end user computing, big data, analytics, social media, cloud
- Collective Bias: social media, data analytics
- Metova: mobile application development, cyber security
- RevUnit: mobile and web development, user interface, user testing
- Startup Junkie: innovation, IT entrepreneurship

This group of industry partners will not leave an area of IT expertise untouched. Furthermore, the power of bringing them together will create dynamic programming for the NWA region.

Capabilities of educational partners to ensure project success

Northwest Arkansas Community College: create educational pathways from the IT Readiness Program to Certificates of Proficiency, Technical Certificates, or A.A.S.

Northwest Technical Institute: create educational pathways from NTI Adult Education Programs to the IT Readiness Program

University of Arkansas: create educational pathways from the IT Readiness Program to Bachelor's degrees

K-12 Public Schools: Create educational pathways from high school graduation to the IT Readiness Program

By partnering with a variety of educational institutions, the IT Readiness Program gives students multiple options. Educational partners will interact with students at different points in their educational careers, which will provide the IT Readiness Program with a diverse student body. By completing one certificate program, students will have multiple options to receive credit toward other higher education pathways.

Identification of partners

The IT Readiness Program will serve students in various stages of their professional and academic careers. While initial partners were identified based on industry expertise and established working relationships, the Global Campus will continue to grow partnerships among various companies, organizations, universities, colleges, career and technical programs, and other stakeholders. It is the goal of the IT Readiness Program to create a large footprint in the Northwest Arkansas region by meeting IT workforce needs. The IT Readiness Program seeks partnership and input from many diverse organizations and will continue to create new partnerships throughout the duration of the program.

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.

Section 4 – Budget Plan

In planning the budget for the IT Readiness Program, each aspect of the program has been carefully thought out to increase efficiency. Every staff person, activity, or piece of equipment that this budget will provide for will ensure that students in the IT Readiness Program leave fully prepared to continue down whichever pathway they choose.

Alignment between funding request and grant activities

Personnel/Salaries

During the implementation phase of the IT Readiness Program, an Assistant Director of IT Readiness Programs will be required to fulfill responsibilities for delivery of the program obligations, under the direction of the current Director of Training, Corporate Development and Academic Outreach. Responsibilities of the Assistant Director will include:

- Plan the delivery of the overall program and its activities in accordance with the guidelines and recommendations of the grant proposal and governing body.
- Develop initiatives supporting the strategic direction of the IT Readiness Program proposal.
- Develop a program evaluation framework to assess the strengths of the program and identify areas needing improvement.
- Engage program partners and activities for ensuring fulfillment of program success
- Send reports to ADHE.
- Screen students for admittance.

The Assistant Director of IT Readiness Programs will be paid $52,000 per year. The University's cost-of-living adjustment is based on an average of 2% per year, meaning the employee would be paid $53,040 in their second year of employment. The University of Arkansas' institutional rate for benefits is 28.71%, bringing the two-year total budget for this position to $135,197.

The Academic and Career Counselor will support the Assistant Director and will advise students on academic, employment, financial, and personal issues. They will support students with their applications and admittance to the program. This person will also assist with other needs that the Assistant Director has. The Academic and Career Counselor will be paid $35,000 per year. The University's cost-of-living adjustment is based on an average of 2% per year, meaning the employee would be paid $35,700 in their second year of employment The University of Arkansas' institutional rate for benefits is 28.71%, bringing the 2-year total budget for this position to $90,998.

In addition to the main staff of the IT Readiness Program, an hourly position will be created to assist with general needs of the program. One responsibility of this person will be to be present at the Global Campus facility on nights and weekends when the program is running. This is currently outside of the scope of Global Campus hours, so additional support beyond current Global Campus staff will be necessary. This person will be paid $10,000 per year, or $20,000 over two years. The fringe rate for

hourly employees is 6.26%, or $1,252 over the course of two years, bringing the total cost for this position to $21,252.

Consulting Fees

The IT Readiness Program will continue to work with industry experts in order to keep curriculum up-to-date and to be sure local workforce needs are met. Consultants will maintain and update existing curriculum as needed. They will also help identify opportunities for new certificate programs within the IT sector. Course development may include anything involved with course design, development, and delivery. For these services, the IT Readiness Program will allot $150,000 over the course of two years.

The IT Readiness Program will pay instructors $100 per hour, which is a standard IT consultant fee. Each certificate program will include approximately 288 hours of instruction, bringing instruction fees to $28,800 per certificate. Part of earning a certificate through the IT Readiness Program will include work on a capstone project in order to present students with a real-life IT situation. For each capstone, there will be a mentor assigned to 3-4 students. The mentor will provide their students with a capstone project and will have weekly check-ins with their small group. This mentorship will be a function of the instructors. In total, to run 12 certificate programs in this grant cycle, instruction costs will be $345,600.

Travel

The travel budget will support a variety of program functions. It will cover employee costs associated with meeting expenses and mileage reimbursements. This budget will also be used to cover employee travel to other coding schools and academies that are both for-profit and not-for-profit. Travel would include airfare, hotel, transportation, parking fees, and meals. Travel may also include professional development opportunities such as conferences or conventions, training events, or workshops relating to non-credit or IT programming. The travel budget may be used to cover expenses for any personnel related to the IT Readiness Program, or to cover costs for guest lecturers or speakers who may be invited to the IT Readiness Program. To cover these expenses, the IT Readiness Program will allot $20,000 over the course of two years.

Equipment

The Global Campus currently owns 1 Mac Lab with 12, 15-inch MacBook Pros. The IT Readiness Program will require 3 Mac Labs, each with 16 MacBook Pro machines. Each lab will then be equipped to handle up to 12 students in class with 4 extra computers to be used for student check-out. At any given time, the IT Readiness Program may be running up to 3 certificate programs simultaneously. Having 48 MacBooks will ensure that students always have access to a high-quality machine to do their work.

- 15-inch MacBook Pro x 36 x $3,000 = $108,000
  http://www.apple.com/shop/buy-mac/macbook-pro?product=MJLT2LL/A&step=config#

The set-up involving keyboards, mice, monitors, and laptop stands is more ergonomic for individuals who are using computers and laptops for many hours per day. This equipment will outfit 2 labs which

will permanently be housed at the Global Campus. The third lab will not need this equipment, as it will mainly be for student check-out.

- Wireless Keyboards x 54.99 x 32 = $1,759.68
- Magic Mice x $55.99 x 32 = $1,791.68
- Laptop Stands x 32 x $29.99 = $959.68
- Monitors x 32 x $529.99 = $16,959.68

Mobile devices will be used in the classroom to test code that has been written. While students can write code for tablets on their computers, they need to be able to see their output in a mobile setting so they can be sure their code is working correctly in the intended environment.

- 3 iPads, iOS6 x $239.00 = $717.00

  http://www.apple.com/ipad-mini-4/?afid=p238|szwrYfVrq-dc_mtid_1870765e38482_pcrid_112151389687_&cid=aos-us-kwg-ipad-slid-

- 3 Galaxy tablets x $289.00 = $867.00
  9.6" Samsung Galaxy Tab E, Android 5.1 16GB

  http://www.samsung.com/us/mobile/galaxy-tab/SM-T560NZKUXAR

A wireless presentation system will allow any computer in the room be displayed on the classroom screen so that students and instructors can easily share their work. Each classroom will be equipped with 1 ClickShare system.

- 3, 2-button CSM-1 ClickShare systems x $1,750 = $5,250
  http://www.barco.com/en/clickshare

While the IT Readiness Program will invest in equipment, all course-work can be completed using free, open-source software. By saving costs associated with software, the IT Readiness Program can redirect funds to invest in high-quality equipment to give students the best resources available.

Marketing

The marketing budget will be used for the purchasing of advertising, both in print (brochures, fliers, postcards, postage fees) and online (social media ads), booth fees at trade shows, conventions, conferences, and career fairs, and to host open houses or informational sessions where potential students can learn more about the IT Readiness Program. In order to produce high-quality marketing and to market the program to as many potential students as possible, the IT Readiness Program will budget $30,000 over the course of two years.

Other

Students who elect to proceed with an educational pathway to the University of Arkansas will be required to take a credit-by-exam test in order to gain credit for Workplace Competencies (WCOB 2063). Each exam costs $50. Because students will be able to choose various career or educational pathways, an estimated 10 students will take this exam. The budget for this exam is therefore $500.

Students applying to the University of Arkansas are required to pay an application fee of $40. Based on 10 students applying to the University of Arkansas, the budget for application fees will be $400. The Northwest Arkansas Community College (NWACC) application fee is $20. It is estimated that approximately 20 students will continue from the IT Readiness Program to NWACC. There are also other fees such as placement testing fees and transcript fees where applicable. Therefore the budget for these fees will be $1,000. Having these funds available for students to use will lower the barriers that students encounter when applying to college. Paying this fee for students who have completed the IT Readiness Program will encourage them to take advantage of available educational pathways.

Each student in the IT Readiness Program will be required to take the non-credit Workplace Competencies class online, which focuses on soft skills training. Access to this class requires a fee of $40 per student. For 144 students, the cost will be $5,760.

Local match

The University of Arkansas will take responsibility for the 10% or $50,000 which constitutes the local match. The Global Campus will actually exceed the $50,000 requirement by providing the following at no cost to the ADHE Workforce Grant:

- Director of Training, Corporate Development and Academic Outreach (Tara Dryer, Ed.D.) time spent on grant functions: approximately 20% of salary over two years, or $28,846.
- Support staff time spent on grant functions: approximately 10% of salary over two years, or $5,386.
- Fringe at the University of Arkansas institutional rate of 28.71%, or $9,828 over two years.
- Space rental: The Global Campus currently rents out space in their facility for a standard rate of $235 per room per day. The rest of the local match amount, or $5,940 will be met by using this space.

Supporting document detailing room rental fees can be found in Appendix 4.

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
Title of Project:	IT Readiness

A. PROGRAM LEADERSHIP SUPPORT COSTS	
1. Personnel/Stipend	$247,447.00
2. Travel	$20,000.00
3. Other (Explain Below)	$0.00
Briefly Explain Other Costs	
TOTAL PARTNER PARTICIPANT COSTS	$267,447.00
B. OTHER DIRECT COSTS	
1. Materials and Supplies	$135,195.00
2. Publication Costs/Documentation/Dissemination	$0.00
3. Consultant Services	$495,600.00
4. Other (Explain Below)	$37,660.00
Briefly Explain Other Costs	
TOTAL OTHER DIRECT COSTS	$668,455.00
C. TOTAL DIRECT COSTS (A & B)	$935,902.00
D. COST SHARING (Minimum 10% of C; up to $50,000)	$50,000.00
Total Requested Implementation Grant Budget	$985,902.00

Other Notes

Other direct costs include the following:

$30,000 Marketing budget
$5,760 to cover the fees for access to the Workplace Competencies soft skills class
$500 for credit-by-exam to cover fees for students wishing to gain credit for the Workplace Competencies class should they so choose to attend the University of Arkansas
$400 to cover application fees to the University of Arkansas
$1,000 to cover fees associated with applying to and transfering credit to Northwest Arkansas Community College

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.

Section 5 - Sustainability

The IT Readiness Program is a resource that the University of Arkansas Global Campus plans to make available to our region for years to come. Long-term success is a driving decision-maker in the building of this program. The Global Campus recognizes that the local economy and workforce needs are ever-changing, and has structured the program and partnerships in order to be able to react to current needs.

Detailed Plan for sustaining program beyond the 24 month implementation grant funding period:

During the planning grant funding period, the University of Arkansas Global Campus has continued to maintain existing relationships and develop new partnerships for the IT Readiness Program to create a diverse base of funding and support. Ongoing research and input from partners has directed the expansion of the vision of the program beyond the first phase of IT Readiness certificate programs to additional professional and workplace development programs and trainings. The Northwest Arkansas community has expressed interest and involvement in this program, signifying that they see the value in this new training opportunity and continued programming.

Throughout the implementation grant funding period, as new and existing personnel receive additional experience and training, sustainability planning will be conducted regarding both short-term and long-term needs, practices, expenses, and possible changes. Opportunities for resource allocation and reallocation will also be evaluated during this time. Examples of sustainability planning components may include (but are not limited to) quarterly performance reports, re-evaluation of target audience(s), management commitments, communication with and feedback from partners, identification of program champions, and continuation of marketing and public relations. Additionally, the University of Arkansas and the Global Campus will continue to assess and pursue additional funding opportunities to sustain or expand operations as needed.

During the implementation period and beyond, visibility and marketing of the program will continue through the Global Campus Communications Department and University of Arkansas media relations. Efforts will include media updates, informational materials, special events, promotional items, digital marketing, advertising, and the pursuit of additional communications avenues.

The University of Arkansas Global Campus will continue to support and develop the IT Readiness Program to address workforce training needs, while addressing any transformational needs that arise. Being flexible and innovative in this way will ensure the program remains relevant. Implementation grant funding will allow equipment to be purchased, and this is a one-time, large expense that will continue to give back to the program for years to come. Associated program fees for participants (tuition) will provide continuous income for future program needs and allow the Global Campus to replace and purchase new equipment as the equipment becomes outdated. The Global Campus will continue to work with partners, and consider the addition of new partners, sponsors and scholarships, to update and further develop programming options. The University of Arkansas has a long history of successful implementation of grant-funded community and economic programs. Therefore, future partner or sponsor donations may be accepted, but the anticipated income from the IT Readiness Program and support from the Global Campus and the University of

Arkansas could sustain the program without additional assistance if necessary after grant funding has been exhausted.

At this time, the roles of partners are to identify skills gaps and content for IT Readiness Certificate Programs. After the grant funding has expired, it is anticipated that their roles will continue in that capacity to include updating curriculum and identifying new programs as IT and workforce needs continue to evolve and advance. Bentonville Public Schools, a K-12 public education partner, will continue their IGNITE program, including basic instruction in IT to prepare K-12 students for IT studies and careers, and serve as a funnel into the IT Readiness Program. In addition to the University of Arkansas, Northwest Arkansas Community College (NWACC) will also award academic credit to individuals who successfully complete the program(s) and provide pathways to advanced certification or two-year college degrees.

Detailed plan for maintaining communication and sharing resources with program partners:

During the implementation grant funding period, communication efforts with partners will include quarterly meetings to discuss curriculum updates and development, with additional email updates as needed to address program changes or posit subjects for discussion and growth. The University of Arkansas Global Campus will be the primary resource and equipment holder, with workforce training programs and teaching opportunities continuing to be offered to partners and their employees, in addition to the general public.

As the program is integrated into the community, it will also be institutionalized into a larger system as part of the network of educational services and resources provided by the University of Arkansas. The Global Campus will be able to maintain and expand existing relationships and develop new partnerships by providing IT partner companies value by allowing their employees to teach classes to count toward their professional development plans within their companies.

The communications structure that runs throughout the grant cycle will be maintained after the 24-month funding period.

Availability of long-term resources:

As data from the NWA Council demonstrates (http://www.nwacouncil.org/report_builder/), IT jobs are in high demand and will continue to expand in the future. These jobs will also pay an above-average wage compared to other jobs in the area, especially for the population without a four-year degree. Receipt of the implementation grant will allow the Global Campus to create programming that will make a huge impact on our community by keeping the costs very low for students to enroll.

Long-term resources available to maintain and/or repair program equipment include the University of Arkansas Global Campus IT Department and the University of Arkansas Central IT Department. Both offices are fully equipped to provide any trouble-shooting, updates, and/or repair services that may be needed during the life of the equipment.

Furthermore, the Global Campus, also called the School of Continuing Education and Academic Outreach, is in full support of the IT Readiness Program. Global Campus employees are dedicated to professional development within Northwest Arkansas and aim to provide the needed training to our local workforce. The IT Readiness Program is a great fit to the current Computer Training Network (CTN) courses already offered by the Global Campus. The CTN has provided superior training in

software application for many years, and the IT Readiness Program will allow our computer training efforts to be enhanced to the next level.

Plan for redistribution of equipment:

In planning for future usage and redistribution of equipment, it is anticipated that the hardware will be updated as needed to allow for maximum usage for this program. If and when it becomes necessary, the equipment could be repurposed for use in other workforce training programs offered through the Global Campus. Once the equipment has depreciated and is no longer adequate for use, it will be disposed of in accordance with the University of Arkansas Surplus Policy (http://procurement.uark.edu/policy/surplus-policy.php).

Appendix 1

Certificate Title
Java Development

Description
Students will learn how to program in the Java language. They will also learn object-oriented programming concepts that are applicable across languages. Finally, they will learn how to implement interfaces into their programs via the console or web services.

Goal
Upon completion of this course, students will be able to utilize an Integrated Development Environment (IDE) to create Java applications. These applications could use a console interface or web service interface. Students will also understand the role that developers play on an overall product team to prepare students for a transition into a work environment.

Objectives

Topic	**Objective**	**Assessment Type**
	At the end of this lesson, students will be able to:	
Getting started		
Understanding Java stack	Describe the various elements of the Java stack.	M/C Quiz
IDE/Machine setup		
Machine configuration	Configure computer for Java development.	Visual verification
Overview of IDE options	Describe the pros and cons of the various Java IDEs.	M/C Quiz
Installation of Eclipse	Install Eclipse IDE.	Visual verification
Object-oriented programming		
Classes	Describe the role of a class in object-oriented programming.	M/C Quiz
Instances	Define “instance” as it relates to object-oriented programming.	M/C Quiz

Inheritance	Describe “inheritance” as it relates to object-oriented programming.	M/C Quiz
Programming fundamentals		
Variables / Loops / Functions	Use variables, loops, and functions to create basic output on the screen.	Visual verification
Java syntax	Apply appropriate syntax to programming statements.	Visual verification
Console interaction	Use the console to run a Java app.	Visual verification
Practicing the language	Create multiple functions that work together to build a basic calculator.	Submit project
Re-visiting the Java stack	Describe in further detail the various elements of the Java stack.	M/C Quiz
Why web services?		
Web applications	Describe the role of web services in web application stacks.	M/C Quiz
Service Oriented Architecture (SOA)	Describe the benefits of SOA in an enterprise environment.	M/C Quiz
Web architecture		
HTTP protocol	Describe how HTTP protocols work, including basic HTTP response codes.	M/C Quiz
Manual testing web services (Postman, curl, etc)	Use Postman to test a basic web service.	Visual verification
Containers		
Comparison of containers	Identify various Java containers and their uses.	M/C Quiz
Servlets	Describe the use of servlets.	M/C Quiz

Enterprise JavaBeans (EJBs)	Describe the role of EJBs in a Java app.	M/C Quiz
Tomcat installation	Install Tomcat.	Visual verification
Spring	Describe the role of Spring in a Java app.	M/C Quiz
Java runtime and managing dependencies	Describe the Java runtime and how the importance of understanding dependencies.	M/C Quiz
Service Endpoints	Use Java to create a web service endpoint.	Visual verification
Databases		
Database management	Describe the various aspects of creating, maintaining, and querying databases.	M/C Quiz
Relational vs. Non-relational	Identify when a relational database vs. non-relational database might make sense.	M/C Quiz
MongoDB	Describe basics of MongoDB. Use MongoDB to create a basic table and query.	M/C Quiz Visual Verification
Security		
Overview	Describe basics of web security, including various attacks.	M/C Quiz
SSL and KeyTool	Describe the value of SSL certificates and the basics of installing.	M/C Quiz
Additional Development Concepts		
Build tools	Describe the most commonly used build tools used for front-end development.	M/C Quiz
Test-Drive Development	Describe the benefits of test-driven development.	M/C Quiz
Team Dynamics		

Product teams	Identify the primary roles within a typical product team.	M/C Quiz
Agile and Scrum	Describe the primary tenants of Agile and Scrum.	M/C Quiz
Team communication	Describe the importance of team communications as it relates to productivity, job satisfaction, and product delivery.	M/C Quiz
Finalize capstone project	Compile skills learned into final project.	Submit project

Certificate Title
Mobile Application Development

Description
This course will walk students through mobile app development. The course will teach a number of technologies including Ionic, AngularJS, and Cordova. It will also provide context on how mobile applications interact with APIs and other back-end technologies.

Goal
Upon completion of this course, students will be able to create a mobile app and deploy it to a device. They will also understand the role that developers play on an overall product team to prepare students for a transition into a work environment.

Objectives

Topic	Objective	Assessment Type
	At the end of this lesson, students will be able to:	
Mobile App Architecture		
How the pieces work together	Describe how mobile applications interact with back-end technologies.	M/C Quiz
The Tools		
IDEs vs. text editor	Identify situations that would be a good fit for an IDE and, conversely, those situations that would be a good fit for a text editor.	Visual verification
Command line	Describe scenarios where the command line should be used.	Visual verification
Source control	Describe why source control is important and explain the basics of using Git.	M/C Quiz
Programming fundamentals		
Variables / Loops / Functions	Use variables, loops, and functions to create basic output on the screen.	Visual verification
JavaScript syntax	Apply appropriate syntax to programming statements.	Visual verification

Unit testing	Use unit test to test a JavaScript function.	Visual verification
Practicing the language	Create multiple functions that work together to build a basic calculator.	Submit project
Basic HTML / CSS	Use HTML and CSS elements to create a basic web page.	Visual verification
Ionic		
Overview	Describe the components of the Ionic Framework.	M/C Quiz
UI components	List and describe the Ionic Framework UI components.	M/C Quiz
Command line	Describe the various uses of the Ionic CLI.	M/C Quiz
Ionic Platform	Discuss the various services offered by the Ionic Platform.	M/C Quiz
AngularJS	Use AngularJS to build a basic web app.	M/C Quiz
Cordova	Describe Cordova's role in a hybrid mobile app.	M/C Quiz
Native Mobile Development		
iOS	Create a sample iOS app using XCode.	Visual verification
Android	Create a sample Android app.	Visual verification
Team Dynamics		
Product teams	Identify the primary roles within a typical product team.	M/C Quiz
Agile and Scrum	Describe the primary tenants of Agile and Scrum.	M/C Quiz
Team communication	Describe the importance of team communications as it relates to productivity, job satisfaction, and product delivery.	M/C Quiz
Finalize capstone project	Compile skills learned into final project.	Submit project

Certificate Title
Front-End Web Development

Description
This course will walk students through front-end web application development. The course will teach a number of technologies, including HTML, CSS, and JavaScript frameworks. It will also provide context on how front-end applications interact with APIs and other back-end technologies.

Goal
Upon completion of this course, students will be able to create an interactive website and deploy it to a cloud-based hosting provider. They will be able to apply their front-end skills to a variety of off-the-shelf or SAAS (Software as a Service) solutions, such as WordPress, Shopify, SquareSpace, etc. They will also understand the role that developers play on an overall product team to prepare students for a transition into a work environment.

Objectives

Topic	**Objective**	**Assessment Type**
	At the end of this lesson, students will be able to:	
The Modern Web		
How the pieces work together	Describe how front-end web or mobile applications interact with back-end technologies.	M/C Quiz
The Tools		
IDEs vs text editor	Identify situations that would be a good fit for an IDE and, conversely, those situations that would be a good fit for a text editor.	M/C Quiz
Text Editor	Install and configure text editor.	Visual verification
Command line	Describe scenarios where the command line should be used.	Visual verification
Source control	Describe why source control is important and explain the basics of using Git.	M/C Quiz
Programming fundamentals		
Variables / Loops / Functions	Use variables, loops and functions to create basic output on the screen.	Visual verification

JavaScript syntax	Apply appropriate syntax to programming statements.	Visual verification
Unit testing	Use unit test to test a JavaScript function.	Visual verification
Practicing the language	Create multiple functions that work together to build a basic calculator.	Submit project
Basic HTML / CSS	Use HTML and CSS elements to create a basic web page.	Visual verification
Cloud deployment	Deploy previously written app to cloud-based service.	Submit project
DOM manipulation / events	Use JavaScript to modify elements on a web page.	Visual verification
AJAX / HTTP Requests / Restful API	Describe why AJAX requests add value to a web page.	M/C Quiz
JavaScript frameworks		
Framework options	Identify various JavaScript frameworks and when they might be utilized.	M/C Quiz
AngularJS	Use AngularJS to build a basic web app.	Visual verification
Model-View-Controller (MVC) pattern	Describe MVC pattern.	M/C Quiz
Responsive Design		
Overview	Describe the basic concept of responsive design.	M/C Quiz
CSS framework options	Identify the 3 different CSS frameworks and their pros and cons.	M/C Quiz
Animations	Describe the different approaches to animations within web pages.	M/C Quiz
Pre-compilation		
Node.js	Describe the role of Node.js in front-end development.	M/C Quiz
Build tools	Describe the most commonly used build tools for front-	M/C Quiz

	end development.	
SAAS / SCSS / LESS	Describe the various CSS syntaxes and their uses.	M/C Quiz
Cross-browser testing	Describe why cross-browser testing is important and discuss options for testing.	M/C Quiz
Chrome Developer Tools	Use Chrome Developer Tools to inspect elements of web page.	Visual verification
Additional Development Concepts		
DevOps	Describe the role of DevOps in front-end development.	M/C Quiz
Test-Drive Development	Define test-driven development and describe the benefits.	M/C Quiz
Performance optimization	Describe the elements of a web page that impact performance and how to optimize each.	M/C Quiz
Databases	Describe the role of databases in web applications.	M/C Quiz
Team Dynamics		
Product teams	Identify the primary roles within a typical product team.	M/C Quiz
Agile and Scrum	Describe the primary tenants of Agile and Scrum.	M/C Quiz
Team communication	Describe the importance of team communications as it relates to productivity, job satisfaction, and product delivery.	M/C Quiz
Finalize capstone project	Compile skills learned into final project.	Submit project

Certificate Title
Back-End Web Development

Description
This course will walk students through back-end web application development using Node.js and MongoDB. JavaScript will be used throughout the course to teach how to create APIs. Discussions will also hit on how front-end web applications will utilize APIs in production scenarios.

Goal
Upon completion of this course, students will be able to create a web API from scratch and deploy it to a cloud-based hosting provider. They will understand web architecture including databases and how web or mobile applications will interact with that API. They will also understand the role that developers play on an overall product team to prepare students for a transition into a work environment.

Objectives

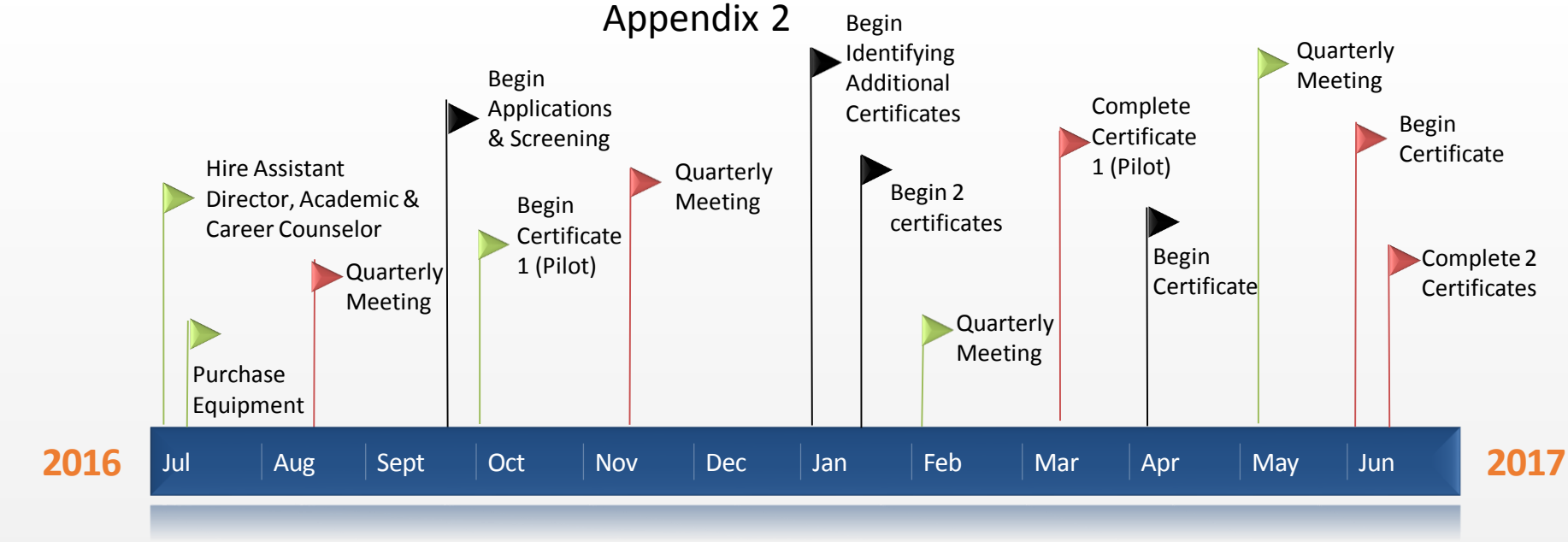
Topic	**Objective**	**Assessment Type**
	At the end of this lesson, students will be able to:	
The Modern Web		
How the pieces work together	Describe how front-end web or mobile applications interact with back-end technologies.	M/C Quiz
The Tools		
IDEs vs text editor	Identify situations that would be a good fit for an IDE and, conversely, those situations that would be a good fit for a text editor.	M/C Quiz
Text Editor	Install and configure text editor.	Visual verification
Command line	Describe scenarios where the command line should be used.	Visual verification
Source control	Describe why source control is important and explain the basics of using Git.	M/C Quiz
Programming fundamentals		
Variables / Loops / Functions	Use variables, loops and functions to create basic output	Visual

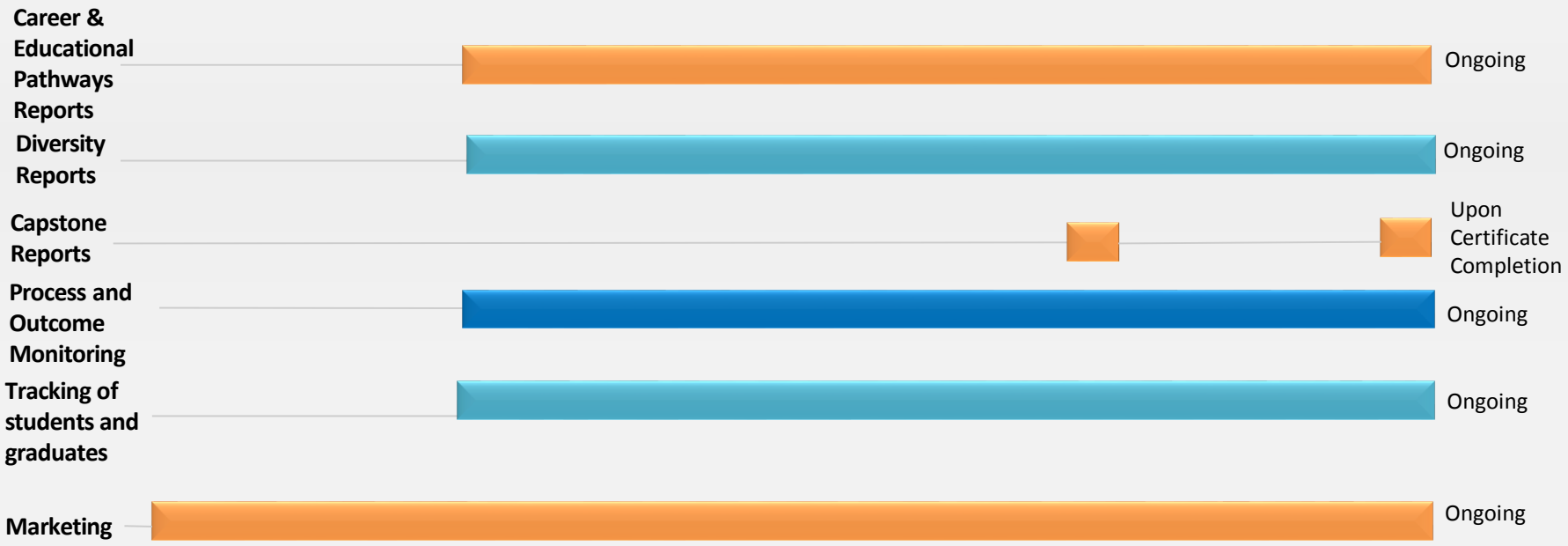
	on the screen.	verification
JavaScript syntax	Apply appropriate syntax to programming statements.	Visual verification
Unit testing	Use unit test to test a JavaScript function.	Visual verification
Practicing the language	Create multiple functions that work together to build a basic calculator.	Submit project
Why web services?		
Web applications	Describe how front-end web applications use web services.	M/C Quiz
Service Oriented Architecture (SOA)	Describe the benefits of SOA.	M/C Quiz
Web architecture		
HTTP protocol	Describe how HTTP protocols work, including basic HTTP response codes.	M/C Quiz
Manual testing web services (Postman, curl, etc)	Use Postman to test a basic web service.	Visual verification
Node.js	Describe use cases for Node.js and basics of the runtime.	M/C Quiz
NPM	Use NPM to install a package.	Visual verification
Express.js		
Overview of middleware	Describe why middleware, and specifically Express.js, exist.	M/C Quiz
Model-View-Controller pattern (MVC)	Describe the MVC pattern and how the various components work together.	M/C Quiz
Databases		
Relational vs. Non-relational	Identify when a relational database vs. non-relational database might make sense.	M/C Quiz

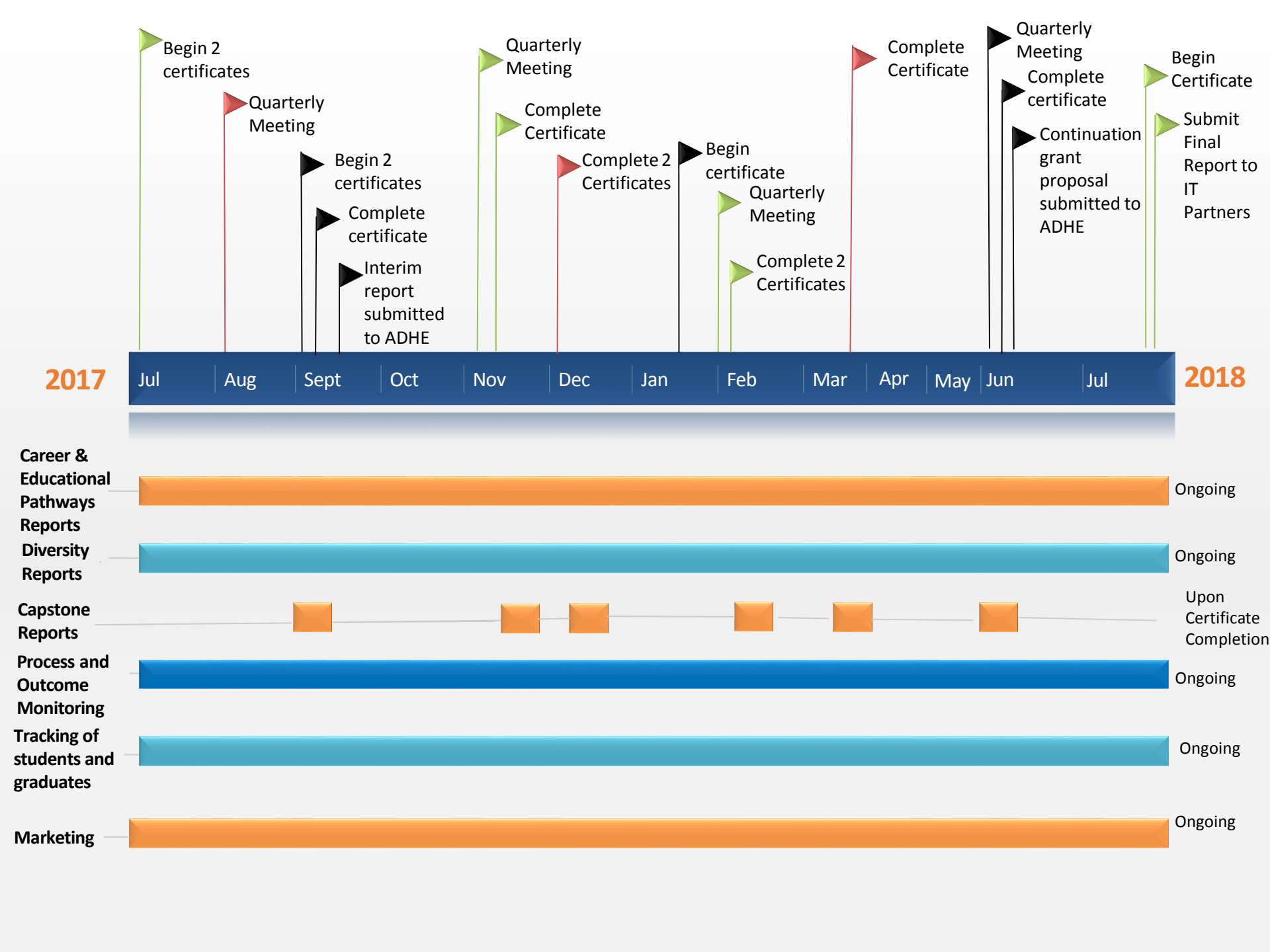
Comparison of databases	Identify various scenarios that might make sense for the various databases discussed.	M/C Quiz
MongoDB	Describe basics of MongoDB. Use MongoDB to create a basic table and query.	M/C Quiz Visual verification
Mongoose	Use Mongoose to interact with MongoDB.	Visual verification
Security		
Overview	Describe basics of web security, including various attacks.	M/C Quiz
SSL and KeyTool	Describe the value of SSL certificates and the basics of installing.	M/C Quiz
DevOps		
Cloud deployment	Deploy previously written app to cloud-based service.	Submit project
Continuous integration	Configure continuous integration for source control commits and deployments.	Visual verification
Additional Development Concepts		
Test-driven development	Describe the benefits of test-driven development.	M/C Quiz
Logging / Diagnostics	Describe the benefits of logging diagnostic info as it relates to debugging issues.	M/C Quiz
Team Dynamics		
Product teams	Identify the primary roles within a typical product team.	M/C Quiz
Agile and Scrum	Describe the primary tenants of Agile and Scrum.	M/C Quiz
Team communication	Describe the importance of team communications as it relates to productivity, job satisfaction, and product delivery.	M/C Quiz

Finalize capstone project	Compile skills learned into final project.	Submit project

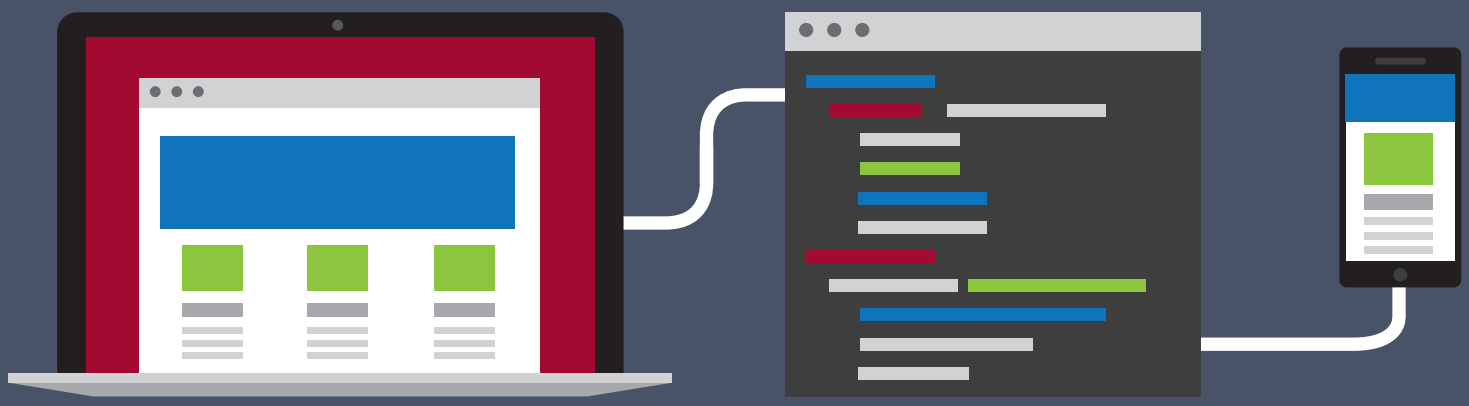
Appendix 2


Hire Assistant Director, Academic & Career Counselor
Purchase Equipment
Quarterly Meeting
Begin Applications & Screening
Begin Certificate 1 (Pilot)
Quarterly Meeting
Begin Identifying Additional Certificates
Begin 2 certificates
Quarterly Meeting
Complete Certificate 1 (Pilot)
Begin Certificate
Quarterly Meeting
Begin Certificate
Complete 2 Certificates
2016
Jul
Aug
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
2017


Career & Educational Pathways Reports
Ongoing
Diversity Reports
Ongoing
Capstone Reports
Upon Certificate Completion
Process and Outcome Monitoring
Ongoing
Tracking of students and graduates
Ongoing
Marketing
Ongoing


Begin 2 certificates
Quarterly Meeting
Begin 2 certificates
Complete certificate
Interim report submitted to ADHE
Quarterly Meeting
Complete Certificate
Complete 2 Certificates
Begin certificate
Quarterly Meeting
Complete 2 Certificates
Complete Certificate
Quarterly Meeting
Complete certificate
Continuation grant proposal submitted to ADHE
Begin Certificate
Submit Final Report to IT Partners
2017
Jul
Aug
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
Jun
Jul
2018
Career & Educational Pathways Reports
Ongoing
Diversity Reports
Ongoing
Capstone Reports
Upon Certificate Completion
Process and Outcome Monitoring
Ongoing
Tracking of students and graduates
Ongoing
Marketing
Ongoing

COMING FALL 2016: IT Readiness



CERTIFICATES OFFERED

> Java Development
> Front-End Development
> Back-End Development
> Mobile Development

ABOUT IT READINESS

The Global Campus in Rogers is creating a program for students to learn real job skills in an intense, accelerated environment. We've partnered with local business and schools to create a curriculum that prepares students for IT jobs. From application to completion, we are here to advise our students every step of the way and make them aware of both educational and career pathways.

CONTACT
Tara Dryer
tdryer@uark.edu
855-402-3300

PROGRAM PARTNERS

> Acxiom
> Collective Bias
> Field Agent
> JB Hunt
> Rockfish Digital
> Saatchi & Saatchi X
> Tata Consultancy Services
> Walmart
> Startup Junkie
> Metova
> RevUnit
> Bentonville Public Schools
> Springdale Public Schools
> Northwest Technical Institute

COMING SOON TO
training.uark.edu

UNIVERSITY OF ARKANSAS Global Campus

Appendix 4

UNIVERSITY OF ARKANSAS
GLOBAL CAMPUS
SCHOOL OF CONTINUING EDUCATION AND ACADEMIC OUTREACH

Rental Space	Occupancy	Rate
Rm. 403 (Atrium)	Variable	$35 per hour $115 per day maximum
Rm. 405 *Mobile Computer Lab Available	Max 16	Inquire Within
Conference Rm. 410	10 - 12	$55 per hour $195 per day maximum
Classroom 418	Max 30	$40 per hour $130 per day maximum
Classroom 419	Max 36	$55 per hour $175 per day maximum
Classrooms 418 & 419	Max 75	$90 per hour $299 per day maximum
Classroom 420	Max 36	$60 per hour $235 per day maximum
Classroom 421	Max 36	$60 per hour $235 per day maximum
Classroom 423	Max 24	$55 per hour $195 per day maximum

*Customers will incur a $40.00/hr. After Hours Fee, after 5:00 pm or weekends.

*Customer is responsible for any damages to the facility during the event

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**

acxiom

Acxiom Corporation

May 10, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Planning Grant Committee,

Acxiom is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to Acxiom's long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

Acxiom is committed to the grant and will assist with planning and implementation of programs to ensure success. We look forward to assisting the University of Arkansas Global Campus in carrying out the plan to run this program, and in continually evaluating the needs of the Northwest Arkansas area in order to ensure this program stays relevant over the years. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at Acxiom, and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Wes Hinesley

Wes Hinesley
Senior Manager of Learning

acxiom

Acxiom Corporation

collective bias

479.268.3232
1750 S. Osage Springs Dr.
STE #100
Rogers, AR 72758

April 12, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Collective Bias, Inc. is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to Collective Bias' long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

Collective Bias is committed to the grant and will assist with the final planning and roll-out of this program. We look forward to assisting the University of Arkansas Global Campus in carrying out the plan to run this program, and in continually evaluating the needs of the Northwest Arkansas area in order to ensure this program stays relevant over the years. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build, promote, and carry out extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at Collective Bias, and we believe that not only our employees but also the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Angelique O'Bryan
Director, HR & Operations
Collective Bias, Inc.

FIELD AGENT®

5/11/16

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Field Agent is an active partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as a key resource to Field Agent's long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

Field Agent is committed to the grant and will assist with the final planning and roll-out of this program. We look forward to assisting the University of Arkansas Global Campus in carrying out the plan to run this program, and in continually evaluating the needs of the Northwest Arkansas area in order to ensure this program stays relevant over the years. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build, promote, and carry out extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at Field Agent, and we believe that not only our employees but also the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Rick West
CEO, Co-Founder
Field Agent, Inc.

J.B. HUNT TRANSPORT, INC.

May 10, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

JB Hunt Transport Inc. is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to JB Hunt Transport Inc's long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

JB Hunt Transport Inc. is committed to the grant and will assist with planning and implementation of programs to ensure success. We look forward to assisting the University of Arkansas Global Campus in identifying the labor needs and skills gaps in our community before building and carrying out a program to help address these issues. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build extraordinary non-credit training programs in the area of IT, Supply Chain Management and Transportation. We believe these programs will not only help our existing employees but also help us fill our IT, Supply Chain Management and Transportation jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at JB Hunt Transport Inc., and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Monty Morton
JB Hunt Transport Inc.

rockfish

5/26/2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Rockfish is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to Rockfish's long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

Rockfish is committed to the grant and will assist with the final planning and roll-out of this program. We look forward to assisting the University of Arkansas Global Campus in carrying out the plan to run this program, and in continually evaluating the needs of the Northwest Arkansas area in order to ensure this program stays relevant over the years. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build, promote, and carry out extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at Rockfish, and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Blake Hannan
Director, Talent Acquisition

Saatchi & Saatchi X
605 W. Lakeview Drive
Springdale, AR 72764
Telephone: +1 479 575 0200
www.saatchix.com

April 14, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Saatchi & Saatchi X is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to Saatchi & Saatchi X's long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

Saatchi & Saatchi X is committed to the grant and will assist with the final planning and roll-out of this program. We look forward to assisting the University of Arkansas Global Campus in carrying out the plan to run this program, and in continually evaluating the needs of the Northwest Arkansas area in order to ensure this program stays relevant over the years. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build, promote, and carry out extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at Saatchi & Saatchi X, and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Jessica Hill

Jessica Hill
Talent Director, NA
Saatchi & Saatchi X

April 20, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201
Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Tata Consultancy Services (TCS) is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to TCS's long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

TCS is committed to the grant and will assist with the final planning and roll-out of this program. We look forward to assisting the University of Arkansas Global Campus in carrying out the plan to run this program, and in continually evaluating the needs of the Northwest Arkansas area in order to ensure this program stays relevant over the years. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build, promote, and carry out extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at TCS, and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,
For Tata Consultancy Services Limited

Mr. Ramasubramanian Ramasamy
Head, Strategic Accounts
Retail and CPG Industry Solution Unit

TATA CONSULTANCY SERVICES

609 SW 8th St Suite 600 Bentonville AR 72712
Ph +1-479-286-1286 Fax +1-479-286-1101 website www.tcs.com
Registered Office: Bombay House, 24 Homi Mody Street, Mumbai 400 001, INDIA

Walmart
Save money. Live better.

702 SW 8th Street
Bentonville, AR 72716
Phone 123.456.7890
Fax 123.456.7892
www.walmart.com

May 25, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201
Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Walmart is pleased to support the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to Walmart's long-term IT workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

Walmart supports the grant and will provide guidance to ensure success. We look forward to working with the University of Arkansas Global Campus to help the NWA community grow a skilled workforce in IT. Through coordination and collaboration with the University and other companies, schools and industries in NWA, a strong program will be built to address the labor needs. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is important to Walmart, and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Becky Schmitt, VP Walmart Tech HR
Walmart Stores, Inc.

April 16, 2015

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Startup Junkie Consulting is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to Startup Junkie Consulting's long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

Startup Junkie Consulting is committed to the grant and will assist with the final planning and roll-out of this program. We look forward to assisting the University of Arkansas Global Campus in carrying out the plan to run this program, and in continually evaluating the needs of the Northwest Arkansas area in order to ensure this program stays relevant over the years. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build, promote, and carry out extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at Startup Junkie Consulting, and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Brett Amerine
Brett Amerine
Chief Operating Officer
Startup Junkie Consulting

3301 Aspen Grove Drive
Suite 301
Franklin, Tennessee 37067

T +1.615.771.0975
F +1.866.397.6303

www.metova.com

April 20, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Founded in 2006, Metova set out to build beautiful mobile applications while creating a great place for people to work. Today, Metova focuses on creating mobile, web and cybersecurity solutions for Government and Commercial markets. Metova's work environment promotes a unique culture of teamwork, creativity and personal development that has attracted leading engineering, strategy and design talent.

Metova opened offices in Fayetteville, Arkansas, in February 2016 initially planning to create more than 60 new jobs. In 2015 Metova expanded from its main office in Nashville, Tennessee to open an office in Conway, Arkansas with 160 new jobs. Metova continues to experience rapid growth and is expecting the state's workforce skillset to keep up with the continued demands Metova and similar technology businesses need to succeed.

Metova's processes and culture allow it to easily adapt to the ever-changing mobile environment and adoption of new technologies, putting further emphasis on the state's workforce training initiatives. Having worked on the BlackBerry, Android, and iOS platforms since their release, Metova is considered a veteran in the mobile world. When web applications and cybersecurity became a necessity, Metova expanded their capabilities to include Apache Cordova, AngularJS, Ruby on Rails and cybersecurity solutions such as Cyber Health Assessments.

Metova is committed to full partnership in the success of the TechHire initiative in Northwest Arkansas. We have already met extensively with the Fayetteville Area Chamber of Commerce, the Northwest Arkansas Council and the University of Arkansas about the development of curriculum and the pipeline of qualified instructors. Metova is prepared to increase our level of partnership and would look forward to participating in the program all the way through the hiring of qualified graduates.

Our company appreciates your consideration. I assure you that Metova is committed to helping program participants find their place in our constantly changing economy. Together, we can build a workforce that matches our country's most unmet needs.

Sincerely,

Josh Smith
Chief Revenue Officer

RevUnit
111 S. Main St.
Bentonville, AR 72712
479-715-6400

April 8, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

RevUnit is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to RevUnit's long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

RevUnit is committed to the grant and will assist with the final planning and roll-out of this program. We look forward to assisting the University of Arkansas Global Campus in carrying out the plan to run this program, and in continually evaluating the needs of the Northwest Arkansas area in order to ensure this program stays relevant over the years. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build, promote, and carry out extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at [Company], and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Michael Paladino, Chief Technology Officer
RevUnit

BENTONVILLE PUBLIC SCHOOLS

500 TIGER BOULEVARD, BENTONVILLE, AR 72712
PHONE: 479.254.5000 | FAX: 479.271.1159
FIND US ONLINE AT: BENTONVILLEK12.ORG

April 12, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201
Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Bentonville Public Schools is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to Bentonville Public School's long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

Bentonville Public School is committed to the grant and will assist with the final planning and roll-out of this program. We look forward to assisting the University of Arkansas Global Campus in carrying out the plan to run this program, and in continually evaluating the needs of the Northwest Arkansas area in order to ensure this program stays relevant over the years. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build, promote, and carry out extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at Bentonville Public School, and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the implementation of this grant.

Sincerely,

Michael Poore
Superintendent
Bentonville Public School

IT Instructors
Shannon Green
Kathleen Johnson
Josefina Perez
Tracy Reed
Alexa Reynolds
Cindy Whitaker
Kelley Williamson

Information Technology Academy
Springdale High School

101 S. Pleasant
Springdale, AR 72764
Pete Joenks, Principal
www.sdale.org

February 25, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201
Dear Regional Workforce Implementation Grant Committee,

The *Springdale High School Information Technology Academy* is pleased to partner with the University of Arkansas Global Campus on the Regional Workforce Implementation Grant. We see this grant as valuable to our student's education, long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

The SHS IT Academy is committed to the grant and we look forward to providing valuable information and feedback on the program throughout the process. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for each of the stakeholders of the IT Academy , and we believe the Northwest Arkansas region as a whole will be well served by the programs and certificates built out in this program.

Sincerely,

Kelley Williamson
IT Academy Lead
Springdale High School

Phone: 479-750-8832 Fax: 479-750-8811 kwilliamson@sdale.org

NORTHWEST TECHNICAL INSTITUTE

P.O. Box 2000 • 709 So. Old Missouri Rd.
Springdale, AR 72765-2000
(501) 751-8824
(501) 751-7780 (FAX)

March 14, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Regional Workforce Implementation Grant Committee,

Northwest Technical Institute Adult Education is pleased to partner with the University of Arkansas Global Campus on the Regional Workforce Implementation Grant. We see this grant as valuable to our students' long-term workforce development and employee training goals. We look forward to being involved in a program that will help Northwest Arkansas address existing labor needs and skill gaps.

The adult education center is committed to the grant and we look forward to providing valuable information and feedback on the program throughout the process. Through coordination and collaboration with the University and other companies, schools and industries in NWA, we will be able to build extraordinary non-credit training programs in the area of IT. We believe these programs will not only help our existing employees but also help us fill our IT jobs with new employees.

The Regional Workforce Implementation Grant is a priority for us at NTI Adult Ed., and we believe that not only our employees but the Northwest Arkansas region as a whole will be well served by the programs and certificates built out in this program.

Sincerely,

Kathleen Dorn

Kathleen Dorn, Director
Northwest Technical Institute
Adult Education Center

May 18, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Northwest Arkansas Community College is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to the long-term IT workforce development initiatives in our region. We look forward to being involved in a program that will not only create career pathways but also educational pathways for students to complete a degree at NWACC.

Northwest Arkansas Community College is committed to the success of the grant. We look forward to assisting the Global Campus in carrying out the educational pathways in this program. Through coordination and collaboration with Global Campus and other companies, schools and industries in NWA, we will be able to assist with tracking students into higher education. Once students complete an IT certificate at the Global Campus, students will be able to obtain at least 6 hours of credit toward a degree at our community college and encourage students to obtain higher education.

The Regional Workforce Implementation Grant is a priority for us at Northwest Arkansas Community College and we believe that the Northwest Arkansas region will be well served by the implementation of this grant.

Sincerely,

Christine C. Davis, Ph.D.

Christine C. Davis, Ph.D.
Dean of Business and Computer Information Systems
Northwest Arkansas Community College
900 SE Eagle Way
Bentonville, AR 72712

UNIVERSITY OF ARKANSAS

Sam M. Walton College of Business
Undergraduate Programs Office

May 16, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

The University of Arkansas Sam M. Walton College of Business is pleased to partner with the University of Arkansas Global Campus on the Workforce Initiative Act of 2015 Implementation Grant. We see this grant as valuable to the long-term workforce development initiatives in our region. We look forward to being involved in a program that will not only create career pathways but also educational pathways that may lead to degree completion at the University of Arkansas.

The University of Arkansas Sam M. Walton College of Business is committed to the success of the grant. We look forward to assisting the Global Campus in carrying out the educational pathways in this program. Through coordination and collaboration with Global Campus and other companies, schools and industries in NWA, we will be able to assist with tracking students into higher education. Students will be able to receive credit for WCOB 2063 Workplace Competencies after being admitted to the University of Arkansas. This course can be used as an elective in the Walton College of Business or as an elective in any other University of Arkansas college.

The Regional Workforce Implementation Grant is a priority for us at the Sam M. Walton College of Business and we believe that the Northwest Arkansas region will be well served by the implementation of this grant.

Sincerely,

Karen Boston
Assistant Dean for Undergraduate Programs

The University of Arkansas is an equal opportunity/affirmative action institution.

UNIVERSITY OF ARKANSAS

Global Campus
School of Continuing Education and
Academic Outreach

May 19, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Workforce Initiative Act of 2015 Implementation Grant Committee,

Through this letter I would like to express my full support for the proposal being submitted by the Global Campus - School of Continuing Education and Academic Outreach for the Workforce Initiative Act of 2015 Implementation Grant. I am currently the Vice Provost for Distance Education for the University of Arkansas and as such I oversee all the continuing education and online education efforts for the university. I was the Co-PI for the planning grant that was submitted and awarded by ADHE that now allows the Global Campus to submit a proposal for the implementation funds that would be awarded through this second grant.

I want to clarify the reason why my name is no longer listed as Co-PI for this proposal. I will be leaving the University of Arkansas on June 29th 2016 and will be joining West Virginia University as the Dean for the College of Business and Economics. I want to reassure the committee that my departure does not jeopardize the success of the implementation grant. My team and I have known of my departure since January 21st 2016 and have been planning the transition accordingly. My successor in the Global Campus will be Dr. Donald Judges, and he has expressed his full support for this grant; ensuring the continuation of the support, through leadership and financial funds, for this workforce development effort.

I have worked in higher education for almost 14 years and have been leading the continuing education efforts for the University of Arkansas for the past 4 years. I have to admit that it is hard for me to find another example that can show the extent of support that we are seeing for this effort in Northwest Arkansas. It is rare to see a program that can pinpoint the gaps it will fill in the community, show that the gaps are large, and have a robust plan to fill them - a plan that comes with support from all corners and levels of education and industry. I list the names of companies and organizations not to fill space in this letter but to give a clear visual representation of the spectrum of support that exists for this grant. Supporting partners are:

- Acxiom
- Collective Bias
- JB Hunt
- Metova

- RevUnit
- Saatchi & Saatchi
- Startup Junkie
- Tata Consultancy Services
- Rockfish
- NWA Council
- Northwest Arkansas Development Board
- Bentonville Public Schools
- Springdale Public Schools
- Northwest Arkansas Community College
- University of Arkansas

Clearly this list presents a wide spectrum of educational institutions (k-20), regional entrepreneurship hubs, as well as regional, national and multinational corporations that have offices in Northwest Arkansas and have a clear need and/or interest in having a program that can identify and grow a pipeline of workers for the rapidly growing Information Technology sector that has expanded dramatically and is projected to continue to grow in the next 10 years.

Providing support for this grant will allow the Global Campus and all the regional partners to come together and have the resources needed to do so. These resources will allow them to provide an avenue for IT training programs that not only lead to jobs but also provide career pathways that include educational pathways. These pathways go from high school to associate and baccalaureate degrees since the courses provided will carry credit in institutions like Northwest Arkansas Community College and the University of Arkansas. The current leadership of those institutions have an interest in widening these educational paths and I have no doubt that this will happen.

As stated by the support letters of the different partners, this proposal provides a clear structure to support the Workforce Initiative Act of 2015 Implementation Grant and the high return on investment, reflected in jobs and expanded skills for the workforce that could result by funding it.

Thank you in advance for your time and consideration, please know that I am available at javier.reyes@mail.wvu.edu and will be happy to answer any and all questions regarding the grant.

Kind regards,

Dr. Javier Reyes
Vice Provost for Distance Education
University of Arkansas

NORTHWEST ARKANSAS COUNCIL

4100 Corporate Center Drive
Suite 205
Springdale, Arkansas 72762
479.582.2100
www.nwacouncil.org

TO: Arkansas Department of Higher Education

FROM: Michael D. Malone, CEO and Michael E. Harvey, COO

RE: Workforce Initiative Act of 2015 Implementation Grant

DATE: May 10, 2016

On behalf of our Board of Directors, we write to you in support of the University of Arkansas' School of Continuing Education's efforts to provide Northwest Arkansas with a pipeline of workers for our rapidly growing Information Technology sector. Computer and Math Occupations have been the fastest growing high-wage sector ($33.68/hour) in the Northwest Arkansas metro area since 2001. During that time, over 3,000 net new jobs were added in that sector – a 71% increase – a pace of growth that is expected to continue over the next ten years.

The Council and its Chamber Partners interview over 450 local companies each year, and many of the companies interviewed have indicated a need for Information Technology workers, at all levels and areas: Programming and Software Development, Web and Digital Communications, Network Systems, Information Support, and Information Services. The importance of delivering these workers can not be stressed enough: our ability or inability to do so will determine whether or not Northwest Arkansas remains in the top tier of US Metro growth economies.

The Governor's coding initiative in K-12 is a fantastic way to give students the proper foundation for work in information technology careers, and we feel like a training program like this will complete the pathway needed for Northwest Arkansans to meet our employers' growing demand. Meeting our employer's workforce needs is priority one for the Council, and we applaud the University of Arkansas' School of Continuing Education's efforts to help us achieve our regional workforce goals.

We appreciate your consideration in regards to their grant application.

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

May 4, 2016

Arkansas Department of Higher Education
432 Main Street, Suite 400
Little Rock, Arkansas 72201

Dear Regional Workforce Implementation Grant Committee,

The Northwest Local Workforce Development Board supports the University of Arkansas Global Campus proposal on the Regional Workforce Implementation Grant. We see this IT Readiness grant as valuable to Northwest Arkansas regional development. We look forward to support a high demand career pathway that will help Northwest Arkansas address existing labor needs and skill gaps.

In support of the program, the Local Workforce Development Board will provide both job seekers and job providers' program information on the IT certificates and certifications in order to fill employment needs. In our One-Stop Career Centers, individuals will be able to gain employment information on IT careers, learn about the IT Readiness grant program and then connect with employers upon obtaining an IT certificate or certification. This will allow individuals to maximize their time and resources in order to gain employment.

The Regional Workforce Implementation Grant is a priority for the Local Workforce Development Board, and we believe the Northwest Arkansas region as a whole will be well served by the implementation of this IT grant proposal.

Sincerely,

Joe Willis

Joe Willis
Executive Director
Northwest Arkansas Local Workforce Development Board