



**INNOVATE**

WORKFORCE DEVELOPMENT

**August 20, 2020**

**10:00 a.m.**

Arkansas Division of Workforce  
Services

*VIA Zoom*

*(Webinar/Teleconference)*

*SOCIAL DISTANCING – COVID-19*

# Arkansas Workforce Development Board

## Executive Committee



# AGENDA

August 20, 2020

## ARKANSAS WORKFORCE DEVELOPMENT BOARD EXECUTIVE COMMITTEE MEETING

10:00 A.M.

Call to Order.....Tom Anderson, Committee Chair

### Agenda Item 1: ACTION

Reimagine Workforce Preparation Grant

Introduction of Applicants.....Kris Jones, Employment Assistance  
Division of Workforce Services

Open Discussion.....Tom Anderson, Committee Chair

Announcements

Adjournment

**For Consideration of the  
Arkansas Workforce Development Board  
Executive Committee**

**August 20, 2020**

**AGENDA ITEM 1 - ACTION:** Reimagine Workforce Preparation Grant

**RECOMMENDATION:** It is recommended that the Arkansas Workforce Development Board applies for the Reimagine Workforce Preparation Grant.

**INFORMATION/RATIONALE:** The Department of Education has issued a Notice Inviting Applications (NIA) for the FY 2020 Education Stabilization Fund – *Reimagine Workforce Preparation Grants* program under the CARES Act, making available \$127.5 million.

This new higher education discretionary grant program is designed to provide students the opportunity to develop new skills, provide innovators and inventors the resources to expand existing businesses or build new ones, and encourage institutions of higher education to foster business development and innovation as America begins to recover from COVID-19-related disruptions to education and the economy.

The *Reimagine Workforce Preparation Grant* competition is open to all states, Puerto Rico, and the District of Columbia. **Grants will be made to State Workforce Boards**, and these recipients may partner with business and trade organizations, employers or groups of employers, Standards Recognition Entities, Institutions of Higher Education, third-party intermediaries who help employers design and implement work-based learning programs, and other education and training providers.

To apply, states must demonstrate a burden created by the coronavirus pandemic and propose a project that will support people living and working in their communities, specifically along one of two tracks:

1. Expanding educational opportunities through short-term, career pathways or sector-based education and training programs.
  - Grantees are invited to propose the development or expansion of short-term education programs, including career pathways programs, to help prepare unemployed or underemployed individuals for high demand jobs in their community or region; and/or
  - Grantees are invited to propose the development or expansion of industry sector-based education and training programs that lead to a credential that employers in a given sector recognize and reward; or

2. Supporting local entrepreneurship through small business incubators
  - Grantees are invited to submit applications that help colleges and universities make their faculty, staff and facilities more accessible to small businesses in their communities, and to ensure that institutions can sustain their operations at a time when enrollments are declining and campus buildings may be underutilized, including through the creation of small business incubators that are on the campus of, or affiliated with, one or more colleges and universities in the state.

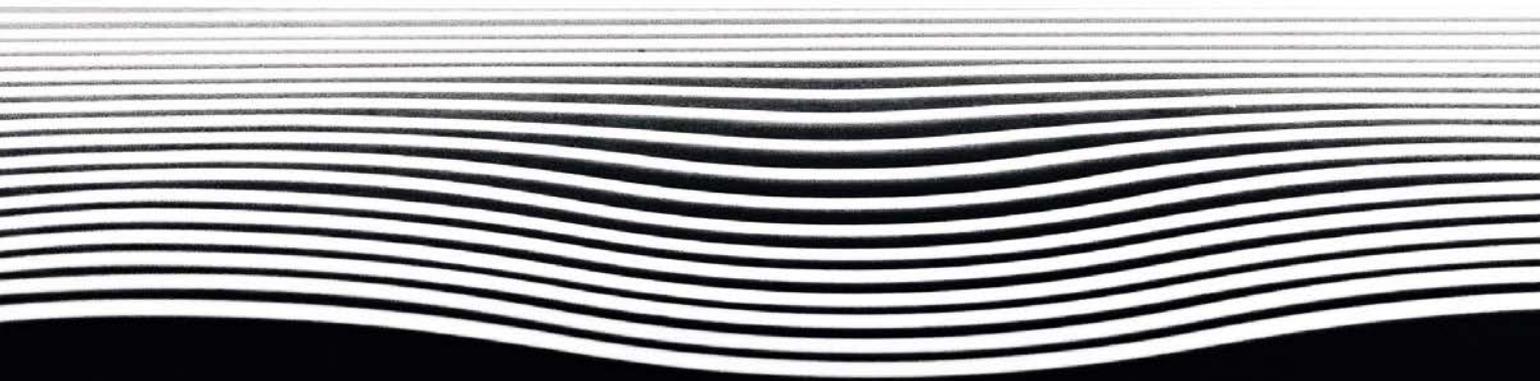
**Important Dates:**

The deadline for Notice of Intent to Apply is **July 13, 2020**.

The deadline for the submission of a completed application is **August 24, 2020**.

The Department of Education intends to make awards no later than **October 2020**.

**UNIVERSITY OF  
ARKANSAS  
GLOBAL  
CAMPUS**



# **Project Title: Arkansas COVID-19 Economic Recovery via Workforce Development**

## **Abstract**

Arkansas has begun to take real action in the fight against the devastating financial impact of COVID-19 through an innovative partnership between the state government, higher education and the private sector. This public-private Arkansas coalition has begun to train, certify and help citizens identify job opportunities in an entirely new way.

The Arkansas Department of Workforce Services has partnered with the University of Arkansas Global Campus to create a series of free training courses to help up-skill displaced workers impacted by COVID-19. Upon successful completion of each training module, deserving recipients will receive interoperable online badges attesting to their verified skills on a certified SmartResume® by private company iDatafy LLC.

**In short, Arkansans' displaced by COVID-19 will now have the opportunity to receive free job training, free certification of their new skills and free assistance to be matched with an employer looking to hire new job talent.**

This grant proposal will document how the US Department of Education's ESF-RWP Program will help provide Arkansas with the financial support to expand the short-term education, certification and job placement programs already underway in our state. The proposal will also show clear examples of the planned online training programs geared towards assisting our citizens, sample copies of the certified SmartResumes, and how it is easy for employers to search for the certified job talent produced by our efforts.

Key project participants-

- The Arkansas Department of Workforce Services
- The University of Arkansas Global Campus
- iDatafy LLC

Grant Request: \$13,581,494 (Total over 3 years)

## Table of Contents

SECTION 1: Description of Proposed Project for Priority 1 .....	3
SECTION 2: State’s Coronavirus Burden .....	18
SECTION 3: Analysis of State Assets and Collaborative Efforts .....	20
SECTION 4: Description of Steps State is Currently Taking.....	22
SECTION 5: Recruitment of Unemployed .....	22
APPENDIX 1: Resumes.....	24
APPENDIX 2: Current Indirect Cost Rate Agreement.....	28
APPENDIX 3: List of Proprietary Information.....	33
APPENDIX 4: Assurance of Applicant Providing Data and Information .....	34

## SECTION 1: Description of Proposed Project for Priority 1

The Arkansas Workforce has been drastically impacted by COVID-19. As of June 2020, the state unemployment numbers are 105,338 and the number of COVID-19 cases are growing. From local businesses to international retail giants, the Arkansas economy represents diverse needs and interests. In today's pandemic world, one common thread through many of these businesses is the need to pivot and change and that includes how individuals are getting training and companies are providing training. Through a partnership between the University of Arkansas, Arkansas Division of Workforce Services and iDatafy, we plan to adjust and adapt to what is happening in Arkansas and will respond to the needs of Arkansans. The ultimate goal is to identify training needs to get individuals into jobs and career pathways through existing programs and newly identified online programs across the entire state. Given the state's impact from COVID-19, high rural population and pockets of diverse races and ethnicities, providing funding and resources for short-term training in high demand occupations will be one giant step towards the state's successful economic recovery.

To achieve success of greatly impacting the State of Arkansas' economic recovery from COVID-19, we have identified the following goals and objectives:

**Goal 1:** To create short-term training programs for quick entry into the job market in high demand careers and occupations across the State of Arkansas.

**Objective:** To identify high demand jobs and occupations in Arkansas and identify training and credentials needed in order to create effective training programs.

**Performance Measures:** New programs created will be defined as in-demand or needed by at least one company or organization.

**Reporting:** Metrics will be kept on a number of new training programs created based on demand and region.

**Goal 2:** To serve individuals who need training and come from diverse backgrounds, live in a rural area, who have recently graduated from high school, are unemployed or underemployed and are interested in learning skills to re-entering the job market.

**Objective:** To enroll students who come from diverse backgrounds, who have recently graduated from high school, are unemployed or underemployed and are interested in learning skills to re-entering the job market.

**Performance Measures:** 80% of students will identify as having a diverse background, recent graduate, unemployed or underemployed.

**Reporting:** Data on demographics, educational background, employment status, number of applicants, number of completers, number of individuals obtaining employment upon completion of training, number of individuals who gained employment in the field they received training, and median earnings.

**Goal 3:** To create programs that are valuable and address workforce needs in Arkansas.

Objective: To work with industry experts, companies and organizations in Arkansas to develop curriculum based on needs and demand.

Performance Measures: Surveys and interviews will rank training as above average.

Reporting: Surveys and interviews will be conducted on an ongoing basis to assess current and upcoming needs.

Goal 4: To provide essential support which link students to career and educational pathways.

Objective: To assist students with support services to find and get employment upon successful completion of short-term training.

Performance Measures: 80% of individuals will gain employment in a job with a wage above poverty line upon completion of training.

Reporting: Data on student placement will be collected on an ongoing basis.

Goal 5: Make it easy for employers to search for, engage with and hire our student learners.

Objective: We will be providing certified SmartResumes to all successful students that complete our training. These certified resumes, when pooled together in the SmartResume online platform, will make for an easily searched database of in-market job talent for our employers to search and hire from.

Performance Measures: 100% of individuals completing our training will receive a certified SmartResume that they can use to benefit their job search.

Reporting: Aggregated data on SmartResume activations, connections and successful hires will be collected on an ongoing basis.

High demand careers and occupations throughout the state have been identified by various entities including the Arkansas Division of Workforce Centers and the Northwest Arkansas Council. The US Department of Education's ESF-RWP Program would assist the State of Arkansas with providing its citizens no-cost training into high demand programs that require short-term training.

Figure 1.1 shows the 2020-2021 Demand Occupations basic skills category, the moderate skills category and the high skills category all identified by the Arkansas Division of Workforce Services as occupations in the state that are currently in need. The chart also shows the mean salary, level of training required and number of positions available in the state.

Figure 1.1

<b>HIGH SKILL</b>					<b>MODERATE SKILL</b>					<b>BASIC SKILL</b>				
Occupation	O*Net Skills	Total Annual Openings	Education	May 2019 Mean Wage	Occupation	O*Net Skills	Total Annual Openings	Education	May 2019 Mean Wage	Occupation	O*Net Skills	Total Annual Openings	Education	May 2019 Mean Wage
General and Operations Managers	Active Listening, Coordination, Monitoring	2,121	B	\$89,710	Heavy and Tractor-Trailer Truck Drivers	Operation and Control, Operation Monitoring, Time Management	5,023	PS	\$44,250	Combined Food Preparation and Serving Workers, Including Fast Food	Active Listening, Service Orientation, Speaking	7,929	NFE	\$20,780
Registered Nurses	Active Listening, Social Perceptiveness, Service Orientation	1,780	B	\$61,330	Nursing Assistants	Service Orientation, Active Listening, Social Perceptiveness	2,267	PS	\$25,950	Cashiers	Service Orientation, Active Listening, Speaking	5,797	NFE	\$22,310
Clergy	Speaking, Active Listening, Service Orientation	1,744	B	\$51,470	Bookkeeping, Accounting, and Auditing Clerks	Mathematics, Active Listening, Critical Thinking	1,618	SC	\$36,780	Retail Salespersons	Persuasion, Active Listening, Service Orientation	5,715	NFE	\$26,480
Elementary School Teachers, Except Special Education	Instructing, Speaking, Learning Strategies	1,024	B	\$48,800	Teacher Assistants	Active Listening, Speaking, Instructing	1,413	SC	\$21,390	Farmers, Ranchers, and Other Agricultural Managers	Speaking, Critical Thinking, Monitoring	5,252	HS	\$64,490
Accountants and Auditors	Active Listening, Reading Comprehension, Critical Thinking	967	B	\$66,450	Licensed Practical and Licensed Vocational Nurses	Service Orientation, Active Listening, Coordination	1,059	PS	\$40,760	Waiters and Waitresses	Active Listening, Service Orientation, Speaking	3,877	NFE	\$20,960
Secondary School Teachers, Except Special and Career/ Technical Education	Instructing, Speaking, Active Listening	888	B	\$51,870	Automotive Service Technicians and Mechanics	Repairing, Troubleshooting, Operation Monitoring	698	PS	\$38,970	Office Clerks, General	Active Listening, Reading Comprehension, Speaking	3,536	HS	\$31,450
Management Analysts	Active Listening, Critical Thinking, Reading Comprehension	829	B	\$68,070	Medical Assistants	Speaking, Active Listening, Reading Comprehension	539	PS	\$30,950	Laborers and Freight, Stock, and Material Movers, Hand	Coordination, Critical Thinking, Operation and Control	3,290	NFE	\$27,480
Market Research Analysts and Marketing Specialists	Critical Thinking, Reading Comprehension, Writing	646	B	\$68,770	Preschool Teachers, Except Special Education	Instructing, Speaking, Active Listening	435	A	\$31,890	Personal Care Aides	Service Orientation, Social Perceptiveness, Active Listening	3,047	HS	\$22,520
Medical and Health Services Managers	Speaking, Critical Thinking, Active Listening	517	B	\$87,290	Hairdressers, Hairstylists, and Cosmetologists	Active Listening, Speaking, Service Orientation	418	PS	\$24,760	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	Active Listening, Coordination, Critical Thinking	2,765	NFE	\$24,980
Financial Managers	Critical Thinking, Judgment and Decision Making, Reading Comprehension	487	B	\$107,990	Computer User Support Specialists	Active Listening, Reading Comprehension, Speaking	406	SC	\$43,470	Stock Clerks and Order Fillers	Speaking, Active Listening, Critical Thinking	2,442	HS	\$27,120
Middle School Teachers, Except Special and Career/ Technical Education	Instructing, Speaking, Active Listening	480	B	\$50,720	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Equipment Maintenance, Troubleshooting, Repairing	400	PS	\$40,470	Customer Service Representatives	Active Listening, Speaking, Service Orientation	2,309	HS	\$33,330
Human Resources Specialists	Speaking, Active Listening, Reading Comprehension	413	B	\$57,740	Dental Assistants	Active Listening, Reading Comprehension, Speaking	387	PS	\$35,400	First-Line Supervisors of Food Preparation and Serving Workers	Coordination, Monitoring, Speaking	2,123	HS	\$30,210
Software Developers, Applications	Programming, Systems Analysis, Systems Evaluation	390	B	\$86,100	Paralegals and Legal Assistants	Reading Comprehension, Active Listening, Speaking	239	A	\$40,820	Insurance Sales Agents	Reading Comprehension, Active Listening, Speaking	2,067	HS	\$62,580
Graduate Teaching Assistants	Reading Comprehension, Active Listening, Instructing	366	B	\$21,240	Firefighters	Active Listening, Monitoring, Coordination	196	PS	\$36,730	Cooks, Restaurant	Monitoring, Active Listening, Coordination	1,905	NFE	\$23,590
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	Persuasion, Speaking, Active Listening	328	B	\$69,890	Physical Therapist Assistants	Active Listening, Monitoring, Social Perceptiveness	177	A	\$59,180	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	Active Listening, Speaking, Reading Comprehension	1,898	HS	\$31,180

Currently, the University of Arkansas Global Campus already has online programming that could reach statewide in the following areas:

**Basic Skills**

- Agricultural Managers
- Office Clerks
- Laborers and Freight, Stock and Material Movers, Hand
- Personal Care Aide
- Customer Service Representatives
- Secretaries and Administrative Assistants

**Moderate Skills**

- Nursing Assistants
- Bookkeeping
- CNA
- Medical Assistants
- Computer User Support Specialists
- Dental Assistants
- Paralegal

**High Skills**

- Software Developers, Applications
- Human Resources Specialists
- Management Analysts

Apprenticeships in partnership with the Arkansas Office of Skills Development is also a new area that the Global Campus has recently started offering training. Currently, there are approximately ten companies that have apprentices doing classroom training at Global Campus and on-the-job training at the company in IT. Through this grant, we would like to be able to expand the number of apprenticeship opportunities.

The Northwest Arkansas Council has also been a driving force in economic and workforce development in the State of Arkansas. Per a report generated by the NWA Council, the population in Arkansas in 2019 was 3,025,852 and is projected to grow by 47,806 over the next 5 years. The bachelor's level educational attainment is at 14% of the population which is 4.8% below the national average. The large majority of Arkansans, 34.3%, only hold a high school diploma. By providing training opportunities from grant funds, this partnership would be able to increase the educational attainment of individuals across the state.

Additionally, funds from this grant would allow the Global Campus to create new online training programs in areas where online training is not already in existence in the state. The mission and vision of the Global Campus spans both credit and non-credit programs and focuses on the following:

- Expand and enhance online offerings
- Expand access and educational availability for a wide spectrum of Arkansas students
- Enhance current support systems
- Develop online programs to further enhance the university's strong brand
- Enhance and expand support for technology and distance education

The team at the Global Campus spans various areas and has a nationally recognized department for online learning. The team consists of instructional designers, academic technologists, learning development specialists, training coordinators, recruiters, media production, editors, visual designers and many others that ensure a quality online training product.

Based on industry need, online program priority will include jobs identified in the following sectors:

- Food preparation and serving
- Tourism and Hospitality
- Transportation and material moving
- Manufacturing
- Maintenance and Repair
- Construction
- Production

Within our training programs and for newly created workforce training, our staff use the Quality Matters Standards of development. Quality Matters™ (QM) is a faculty-centered, peer-review process designed to certify the quality of online and blended courses. QM is a leader in

quality assurance for online education and has received national recognition for its scalable, peer-based approach and continuous improvement in online education and student learning.

The University of Arkansas already has proof-of-concept on creating effective industry led training in a variety of situations to support the development of new online programs.

1. IT Readiness: <https://training.uark.edu/it-readiness/> (Arkansas Department of Higher Education Grant to build short term IT training programs)
2. Dislocated Worker Training Programs: <https://training.uark.edu/professional-development/courses/dislocated-worker-training-programs.php> (Already partnering with Department of Workforce Services to offer training to qualified dislocated workers)
3. Asphalt Emulsion Manufacturers Association (AEMA): training on the application of asphalt emulsions. This course is recommended to any individual who is a highway worker or works with asphalt.
4. U.S. Poultry Association: developed and delivered a knife safety training course. This course is now available to all chicken processing companies across the country via the organization.
5. Association of Finance Professionals: build facilitator guide for Business Partnering
6. Merchant Advisory Group (MAG): converted face-to-face conference training to an online self-paced format
7. Tyson Foods: build mobile friendly Financial Literacy Course for ESL front line employees

When creating training, the University of Arkansas assesses each learning situation to determine the best way to deliver effective, efficient training. Our team works together to make sure objectives and outcomes align and that activities throughout training are reaching the learner. Below is a glimpse into some of what happens as workforce training is created.

Outlined is the overall plan for implementation and timeline for key grant activities:

- Month 1-6: Develop marketing plan and strategy, build website that include information on how to access resources, distribute information to Arkansas companies on how to access training for new employees, create application, create agreements and MOU's, conduct needs assessment on additional high demand training fields that need curriculum development, onboard personnel, partner with companies across the state
- Month 6-12: Begin development of curriculum, begin enrolling individuals in existing programming, continue assessing needs in Arkansas, begin collecting and analyzing data
- Month 12-18: Continue development of curriculum, continue enrolling individuals in existing programming, continue assessing needs in Arkansas and proposing new curriculum development, continue collecting and analyzing data

- Month 18-24: Continue development of curriculum, continue enrolling individuals in existing and new programming, continue assessing needs in Arkansas and proposing new curriculum development, continue collecting and analyzing data
- Month 24-30: Continue development of curriculum, continue enrolling individuals in existing and new programming, continue assessing needs in Arkansas and proposing new curriculum development, continue collecting and analyzing data, begin sustainability planning
- Month 30-36: Continue development of curriculum, continue enrolling individuals in existing and new programming, continue collecting and analyzing data, begin to implement sustainability plan to continue training

*Quality of Project Services and Quality of the Project Design*—The Arkansas project coalition behind this grant application has developed a truly innovative approach in terms of project services and design. By taking existing programming to push out immediately to them having the capacity to create new online programs to meet more needs in the state with certified credentials, we have the full package deal. Our team has already begun issuing certified SmartResumes to deserving recipients and the employers have been recruited to join our community as we develop a significant amount of new coursework offerings.

To ensure quality throughout the project, the team will deploy a project management framework to ensure that the rollout of training in the state meets performance standards, is functional, reliable and consistent. Providing a needs assessment to all stakeholders at the beginning of the project will ensure accurate representation and guidance for strategic planning. Effective communication processes have already been established and defined within the partnership based on past partnerships and working together. Transitioning into this project as a partnership will be smooth since we have worked together in the past and already have this project underway on a much smaller scale.

*Quality of the Management Plan and Adequacy of Resources*— The project management team has spent years developing not only the coursework necessary to upskill our students but also provide a community of employer partners in Arkansas that want to see this project succeed. A very similar plan was created about five years ago when grant funding was secured through the Arkansas Department of Higher Education. With these funds, the University of Arkansas Global Campus created a very successful IT Readiness program that provides short term training in software development to business and industry across the state. The funds have expired but the program is still growing and thriving. Some of the companies in Arkansas we already have connections to and relationships with include small start-ups to large corporations such as:

- Lofty Labs    •RevUnit    •VMLY&R    •Kitestring    •Field Agent
- Case Stack    •Metova    •Tyson    •Walmart    •JBHunt
- Tata    •Acxiom    •Movista    •Arvest    •WhyteSpyder

The University of Arkansas Global Campus is positioned to grow and expand as demand for training and offerings grows and expands. Over the last 5 years, our staff has nearly doubled

based on demand. We have leveraged our business and industry connections to grow our pool of instructors and also expanded the administrative capacity of coordinators to manage the growth in programming. As demonstrated previously, the Global Campus has a large number of industry driven projects that have been successfully completed over the years. Solid project management processes and procedures are well established within our team in order to conquer a project of this caliber. It is estimated that this grant will be able serve over 100 business with new employees. The number of students is unlimited in online programming.

### **Role of University of Arkansas Global Campus**

The University of Arkansas Global Campus has a nationally known and widely admired Workforce and Professional Development and Instructional Design and Support Services (IDSS) unit. These units and the combined team have grown dramatically in recent years as the need for degree programs has increased and the need for industry driven training and certification has grown. This team has a variety of experts who work with content area experts to design and develop both face to face and online training spanning a variety of industries and subjects. The Global Campus already has a plethora of programs some of which have been built by scratch to meet Arkansas industry needs and others that are offered in conjunction with partner providers that have a general set of skills that could be transferred across the globe.

The University of Arkansas Global Campus responsibilities for this grant will be two-fold:

1. Register and enroll eligible individuals into existing training programs
2. Work with business and industry and other stakeholders to identify new training needs and build online programming to meet those needs

The Global Campus has processes and policies in place to assist with building websites and registration/enrollment sites and can be found at [training.uark.edu](http://training.uark.edu).

In order to create effective online learning, our instructional designers use some of the following concepts and principles as identified in research as sound practice in both workforce development and online learning:

- *Research-based Instructional Design: Performance-based Learning and Situated Cognition* - There are several characteristics of adult learners in the workforce that distinguish them. Adults appreciate practical skills and information that they can immediately put to use. Therefore, the applied learning approach, in which the adult learner actually completes the task that is the objective of the learning, is often the ideal format. Instructional designers try to replicate the same types of cognitive processes in learning activities and assessments that the learner will be expected to master and demonstrate in the final performance. It stands to reason that the best possible learning activity promotes the knowledge and skills the learner will need in the real-world performance of the task. The analogy of the airplane pilot beautifully illustrates this— would you rather have, a pilot who knows all about flying but has never flown, or a pilot who learned to fly by *flying*? This is the logic of applied learning or learning by doing.

Further, when the applied learning activity is situated in a real-world context, we know learning and motivation to learn are enhanced. These are the most important learning principles that underlay the course and the mechanism for providing practical, immediate-value skills to our adult learners. Working with the subject matter expert, the Global Campus team is able to help determine the best ways to teach practical application in a variety of ways and in every industry.

- *Self-directed Learning in Online Learning* - Adults prefer a high degree of control over their learning, as well, so when they start and stop, how long they engage with the course, whether they can move around or break and return to the same place in the course, and the amount of time they spend on a particular topic are all important to adults. Computer-based courseware provides adult learners with maximum control, allows individuals to learn from anywhere at anytime. Therefore, through this grant, Global Campus will be able to create learning that will be able to impact the entire State of Arkansas. If online learning is not suitable for the learning situation, Global Campus will work with subject matter experts to build out curriculum for face-to-face learning.
- *Knowledge Construction* - Something that is often overlooked in adult education, and especially in workforce training, is the importance of practice for learners. After information is provided and the desired performance is demonstrated, it is important to provide practice, at first with guidance, and then with the learner acting independently.
- *A Word about Motivation* - Motivational design in the development of education is as important as all the other types of thought around design combined. If a learner does not accept that the learning is necessary and important to their personal development, or is too difficult or impossible to implement, they simply will not engage, and very little actual learning will occur. Learner motivation and practical application play an important role as new high demand training is built.
- *Delivery Modes: Face-to-Face and Online* - Training is only successful when learners are engaged. Simply lecturing or placing lectures onto a website has been shown to be very ineffective as a teaching tool. Rather, the engagement that an enthusiastic and talented instructor can add to a face-to-face class must also be recreated within the imitations of an online course. Evidence-based research has identified best practices in face-to-face learning and online learning.

For new training programs, course materials are typically divided into lessons. Each lesson is then further divided into smaller “chunks.” “Chunking” is a commonly used word within the instructional design profession to describe how instructional designers present material to participants in a way learners can comprehend and retain course content. Providing content in a variety of ways is important for many reasons.

1. Different types of information may be understood and absorbed better in different ways. Something as simple as bullet points appearing beside an instructor while the instructor is narrating an important point in a lecture can significantly increase the understanding and retention of a lesson chunk. This is also true when using PowerPoint slides in a face-to-face class. However, there are many other effective tools that can be more appropriate for training, whether they are used as primary information or to

supplement a lecture. Examples may include charts, graphs, photos, animations, live-action reenactments, video field trips, 2D and 3D characters, objects within augmented reality and virtual reality environments, and many more.

To view some samples, click on links below as use **password: #GLBL**

Lecturer with lightboard: <https://vimeo.com/206440352> (start at 4:10)

Live action on location: <https://vimeo.com/103169026>

2D graphics, no animation: <https://vimeo.com/206428493> (start at 1:15)

Animatics: <https://vimeo.com/242943637>

3D Animations: <https://vimeo.com/177586935> (start at 8:47)

2. Participants learn and retain information differently. Using different methods throughout the training can help the instructor reach more participants in ways that complement a variety of learning strengths. Some learners are very visual, others are voracious readers, and yet others may learn best by reinforcing materials verbally. The goal will be to reach different types of learners.

3. The attention span of participants can vary widely. However, all learners perform better when they are engaged in the material. Using multiple methods of presentation, repeating key points, using a variety of techniques, working in a very linear fashion from the beginning of each lesson to the end (and consistently throughout the course), and frequently quizzing students on what they are learning as they go along will be strategies used and leading to be complex practical application that a student would use in the real-world or workplace.

The role of the instructional designer is crucial in building out new online programming as they are a key communicator with the subject matter expert. Some of the roles of the instructional designer include but are not limited to:

- Assist instructor with creating effective measurable goals and objectives for learning
- Help in identifying types of cognition required for learning, and ensuring learning delivery and assessment are valid for the type of learning
- Analysis of audience characteristics, motivational issues/attitude/readiness, the environment, course shelf-life, language literacy, educational attainment, and other factors
- Lead the design process
- Develops more specific timeline with milestones and communicates the progress with the stakeholders
- Coach the instructor/client in designing and developing the course
- Assist with identifying appropriate technology to be used in the course
- Ensure the course is ADA compliant
- Acts as project manager to ensure course development is on time and task
- Needs analysis
- Objectives identification
- Script writing
- Activity/assessment design

The workforce instructional designer is also responsible for coordinating with the remainder of the team including the visual lead and media production for:

- Editing
- Visuals/Visual Design
- Animations and Illustrations
- Audio recording/editing
- Videos or recordings/editing
- On-location video recording/editing
- Slide design/development
- Module production
- Stock photos, video clips, vectors, music
- Voice talent & actors
- Closed captioning
- Software

Implementing multiple training programs of this caliber, while it may feel like a huge endeavor, is a routine task for the Global Campus. The Global Campus has rolled-out training programs for a variety of industry sectors over the years. Identifying the target audience, how to reach them and then get participants to enroll is a role and duty of this department. Once the content is built from the IDSS team, the Workforce/Professional Development team will take the lead registration and enrollment of students all the way through the completion of the program and awarding of certificates.

### **Role of Arkansas Division of Workforce Services**

The Arkansas Workforce Development Board oversees the Division of Workforce Services and is appointed by the governor and serves as a convener of state, regional and local workforce system partners to enhance the capacity and performance of the workforce development system; align and improve employment, training and education programs; and, through these efforts promote economic growth. As a strategic convener, they promote partnerships and engage key stakeholders.

Through the leadership of the Arkansas Workforce Development Board, the state can ensure that the workforce development system in Arkansas is customer driven, for both job seekers and employers. This effort includes aligning federal investments in job training, integrating service delivery across programs and ensuring that the workforce system is job-driven and matches employers with skilled individuals.

The vision for the Arkansas Workforce Development Delivery System by the Arkansas Workforce Development Board (AWDB) provides standards for a high-quality workforce center including customer service, innovation and service design, and systems integration and high-quality staffing. This publicly funded workforce system is designed to increase access to, opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment. The

management of the Arkansas delivery system is a shared responsibility of the State, Local Workforce Development Boards, Chief-Elected Officials, core WIOA partners, other required partners, and workforce center operators.

Additionally, the Governor's Dislocated Worker Task Force was established in 1983 to help Arkansas meet changing workforce needs and compete more effectively in a global economy. The Task Force is charged with addressing the needs and concerns of communities and individuals affected by worker dislocation.

The Governor's Dislocated Worker Task Force identifies most permanent closings and substantial workforce reductions in advance. Whenever possible, the Task Force begins immediately to work with the company, the community and the affected individuals to lessen the impact of dislocation.

Arkansas' Business Retention and Workforce Transition Team within the Governor's Dislocated Worker Task Force assists workers who lose their jobs because of business closures or workforce reductions due to the economic climate or because of natural or man-made disasters. The Business Retention and Workforce Transition Team helps employees during business closures or workforce reductions by providing information about retraining, job opportunities, filing for unemployment insurance benefits and other local, state and federal services.

The Governor's Dislocated Worker Task Force engages the resources of the Arkansas Division of Workforce Services, area health services, the U.S. Department of Labor, the Arkansas Economic Development Commission (AEDC), the Workforce Innovation and Opportunity Act (WIOA) and other agencies, as appropriate, to meet the needs of dislocated workers and employers.

The Division of Workforce services will oversee the grant allocations and reporting for this grant and assist with identifying training needs and companies that need workers. Workforce Services will also be able to direct individuals to these training opportunities and promote various training efforts.

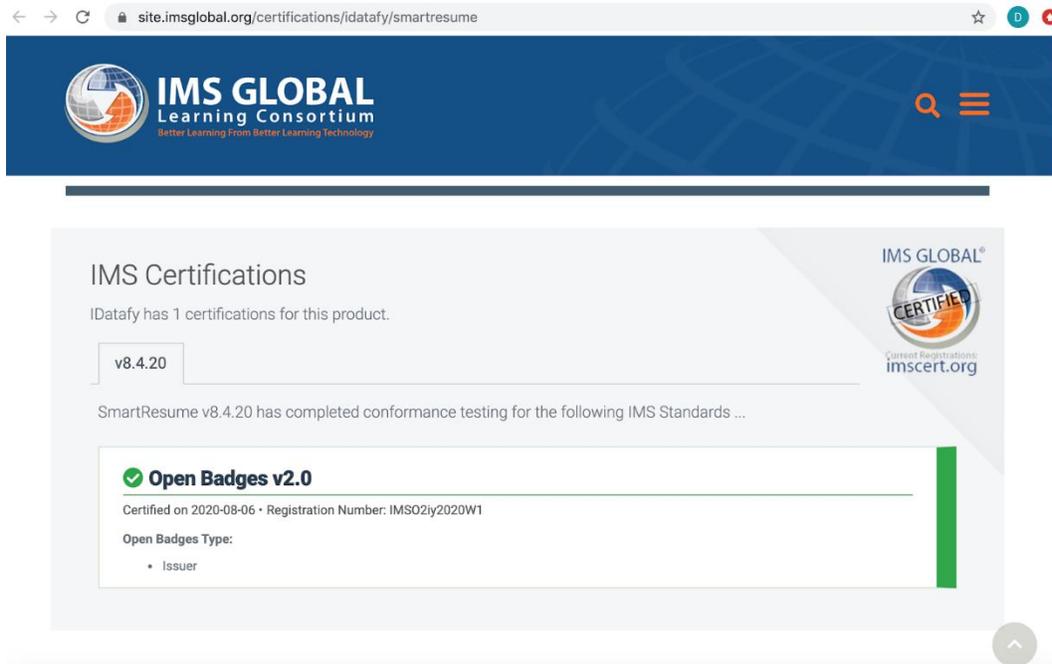
### **Role of iDatafy**

iDatafy LLC is a world-class data consortium located in Little Rock, Arkansas. They help their clients connect to new job talent, stop online marketing fraud and stop federal student aid fraud. In this partnership, iDatafy LLC plays five key roles in the initiative:

1. iDatafy helps us create and issue their certified SmartResume® product at no cost to our learners. The SmartResumes individually attest to the accomplishments of each UA Global Campus learner. The SmartResume product has been certified by IMS Global and

meets their Open Badges 2.0 Issuer guidelines (Figure 1.4):  
(<https://site.imglobal.org/certifications/idatafy/smartresume>)

Figure 1.4



2. iDatafy also provides a SAS platform to our learners so they can not only customize their SmartResume with additional resume sections (Figure 1.5), but they can also apply for jobs with employer partners (Figure 1.6).

Figure 1.5

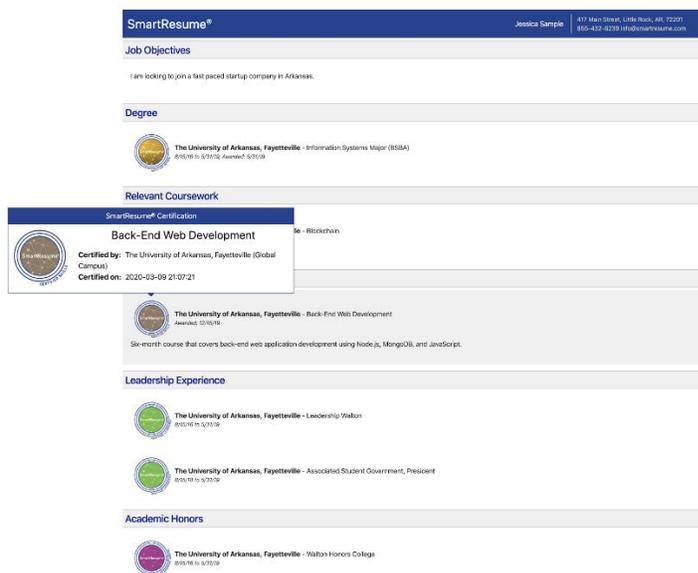


Figure 1.6

Step 1 ✓ My SmartResume®

Step 2 ✓ My Preferences

Step 3 Help Center

Step 4 ✓ Open Job Postings

Search [ ] [Refresh] 10 [Filter]

Job Posting #	Employer	Job Title	Location
*1000043MV	Sam's Club	Temporary Master Data Specialist	Bentonville, AR
*1000045OI	Apptegy	Software Engineer	Little Rock, AR
*1000046HG	Apptegy	Programmer	Little Rock, AR
*1000055LF	J.B. Hunt	Java Web Developer 1	Lowell, AR
*1000056WY	ACME	Computer Programmer	Little Rock, AR
*1000057RJ	ACME	Computer Programmer III	Little Rock, AR
*1000060LS	Arvest	Director of Strategic Data Management	Lowell, AR
*1000061TG	ACME	Software Engineer III	Little Rock, AR
*1000062HT	Movista	Technical Project Manager	Bentonville, AR
*1000064DQ	ACME	Computer Programmer VIII	Little Rock, AR

Showing 1 to 10 of 24 entries

3. If a UA Global Campus learner decides to opt-in and use their SmartResume they also become part of the SmartResume talent registry (Figure 1.7) that allows for employers to find them based on job skill matching.

Figure 1.7

**Find Certified Job Talent**

Back End Web Development [ ] AR [Search] [Clear] [Advanced ^]

Certified Skills, Education, Job History or Company City, State or Zip Code

**Advanced Search**

Include Only Certified Awards  Include Only Those Actively Seeking Jobs

**Award Types**

- Academic Honors
- Certification
- Employment
- Leadership Experience
- Projects
- Volunteer
- Activities
- Certified Research
- Experience
- Licenses
- References
- Award
- Degree
- Job Objectives
- Professional Affiliations
- Relevant Coursework
- Career Readiness Certificate
- Education
- Languages
- Profile
- Skills and Abilities

**Award Levels**

- Associates
- Bachelors
- Certificate
- Doctorate
- High School
- Masters
- Postgraduate
- Professional
- Specialist
- Undergraduate

**Results:**

**4E41F129-7EA6-1865-090D-2679E2D76F86** Rogers, AR

**Back-End Web Development** - The University of Arkansas, Fayetteville Awarded: September 2019

**7EFC2510-D886-E47B-6917-C32B82F4E410** Rogers, AR

**Front-End Web Development** - The University of Arkansas, Fayetteville, AR Awarded: May 2019  
Six-month course that covers front-end web application development using React, Angular, jQuery and JavaScript.

**Back-End Web Development** - The University of Arkansas, Fayetteville Awarded: September 2019

**Front-End Web Development** - The University of Arkansas, Fayetteville Awarded: Apr-20

4. iDatafy has begun onboarding Arkansas employers ranging from small companies to the world's largest corporations to help them identify, verify and hire new job talent. This community is critical to help place UA Global Campus students with hiring employers.
5. If awarded this grant, iDatafy will not charge any fees to employer partners to hire our student talent for the duration of the three-year project.

### **Budget Justification**

*Director of Training, Corporate Development and Academic Outreach (\$61,500 for 3 years):* For this grant the Director will manage all facets of the training programs, communicate with academic technologists, instructional designers, media production, all stakeholders, and subject matter experts on design and delivery of training program, and works with partners to identify eligible companies and individuals who qualify for funding. This dollar amount is only a portion (25%) of the Director's full salary.

*Instructional Designers (\$342,000 for 2 positions for 3 years):* Collaborates with the subject matter experts, visual designers, academic technologists and media production team to create enhanced learning experiences utilizing evidence-based instructional models supported by current technologies. Provides expertise in the systematic design and development of instructional content, learning support, and delivery methods to ensure instructional integrity. Facilitates the application of established best practices in areas such as outcome assessment, accessibility, and copyright issues. To develop new online training programs for this grant, the University of Arkansas will need to hire two instructional design positions at \$57,000 each per year.

*Program Coordinator (\$228,000 for 3 years):* A program coordinator for this grant will be required to fulfill responsibilities for delivery of the program obligations, under the direction of the current Director of Training, grant guidelines, DWS and other stakeholders. Responsibilities of the Coordinator will include:

- Coordinate the delivery of training programs throughout the State once identified
- Communicate with instructional designers to make sure that training delivered meets industry needs
- Develop a program evaluation framework to assess the programs
- Engage program partners and activities for ensuring fulfillment of program success
- Send reports to DWS
- Screen students or companies for admittance

*Administrative Assistant (\$90,000 for 3 years):* An administrative assistant will be required to assist with general needs of the programs including supporting all paperwork submissions, reporting back to DWS, providing certificates of completion, answering emails and calls, sending and analyzing evaluations and other duties as arise by programming.

*Fringe:* The fringe rate at the University of Arkansas is approximately 26.53%. Therefore, the following would be added to as fringe to each salary total over 3 years:

Director: \$16,315.00

Instructional Designers: \$90,732.00

Program Coordinator: \$60,488.00

Administrative Assistants: \$23,877.00

*Travel:* The travel budget will support a variety of programming functions. It will cover employee costs associated with meeting expenses and mileage reimbursements as working with companies, individuals, and other stakeholders across the state. Travel would begin in either Fayetteville, AR or Little Rock, AR and go throughout the state. Travel would also include conference travel to conferences related to workforce development and include costs such as airfare, hotel, transportation, parking fees, and meals. The travel budget may be used to cover expenses for any personnel related to the grant programming, or to cover costs for guest lecturers or speakers who may be invited to present.

*Equipment:* Depending on training needs identified once grant is funded, there will be varying equipment needed in order to effectively deliver training. If training is built for CDL, a tractor trailer may need to be purchased. This is a general estimate based on past supplies needed for training courses.

*Supplies:* Depending on training needs identified once grant is funded, there will be varying supplies needed in order to effectively deliver training. If training is in a factory or warehouse, PPE may be required. If training needed is CAD related, software purchases may be required. This is a general estimate based on past supplies needed for training courses.

*Contractual:* Once training needs are identified, the University of Arkansas will need to hire subject matter experts to help build out the course content and/or hire instructors to teach the course. Depending on location/online and industry, training rates are variable. If the course developed is an online course, other hourly employees may need to be hired such as voice over or actors. This is an estimate based on past training needs. We will also have a contractual agreement with our partner iDatafy LLC regarding their SmartResume services. iDatafy comprises \$1,500,000 (total over three years) of the Contractual line on our budget. If Arkansas is awarded this grant opportunity, iDatafy will contractually agree to:

- Provide further customization as needed to their SmartResume platform to allow UA Global Campus to attest to all approved short term learning programs
- Provide approved Arkansas employers with free access to the UA Global Campus certified student talent so that they can easily find and hire new employees at no cost for the duration of the grant project.
- Provide the Arkansas Department of Workforce Services and UA Global Campus with data insights relating to employer demonstrated needs and successful hires (employer and student information anonymized)

*Other:* In order to effectively spread the word throughout the state about this training, a marketing campaign will need to be developed and pushed out via social media, billboards, radio and other (\$100,000). Additionally, depending on training needed, space rental for training and/or curriculum development may also need to be funded (\$100,000). These estimates are based on past training needs. The bulk of the funds for this project will go directly to students and companies that need training as scholarships (\$10,000,000). This estimate is based on making the largest impact in the state.

## SECTION 2: State’s Coronavirus Burden

Arkansas has been identified as having an above average Coronavirus burden compared to other states. According to Opportunity Insights Economic Tracker, employment rates among low-income workers decreased by 32.4% as seen in Figure 2.1. Additionally, earning among low-income workers decreased by 29.5% since January 2020 as evidenced in Figure 2.2. The decrease has come across all sectors including manufacturing, retail, transportation, health and social assistance and restaurants and hotels. This significant decrease in employment rates and earning has drastically affected the states economy and workforce in an already depressed state.

Figure 2.1

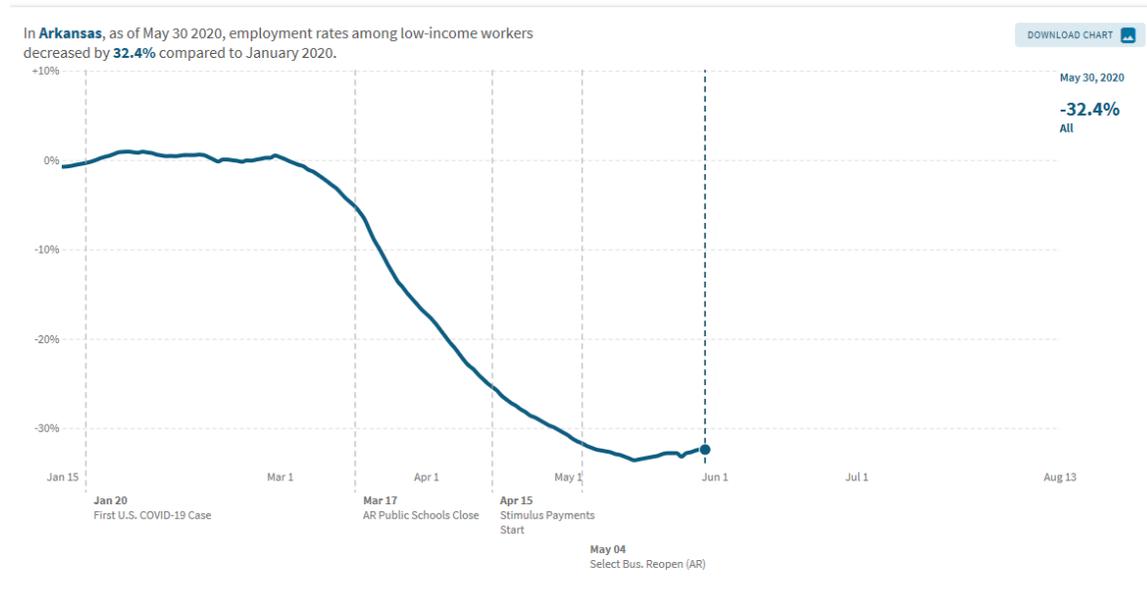
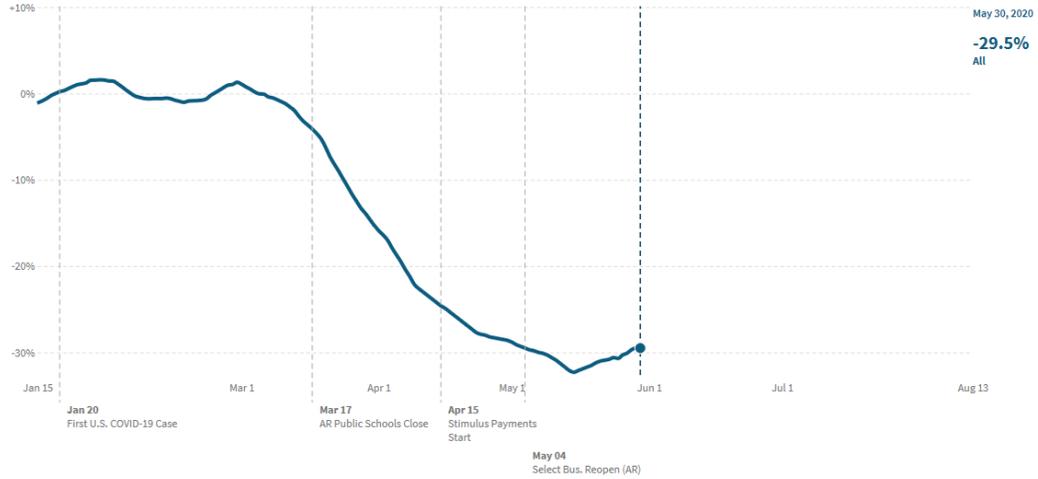


Figure 2.2

In **Arkansas**, as of May 30 2020, earnings among low-income workers decreased by **29.5%** compared to January 2020.



Furthermore, the unemployment claims rate (Figure 2.3) and unemployment claims count (Figure 2.4) are still high with 15,300 new claims the week ending July 25, 2020.

Figure 2.3

In **Arkansas**, as of July 25 2020, there were **1.12** initial unemployment claims per 100 people in the labor force.

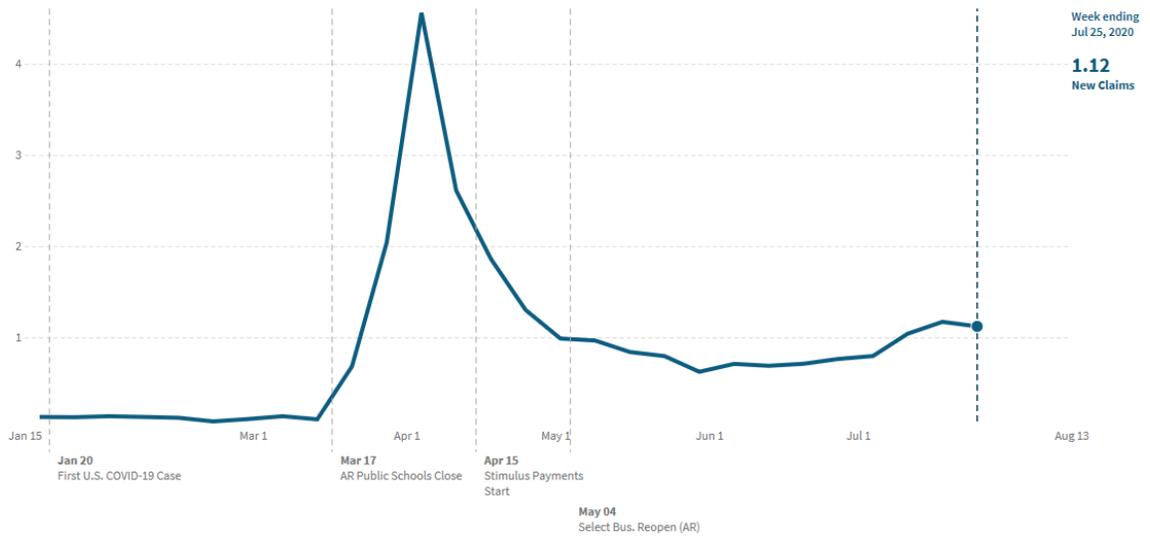
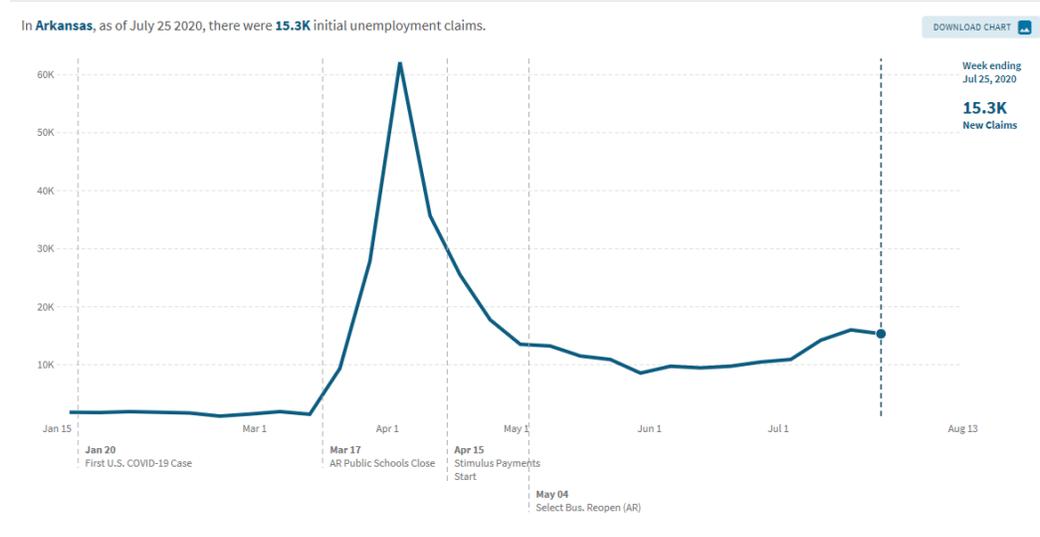
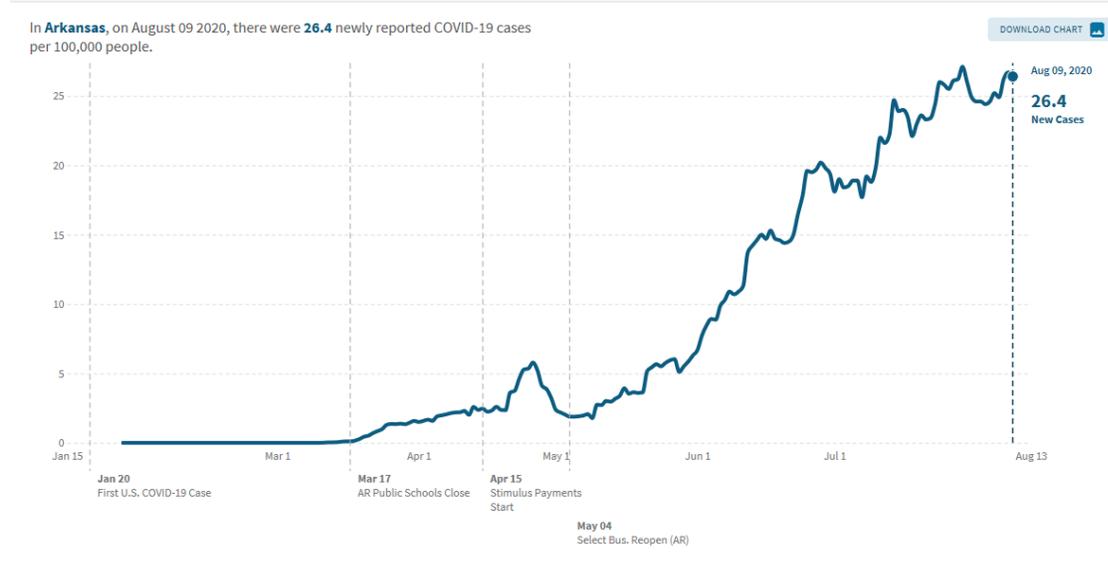


Figure 2.4



Finally, the State of Arkansas is not seeing a decrease in the number of COVID-19 cases. Figure 2.5 depicts the climb in cases.

Figure 2.5



### SECTION 3: Analysis of State Assets and Collaborative Efforts

The resources currently available for unemployed workers fall under one of two programs:

1. Worker Adjustment and Retraining Notification Act (WARN)

Assists workers who lose their jobs because of business closures or workforce reductions due to the economic climate or because of natural or man-made disasters. This helps employees during business closures or workforce reductions by providing information about retraining, job opportunities, filing for unemployment insurance benefits and other local, state and federal services.

The Worker Adjustment and Retraining Notification Act (WARN) protects workers, their families and communities by requiring most employers with 50 or more employees to provide notification sixty (60) calendar days in advance of plant closings and mass workforce reductions. This does not include employees who have worked less than six months in the last 12 months and those who work an average of less than 20 hours a week. Employees entitled to notice under WARN include managers and supervisors, as well as hourly and salaried workers. Advance notice gives workers and their families some transition time to adjust to the prospective loss of employment, to seek and obtain other jobs and, if necessary, to enter skill training or retraining that will allow these workers to compete successfully in the job market.

2. Displaced Worker Training is also available to eligible individuals. Qualifying factors include:
- Permanent Layoff
  - Business Closure
  - Relocating to accommodate a spouse who is a member of the Armed Forces
  - Is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the member
  - Natural or man-made disaster
  - Was previously self-employed (farmer, rancher, fisherman) but is now unemployed due to general economic conditions
  - Has been dependent on the income of another family member but is no longer being supported by that income
  - Disability
  - Lack a high school diploma or GED
  - Basic skills deficiency
  - Needs assistance in securing or holding employment
  - At least age 18
  - Registered for Selective Service

Various federal programs, while not directly related to COVID-19, can also assist various individuals who may be unemployed if they qualify and fit in pre-designated categories such as veterans.

The barriers to these programs include that with unemployment, one must also have other qualifying factors. Many unemployed individuals affected by COVID-19 are not eligible even though they are struggling and have been displaced by the pandemic.

## SECTION 4: Description of Steps State is Currently Taking

Per the Governor's Economic Recovery Task Force, with the growth in the number of unemployed in Arkansas due to COVID-19, there is an opportunity to provide training for those out of work for both immediate and longer-term employment. Community colleges can provide customized and in-demand education and training for both the immediate and long-term needs of state businesses. Specifically, community colleges are positioned to:

- Provide training to educate contact tracers. Many community colleges in other states are doing this type of work.
- Provide education for businesses who need employees trained on safety protocols, disinfecting procedures, and other infectious disease mitigation practices. Providing this training should help businesses to limit potential liability.
- Expand allied health programs to produce additional RNs, Respiratory Therapists, CNAs and other medical professionals.
- Create new online courses for immediate availability that focus on both essential skills, such as collaboration and problem solving, and technical skills, including partnering with Department of Commerce for an online version of Future Fit.
- Create new short-term training programs that are designed to be completed in 2-8 weeks with condensed schedules. This will help businesses to get the employees they need faster. A recent survey by Strada indicated that employees who have been laid off prefer short-term online training to help them get back to work.
- Expand professional technical programs and explore accelerating certificate and two-year degrees to be earned in less time. These programs will focus on the future of work and will be aligned with a longer-term strategy for the economic development needs in Arkansas.

Recommendations: The Task Force recommends investments in workforce training continue to be a priority

## SECTION 5: Recruitment of Unemployed

In this partnership, we already have strong processes in place for getting the word out to Arkansans about training opportunities. The University of Arkansas Global Campus has a Communications Team that assists with social media ads and campaigns, radio ads, fliers, websites/landing pages and other marketing efforts. The Division of Workforce Services has

also historically helped to spread the word about training opportunities that are available. Recent example can be found here:

Dislocated Worker Training <https://training.uark.edu/professional-development/courses/dislocated-worker-training-programs.php>

Free Pre-Apprenticeship Training  
<https://training.uark.edu/professional-development/courses/pre-apprenticeship-program.php>

For this grant, we will add direct outreach to companies and organizations needing skilled workers to the list of efforts. Through various outreach efforts including site visits and leveraging our already expansive reach into business and industry, we will be able to provide a service to businesses who have had recent layoffs by allowing them to communicate with dislocated workers on these new opportunities.

Once a grant is awarded, a needs assessment will be conducted to determine the type of needs, number of new training programs needed, and process/awards for applicants.

#### **References:**

Arkansas's Economic Recovery Task Force. (2020, May29). Interim Report.  
[https://arkansasready.com/site/assets/files/1518/arkansas\\_economic\\_recovery\\_task\\_force\\_interim\\_report.pdf](https://arkansasready.com/site/assets/files/1518/arkansas_economic_recovery_task_force_interim_report.pdf)

Emsi. (2020, August 10). Emsi Q3 2020 Data Set. Economy Overview. Emsi.  
[www.economicmodeling.com](http://www.economicmodeling.com)

Opportunity Insights. (2020, August 10). Economic Tracker. OPPORTUNITY INSIGHTS.  
[www.tracktherecovery.org](http://www.tracktherecovery.org)

## APPENDIX 1: Resumes

David Wengel  
4 Spring Valley Lane  
Little Rock, Arkansas 72223  
501.765.1225  
dave@idatafy.com

### Employment History

Jan 2012 to Present  
LLC

#### **iDatafy**

##### **Founder & Chief Executive Officer**

Company founder and leader of profitable information services company based in Little Rock, Arkansas. We specialize in building world-class data consortiums that help clients solve tough business problems through the use of our proprietary data insights. The company has securely processed over 105,000,000 queries on behalf of clients as of August 2020. Owner of a number of trademarks and one current patent pending.

Jan 2010 to Dec  
2011

#### **LeadsCouncil**

##### **Co-Founder**

The LeadsCouncil is an independent association whose members are companies in the online lead generation industry ranging from buyers to sellers, technology solution providers and investment professionals. I ran day-to-day operations for the organization and helped build it from 0-150 member companies in less than two years. LeadsCouncil included in sale of LeadsCon franchise to Access Intelligence in Q1 2012.

June 2001- Dec 2009

#### **TARGUSinfo**

##### **General Manager, Interactive Markets**

I was the founding General Manager of TARGUSinfo's Interactive Markets Division in 2005. My team helped create the industry's first real-time lead verification solution- On Demand Lead Verification (ODLV). The introduction of the solution provided lead buyers and sellers with the first flexible information services solution to help measure lead quality from the perspective of whether or not a lead could be contacted. TARGUSinfo was sold for \$650,000,000 to Neustar Inc. in November 2011. The Interactive Markets division that I started for the company represented 19% of TARGUSinfo revenues at the time of sale

Previous Employment

**Friedman, Billings Ramsey Inc., Morgan Stanley, and McKenna & Cuneo**

### Education

#### **The University of Sydney**

Master of Commerce Degree (1996-1998)

Finance with Marketing and Government & Business Relations Double Minor

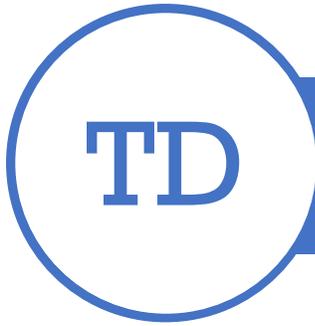
**Gettysburg College**

Bachelor of Arts Degree (1991-1995)

History and Political Science Double Major

**Licensure**  
1996)

Granted Secret Level Security Clearance by U.S. Department of Justice (1995-



## TARA DRYER, ED.D., PMP

TARAJ078@YAHOO.COM • 479-225-8506  
11 WANDWORTH DR., BELLA VISTA AR 72715

### OBJECTIVE

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To assist with Workforce Development in the State of Arkansas and across the United States

### NOTABLE ACCIEVEMENTS

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NWA 40 Under 40 – 2017  
18 years in education

### LEADERSHIP POSITIONS

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Open Avenues Board of Directors  
NWA Emerging Leaders Board of Directors

### RELEVANT EXPERIENCE

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DIRECTOR OF TRAINING, OBJECTIVE CORPORATE DEVELOPMENT AND ACADEMIC OUTREACH • UNIVERSITY OF ARKANSAS • 2008 – PRESENT

- Wrote and received three ADHE workforce grants totaling \$1,823,857 to build regional IT training along with receiving other workforce grants
  - Research need within region including viability of program and structure
  - Communicate with educational and industry partners
  - Develop measurable goals and objectives
  - Submit quarterly reports on progress
  - Evaluate effectiveness of the program for local employers
- Serve over 2,500+ students a year
- Direct customized training face-to-face and online for companies such as Ozarks Electric, JB Hunt, Superior Automotive, US Poultry and Egg, along with many other local companies, national companies and non-profits
- Research and evaluate opportunities within NWA for economic and workforce impact

ADJUNCT FACULTY • UNIVERSITY OF ARKANSAS • 2009 – PRESENT

- Teach various courses
  - Career Development
  - Training Design
  - Classroom Learning Theory

ASSISTANT DIRECTOR OF HONORS • SAM M. WALTON COLLEGE OF BUSINESS AT THE UNIVERSITY OF ARANSAS • 2007 – 2008

- Manage the awards of Walton student honor awards
- Maintained degree plans and student compliance

TRIO PROGRAMS COORDINATOR • EDUCATIONAL TALENT SEARCH • 2003 – 2005

- Work with local school districts and two Native American Tribal Associations on educational attainment

HIGH SCHOOL BUSINESS TEACHER • MOUND WESTONKA HIGH SCHOOL AND EASTVIEW HIGH SCHOOL • 2001 – 2003

- Taught sections of personal money management, accounting, finance, and Microsoft applications

## EDUCATION

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DOCTORATE IN HIGHER EDUCATION • 2009 • UNIVERSITY OF ARKANSAS

MASTER IN EDUCATIONAL LEADERSHIP • 2006 • MINNESOTA STATE UNIVERSITY MOORHEAD

BACHELOR IN BUSINESS EDUCATION • 2001 • WINONA STATE UNIVERSITY

### CERTIFICATIONS

Project Management Professional Certification • 2018

Higher Education Peer Reviewer Certification • 2014

Certified Program Planner • 2010

Certified Microsoft Office User Specialist • 2005

## COMMUNITY ENGAGEMENT (BETWEEN 2006-2019)

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Sunshine School and Development Center

Boys and Girls Club of Benton County

Junior Achievement

NWA Tech Council

Bentonville and Rogers Chamber of Commerce

NWA Council

Osher Lifelong Learning Institute (OLLI)

Vacation Bible School – Bella Vista Lutheran Church

NWA Tech Council

Springdale Workforce Task Force

P20 Task Force Member

Single Parent Scholarship Fund of Benton County

Crystal Bridges artinfusion Ambassador

## APPENDIX 2: Current Indirect Cost Rate Agreement

### COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1716003252A3

DATE:02/20/2018

ORGANIZATION:

FILING REF.: The preceding agreement was dated 12/13/2017

University of Arkansas  
316 Administration Building  
Fayetteville, AR 72701

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

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#### SECTION I: INDIRECT COST RATES

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2020	49.00	On Campus	Organized Research
PRED.	07/01/2020	06/30/2021	50.00	On Campus	Organized Research
PRED.	07/01/2017	06/30/2021	49.00	On Campus	Instruction
PRED.	07/01/2017	06/30/2021	38.00	On Campus	Other Sponsored Activities
PRED.	07/01/2017	06/30/2021	47.00	On Campus	Ag. Exp. Station
PRED.	07/01/2017	06/30/2021	42.00	On Campus	Ark. Arch. Survey Inst.
PRED.	07/01/2017	06/30/2021	33.00	On Campus	Coop. Ext. Service
PRED.	07/01/2017	06/30/2021	32.00	On Campus	Criminal Justice Inst.
PRED.	07/01/2017	06/30/2021	37.00	On Campus	Clinton School
PRED.	07/01/2017	06/30/2021	26.00	Off Campus	All Programs

ORGANIZATION: University of Arkansas

AGREEMENT DATE: 2/20/2018

---

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2021	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2021.

\*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Arkansas

AGREEMENT DATE: 2/20/2018

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**SECTION I: FRINGE BENEFIT RATES\*\***

---

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2016	6/30/2017	0.20	All	Group #1
FIXED	7/1/2016	6/30/2017	6.26	All	Group #2
FIXED	7/1/2016	6/30/2017	6.68	All	Group #3
FIXED	7/1/2016	6/30/2017	16.24	All	Group #4
FIXED	7/1/2016	6/30/2017	28.71	All	Group #5
FIXED	7/1/2016	6/30/2017	33.52	All	CES Group #1
FIXED	7/1/2016	6/30/2017	7.85	All	CES Group #2
FIXED	7/1/2017	6/30/2018	0.38	All	Group #1
FIXED	7/1/2017	6/30/2018	5.74	All	Group #2
FIXED	7/1/2017	6/30/2018	5.95	All	Group #3
FIXED	7/1/2017	6/30/2018	16.19	All	Group #4
FIXED	7/1/2017	6/30/2018	30.98	All	Group #5
FIXED	7/1/2017	6/30/2018	34.14	All	CES Group #1
FIXED	7/1/2017	6/30/2018	6.98	All	CES Group #2
PROV.	7/1/2018	6/30/2020			Use same rates and conditions as those cited for fiscal year ending June 30, 2018.

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: University of Arkansas

AGREEMENT DATE: 2/20/2018

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**SECTION II: SPECIAL REMARKS**

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**TREATMENT OF FRINGE BENEFITS:**

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

**TREATMENT OF PAID ABSENCES**

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

**FRINGE BENEFITS:**

FICA	Retirement
Worker's Compensation	Life Insurance
Health Insurance	Long Term Disability
Unemployment Insurance	Short Term Disability
Tuition Remission	Employee Assistance Program
Dental Insurance	Termination Pay

Document

The next Facilities and Administrative cost rate proposal based on actual costs for the fiscal year ending June 30, 2020 is due by December 31, 2020.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

ORGANIZATION: University of Arkansas

AGREEMENT DATE: 2/20/2018

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

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

BY THE INSTITUTION

University of Arkansas

(INSTITUTION)

(SIGNATURE)

Tim O'Donnell

(NAME)

Vice Chancellor, Finance & Administration

(TITLE)

(DATE)

3/1/2018

ON BEHALF OF THE FEDERAL GOVERNMENT

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

2/20/2018

(DATE) 8991

MHS REPRESENTATIVE,

Tyra Tallie

Telephone:

(214) 767-3261

## APPENDIX 3: List of Proprietary Information

N/A

## APPENDIX 4: Assurance of Applicant Providing Data and Information

The partners listed in this agreement hereby understand that participation in an evaluation pursuant to Application Requirement 5 may be requested. Upon completion of the evaluation, the partners will submit requested information to the Secretary and/or the Department.

**Department  
of Education  
Line Item**

Personnel

Description (see narrative for full description)	# of years	Amount per year	\$ amount over three years
Instructional Designer (x2) \$57,000 ea	3	\$114,000.00	\$342,000.00
Program Coordinator (x2) \$38,000 ea	3	\$76,000.00	\$228,000.00
Director of Training (% of current salary)	3	\$20,500.00	\$61,500.00
Administrative Assistant \$30,000	3	\$30,000.00	\$90,000.00

Fringe	26.53%	3	\$64,998.00	\$194,994.00
--------	--------	---	-------------	--------------

Travel	Travel to companies in State, conference on workforce development	3	\$21,833.33	\$65,000.00
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Equipment	PPE, other equipment needed to provide training	3	\$33,333.33	\$100,000.00
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Supplies	Books, software,	3	\$33,333.33	\$100,000.00
----------	------------------	---	-------------	--------------

Contractual	iDatafy SmartResume licenses, SME, instructors, other hourly employees	3	\$733,333.33	\$2,200,000.00
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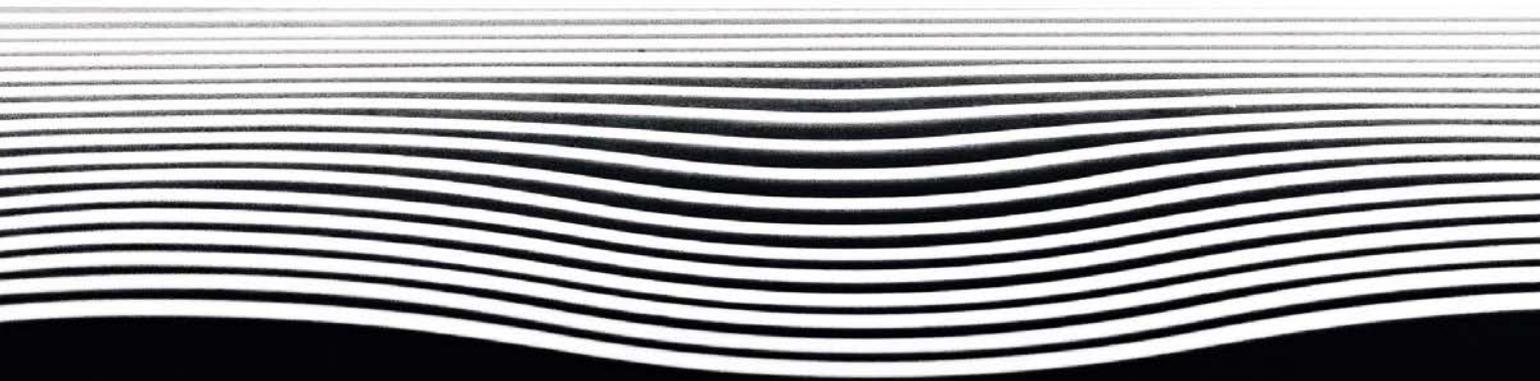
Other	Scholarships, curriculum development, space rental for training, meetings, ma	3	\$3,400,000.00	\$10,200,000.00
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Total Direct			\$4,527,331.32	\$13,581,494.00
--------------	--	--	----------------	-----------------

Indirect Costs

<b>Total Costs</b>			<b>\$4,527,331.32</b>	<b>\$13,581,494.00</b>
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# SHORTER COLLEGE





**Shorter College**  
**Entrepreneurial Studies Business Hub**  
**Grant**  
**2020-2021**

## Table of Contents

<a href="#">Project Abstract</a> .....	<b>Error! Bookmark not defined.</b>
<a href="#">Narrative</a> .....	4
<a href="#">Project Description</a> .....	4
<a href="#">Objectives</a> .....	5
<a href="#">Eligibility</a> .....	5
<a href="#">Addressing Applicant Priorities 1-6</a> .....	6
<a href="#">Applicant Capability</a> .....	23
<a href="#">Standard Forms</a> .....	15
<a href="#">Budget</a> .....	18

## **Project Abstract**

### **Primary Goal**

By using the Reimagine Grant, the Business Hub at Shorter College will assist in helping small business owners, entrepreneurs, continue their dream of entering the field of business. The grant will help fund renovations on a small business incubator to support high-quality job growth, the establishment of small businesses important to the local economy. The focus will be on providing critical education, training, mentorship, and start-ups to boost entrepreneurial opportunities in Arkansas.

The business hub will serve to bring creative business ideas to fruition. It will attract participants that are formerly incarcerated, TANF recipients or TANF eligible, Shorter College students, and those looking to further their education for the purpose of obtaining a job and proving themselves to the community. The hub will work directly with aspiring future entrepreneurs to give an extra pair of hands, ears, and brains to develop businesses.

### **Project Activities**

- Mentoring by small business partners**
- Training**
- Development of business plan**
- Business Certificate Completion**
- Workshops / Seminars on the need for Entrepreneurs**
- Trips to various colleges, universities, business hubs, conferences**

### **Participating partners**

Shorter College, the State Department of Labor, Innovation Hub, and City of North Little Rock will screen potential partners through application, credentials, previous experience, and compatibility for the program offered at the business hub.

The business hub will be supported by the Reimagine Grant to provide all the necessary equipment and supplies to run the program. Shorter College and business partners will monitor additional grants, hold fundraisers, and pursue additional funding to continue services once the Reimagine Grant is complete.

## Narrative

### Project Description

The Coronavirus Pandemic has brought attention and respect to the name of “essential workers.” We celebrate these health care professionals, educators, bankers, store clerks, laborers that normally do not rank with the type of respect as our military. These essential workers remain on the front lines keeping our infrastructure going while much has been shut down. The Coronavirus Pandemic has helped us see where the “backbone” of the United States functions.

By using the Reimagine Grant, the Business Hub at Shorter College will assist in helping small business owners, entrepreneurs, continue their dream of entering the field of business. The grant will help the college begin renovations on a small business incubator to support high-quality job growth, the establishment of small businesses important to the local economy. The focus will be on providing critical education, training, mentorship, and start-ups to boost entrepreneurial opportunities in Arkansas. Over 40% of the students that attend Shorter College have been formerly incarcerated and can only receive a job by starting their own business.

The Entrepreneurial Studies Program at Shorter College prepares men and women for the rugged world of business by utilizing project-based learning. Extensive training and resources will be provided such as interview preparation, business plan development, technological advancement. The Business Hub will use tools, skills, and expertise to inspire innovators and entrepreneurs who expand the range of educational and economic opportunities for themselves, their communities, and the state of Arkansas.

The business hub will serve to bring creative business ideas to fruition. It will attract participants that are formerly incarcerated, TANF recipients or TANF eligible, Shorter College students, and those looking to further their education for the purpose of obtaining a job and proving themselves to the community. The hub will work directly with aspiring future entrepreneurs to give an extra pair of hands, ears, and brains to develop businesses. Specialized insight will be provided by someone who has been there and done it. An objective experienced outsider can not only offer invaluable support and advice but be a second person to bounce ideas off, give a fresh perspective and hold individuals accountable to taking certain steps towards business goals. The aspiring entrepreneurs will be surrounded by very accomplished and well-seasoned business coaches.

The business hub will close the gap between innovators and the marketplace by connecting researchers, students and clinicians to the funding, facilities, and expertise they need to commercialize their ideas more rapidly and effectively. Each of the awardees will be a testament to the true talent and ingenuity at Shorter College. The hub will support moving innovative solutions to current and future problems to have a wide-ranging positive local, national, and global impact.

Some of the steps within the program include the following: clarity and vision, market position and perception, understanding your customer, interpreting buyer signals, customer readiness, and the wow factor. A 90 Day Business Transformation Program will provide an action centered journey on how to become the best version of your business. Ambitious entrepreneurs will go

through a 6-step action-based development program. The hub will increase the business exposure to state agencies and universities free of charge for a term of 3 years. It will provide a business in listing in the State's Hub Directory. Each of the students within the program will end it by completing a business plan.

Students accepted into the program will attend various seminars, conferences, workshops related to realm of Entrepreneurial Studies. The purpose will be to enrich them with the skills, resources necessary to understand the success and fail rate of small businesses but also for networking.

### Objectives

- To enhance opportunities for undergraduates to obtain employment with upward mobility by improving the learning environment, revising, and expanding the curriculum.
- To improve the teaching and learning environment through planned programs for new construction, renovation, and maintenance.
- To meet the needs of students who have been classified as educationally disadvantaged by providing academic programs which will prepare them to pursue both traditional and non-traditional careers.

### Eligibility

1. United States Citizen and Arkansas Resident
2. Student of Shorter College
3. Formerly Incarcerated
4. Can be a member of Second Chance Pell Program
5. TANF participant

TANF-eligible criteria in terms of eligibility.

#### **AR Career Pathways Initiative**

- § The following rules will be used to determine eligibility for enrolling all new applicants into the CPI program:
  - o A current or former TEA/SNAP/Medicaid adult recipient whose gross income is less than 250% FPL.
  - o The adult applicant is a parent or legal guardian of a child under the age of 21.
- § The following sources of evidence will be used for verification of income.
  - o Latest federal tax return.
  - o Pay slips, check stubs and / or collateral contact with the employer.
- § The current U.S. Federal Poverty Guidelines as published by the U.S. Department of Health and Human Services (sometimes referred to as FPL Chart) will be used to compare the participant's income for eligibility determination.
- § Employment Eligibility Verification:

- o Using the list of acceptable documents and/or combination of documents utilized with the USCIS Form I-9.
- § The following sources of evidence will be used for verification of the relationship and establishing the age of the minor child:
- o Copy of birth certificate
  - o Copy of baptism or other religious document indicating child's age
  - o Paternity acknowledgement
  - o Adoption order or decree
  - o Latest federal tax return
  - o Child support letter
- Annual eligibility redetermination is required to continue funding the CPI participant using TANF funds.

The chart below lists the population of incarcerated students we serve in the Second Chance Pell Program which matriculate to Shorter College.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
31																	
32																	
33																	
34																	
35			<b>FA 2019/19-1A</b>	<b>FA 2019/19-2A</b>	<b>Difference</b>	<b>SP 2020/20-1A</b>	<b>Difference</b>	<b>SP-20-2A</b>	<b>Difference</b>	<b>SUM 20 - 1</b>	<b>Difference</b>	<b>SUM 20 - 2</b>	<b>Difference</b>	<b>Proj 30% INCREASE</b>			
36	Campus:	ACCFY	5	4	(1)	5	1	11	6	8	(3)	2	(6)	3			
37																	
38	Campus:	ACCLIT	3	6	3	3	(3)	9	6	11	2	1	(10)	8			
39																	
40	Campus:	ACCOS	5	16	11	29	13	20	(9)	1	(19)	0	(1)	2			
41																	
42	Campus:	ACCTX	30	25	(5)	42	17	38	(4)	23	(15)	2	(21)	17			
43																	
44	Campus:	ACCWM	16	29	13	24	(5)	23	(1)	20	(3)	6	(14)	17			
45																	
46	Campus:	ADCOUA	9	9	0	7	(2)	7	0	3	(4)	0	(3)	4			
47																	
48	Campus:	ADCPB	20	20	0	42	22	42	0	15	(27)	4	(11)	11			
49																	
50	Campus:	ADCWRM	29	29	0	25	(4)	25	0	7	(18)	4	(3)	11			
51																	
52	Campus:	ADCWRW	10	10	0	6	(4)	6	0	9	3	0	(9)	8			
53																	
54	Campus:	Main	68	68	0	52	52	52	0	14	(38)	45	31	45			
55																	
56																	
57	<b>SCP Totals</b>		<b>127</b>	<b>148</b>	<b>21</b>	<b>183</b>	<b>35</b>	<b>181</b>	<b>(2)</b>	<b>97</b>	<b>(84)</b>	<b>19</b>	<b>(78)</b>	<b>81</b>			
58																	
59	<b>MAIN TOTALS</b>		<b>68</b>	<b>68</b>	<b>0</b>	<b>52</b>	<b>52</b>	<b>0</b>	<b>14</b>	<b>(38)</b>	<b>7</b>	<b>(7)</b>	<b>45</b>				
60																	
61	<b>GRAND TOTALS</b>		<b>195</b>	<b>216</b>	<b>21</b>	<b>235</b>	<b>19</b>	<b>233</b>	<b>(2)</b>	<b>111</b>	<b>(122)</b>	<b>26</b>	<b>(85)</b>	<b>126</b>			
62																	
63																	

## **Addressing Priority 2**

### **Applicant Requirement 1**

The Coronavirus has made an impact across the world and the state over Arkansas with over 40,181 cases and 428 deaths in the state. Governor Asa Hutchinson and Arkansas Department of Health enacted safety measures, to slow the spread of the virus, which have limited the capacity for businesses to operate. Arkansas has 19.2% of the population without broadband access, an initial unemployment rate of 13.82%, and .70% share of confirmed Coronavirus cases per capita. This puts Arkansas in the 41<sup>st</sup> to 60<sup>th</sup> percentile based on 3 factors weighted equally. Due to businesses having to abruptly close in the beginning phases, many lack the capital to cover fixed cost and reduced customer traffic has placed them in the red for operations. Shorter College, Arkansas Innovation Hub, and North Little Rock Development are partnering to help provide education, training, and mentorship through the development of a small business incubator to support high-quality job growth, establishment of small businesses important to the local economy and develop of technology commercialization. Shorter College serves a community of non-traditional students that enter the doors of the college seeking an education and the skills necessary to obtain a job in their perspective field.

The state of Arkansas implemented Community Development Block Grant funds and the state's Quick action Closing Fund to support small businesses and nonprofits that are struggling during the COVID-19 pandemic. At which point, the Governor made a disaster declaration for small businesses for loans up to \$2 million in working capital. The state would allocate \$12 million in block grant money and up to \$4 million from the quick-action fund to provide bridge loans to help midsize companies and nonprofits remain open during the COVID-19 pandemic.

The Arkansas Department of Education (ADE) signed agreements with AT&T and T-Mobile to purchase Wi-Fi access points and data plans at a reduced cost for every school district in the state. Students will receive the devices and internet access at no cost. ADE will purchase as many as 20,000 devices. ADE will allocate the devices to each school district based on enrollment.

Shorter College is one of two Arkansas institutions participating in the Second Chance Pell Pilot Program for incarcerated students as provided under former President Barack Obama's direction. It is one of three HBCUs and one of 69 institutions throughout the United States participating in the program. Shorter College is serving 268 students at five Arkansas Correctional facilities through Arkansas Community Correction (includes West Memphis and Texarkana), and the Arkansas Department of Correction (includes Wrightsville, Pine Bluff, and Ouachita River). At two ACC facilities, incarcerated students are housed for 18 months or less and this program is offered in modular sessions (six-week sessions where students take 6-7 hours). These students may not have enough time to complete the Associate of Arts degree, however, the hope is that they will continue post-release. Shorter College is committed to helping these students transition to other colleges and universities. At the eight ADC facilities, incarcerated individuals are there for up to five years. The semester approach is used and these students may earn the Associate of Arts Degree. All students must have sentences of less than five years, and be Pell eligible (no student loan default, and no sex offender registration or conviction). In addition to full-time faculty assisting, Shorter College recruits adjunct faculty near each of the correctional facilities. Faculty

receives training by the facilities and Shorter College. To be successful, Shorter College works with Arkansas Community Correction Deputy Director Elizabeth Taylor and with Wendy Kelly of the Arkansas Department of Correction. Shorter College has a team of staff representing financial aid, admissions, and academics that provide services on a weekly basis. This group, along with the President of the College, is very committed to this experimental program beyond the pilot. The Second Chance Pell Program aligns with Shorter College's philosophy and has allowed us to bring this philosophy to the incarcerated population. The College has two other similar programs: The Arkansas Department of Youth Services – Alexander unit (serving juvenile offenders) & the Anchor Program, which serves previously incarcerated adults or adults who are on probation. We believe this is another opportunity for Shorter College to transform lives.

#### **GOAL 1: ACADEMIC EXCELLENCE**

- Enrich academic instructional programs and student services to equip students with the knowledge, skills and abilities to become scholastically and professionally productive in today's global society.

#### **GOAL 2: STUDENT SERVICES**

- Improve student support services that will enrich career goals, academic and co-curricular experiences.

#### **GOAL 3: INSTITUTIONAL ADVANCEMENT AND PARTNERSHIPS:**

- Increase the level of external outreach in order to expand opportunities for working with other educational institutions, alumni, foundations, government agencies and business partners in ways that increase potential sources of funding and produce associations for mutual benefit.

#### **GOAL 4: OPERATIONAL & RESOURCE ENHANCEMENT**

- Advance the institutional and environmental resources by further streamlining the College's operations where efficiencies can be gained, making optimal use of prior investments in systems, re-aligning infrastructure with evolving needs, securing protected information, and minimizing waste attributable to technology use.

#### **GOAL 5: STUDENT ENROLLMENT AND RECRUITMENT**

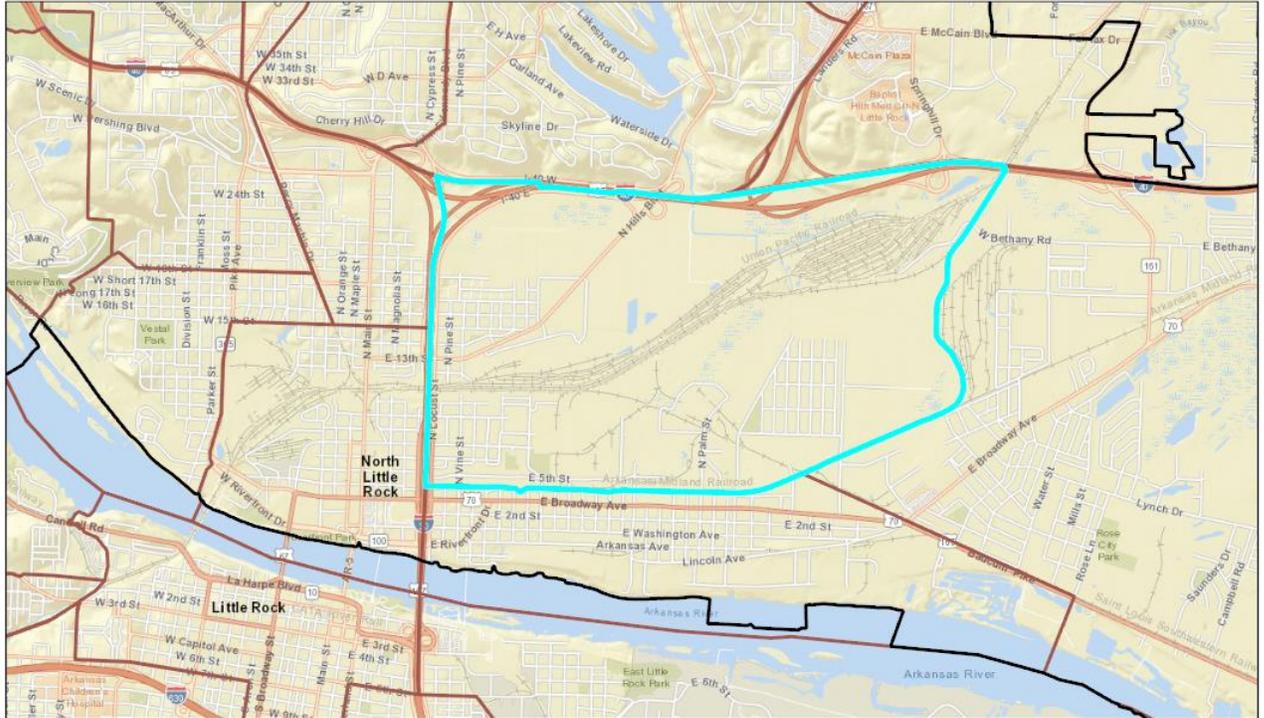
- Increase student enrollment and refine student recruitment strategies to recruit and retain a diverse student population.

### **ASSOCIATES OF ARTS IN ENTREPRENEURIAL STUDIES**

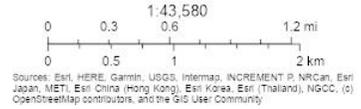
The Associate of Arts Degree in Entrepreneurship provides general academic courses and electives which prepare graduates with skills, knowledge, and ability needed for self-employment, to start a business and manage the functional areas of the business to become a successful entrepreneur. It is also for students who intend to transfer these credits to a college or university which offers required baccalaureate degrees in Business and Entrepreneurship. The program includes five specific courses, but students may add additional 3 to 6 credit hours of coursework from the

“recommended electives, which may be transferred by agreement to a college or university which may be required by the receiving college/university”.

### CPD Maps - Consolidated Plan and Continuum of Care Planning Tool



- May 13, 2020
- Override 1
  - Override 1
  - Census Tract



## Demographics

Race	Number	Percentage
White alone (not Hispanic)	50	0.40%
Black or African American alone (not Hispanic)	11,970	95.88%
American Indian and Alaska Native alone (not Hispanic)	-	0.00%
Asian alone (not Hispanic)	-	0.00%
Native Hawaiian and Other Pacific Islander alone (not Hispanic)	-	0.00%
Some other race alone (not Hispanic)	-	0.00%
Two or more races (not Hispanic)	465	3.72%
Persons of Hispanic Origin	-	0.00%
<b>Total</b>	<b>12,485</b>	

2011-15 ACS

## Economic Context

<b>Target Report Area Name:</b>	<b>For Tract 002800</b>		
<b>Shorter College - Census Tract 28</b>			
<b>Economic Context</b>			
<b>Summary Information about Economic Conditions</b>			
<b>Total In Civilian Labor Force</b>			<b>3,965</b>
<b>Civilian employed population 16 years and over</b>			<b>2,890</b>
<b>Unemployment Rate</b>			<b>27.11</b>
<b>Average travel time to work</b>			<b>102.7</b>
<b>2011-15 ACS</b>			
<b>Simple Tabulations of Economic Conditions</b>			
<b>Unemployment by Age Group</b>	<b>Number</b>	<b>Rate</b>	
<b>Age 16-24</b>	<b>230</b>	<b>56.79%</b>	
<b>Age 25-65</b>	<b>845</b>	<b>15.39%</b>	

<b>Over Age 65</b>	-	<b>0.00%</b>
<b>Total</b>	<b>1,075</b>	<b>27.11%</b>
<b>2011-15 ACS</b>		

## VII. APPENDIX: CORONAVIRUS BURDEN FACTORS

### Appendix A

Percentile calculation of Coronavirus burden by State, as referenced in Section (V)(1)(A).

<u>State</u>	<u>1</u> <u>% of Population</u> <u>Without</u> <u>Broadband</u> <u>Access</u>	<u>2</u> <u>Initial Unemployment</u> <u>Insurance Claims Filed</u> <u>(as % of Civilian Labor</u> <u>Force)<sup>1</sup></u>	<u>3</u> <u>State % Share of</u> <u>Confirmed</u> <u>Coronavirus</u> <u>Cases Per</u> <u>Capita<sup>2</sup></u>	<u>Percentile based on 3</u> <u>factors weighted</u> <u>equally</u>
Alabama	16.5	20.19	1.06	61st to 80th percentile
Alaska	10.3	23.55	0.30	41st to 60th percentile
Arizona	11.7	14.54	0.78	20th percentile or lower
Arkansas	19.2	13.82	0.70	41st to 60th percentile
California	8.9	21.01	0.85	21st to 40th percentile
Colorado	8.2	11.76	1.82	20th percentile or lower
Connecticut	8.9	15.62	5.14	61st to 80th percentile
Delaware	9.2	18.00	3.33	61st to 80th percentile
District of Columbia	11.7	19.63	4.54	81st to 100th percentile
Florida	12.5	17.15	1.05	21st to 40th percentile
Georgia	13.2	31.20	1.69	81st to 100th percentile
Hawaii	10.2	31.69	0.24	61st to 80th percentile
Idaho	10	14.11	0.73	20th percentile or lower
Illinois	11	14.30	3.10	41st to 60th percentile
Indiana	13.6	18.75	1.88	61st to 80th percentile

<sup>1</sup> The initial unemployment insurance claims filed as a percentage of each State's civilian labor force are provided here for informational purposes, and the Department will update these data as of the deadline for transmittal of applications, which may adjust State percentiles and rankings.

<sup>2</sup> The COVID-19 per capita percentages for each State are provided here for informational purposes, and the Department will update these data as of the deadline for transmittal of applications, which may adjust State percentiles and rankings.



**Rock Island Train Station (Shorter College Business Hub Site)**



**Rock Island Train Station (Shorter College Business Hub Site)**



**Rock Island Train Station (Shorter College Business Hub Site)**



## Addressing Priority 2

### Applicant Requirement 2

#### Entrepreneurial Business Program Advisory Committee

The Shorter College Entrepreneurial Business Program Advisory Committee formed to further real-world access to the business community. The committee will assist in selecting the program's new director, revising its curriculum, and recruiting instructors concerning an associate degree and any appropriate certificate in Entrepreneurial Business from Shorter College. Also, along with other administrators, the committee will develop relationships with businesses willing to offer internships, apprenticeships, and permanent job placement opportunities for the program's participating students as well as funding for the program. Committee members include:



#### **Members**

**Professor Michal D. Harris, Chair**

**Dr. Chris Jones, Innovation Hub**

**Mr. Robert Birch, City of North Little Rock Development**

Data will be collected based on performance by surveys from trainers, mentors, staff. The performance based upon the number of students completing the certificate program and hours spent in the field with mentors. The program will seat 30 students per session for the three year period.

#### **Types of training programs**

- Literacy training – 10 hours
- Interpersonal skills training – 10 hours
- Technical training – 8 hours
- Problem-solving training- 10 hours
- Diversity of sensitivity training – 10 hours
- Career Development – 8 hours
- Engagement and Retention – 8 hours
- Management Leadership – 10 hours

- Personal Development – 10 hours

**84 training hours**

**Required Courses: 12 hours (3 credit hours each) plus one elective total 30 hours**

**Choose at least three of the following**

- **BUS 1301-Introduction to Business**
- **BUS 2103-Business Law**
- **BUS 2303-Prin of Entrepreneurship (Capstone)**
- **BUS1313-Prin of Marketing**

**Electives: 24 hours total (3 credit hours each)**

**One (1) course should be chosen from the following below. Please note: Many of these courses require pre-requisites. Please check your degree plan and with your department chair/advisor. Pre-requisites will not be waived.**

- **BUS 1003-Intro to Computers with Business Applications**
- **PHR 1003-Intro Philosophy and Religion**
- **MTH 010-Accelerated Basic Math**
- **ENG 009-Accelerated Writing**
- **ORT 1001 College Orientation I\***
- **ORT 1002 College Orientation II\***
- **ORT 1003-College Orientation III\* (1 hour each for total 3 hours)**
- **PSY 2003- General Psychology**
- **SOC 1003- Intro Sociology**
- **BUS 1303- Principles of Small Business Management**

**\*denotes 1 hour class**

**Minimum Credits Needed to Graduate:**

**120 clock hours**

**General Education Requirements:**

**Successful completion of the program requires a “C” grade or better in each of the courses listed above. In order to receive a “C” grade or better and thus demonstrate competency, students must complete assignments and exams as well as participate in class activities.**

**All general education requirements necessary for graduation are met through the courses in the program as indicated above.**

**Course descriptions of these electives can be found here.**

**<http://www.shortercollege.edu/wp-content/uploads/2019/05/Academic-Catalog-2019-2020.pdf>**

- **BUS 1003-Intro to Computers with Business Applications**

This course deals with computer literacy and business computer applications. Students develop business level skills in word processing and electronic presentation software. Students are prepared for the Microsoft Office spreadsheet for Microsoft Word and PowerPoint. Students further develop skills in Microsoft access database and complete collaborative and individual integrated business software projects using word processing, spreadsheets, presentations, and databases.

- **PHR 1003-Intro Philosophy and Religion**

This course is designed to trace the evolution of the major religions of the world and to show how religion can serve as a foundation for philosophical thought

- **BUS 1301-Intro to Business**

This is a survey course in the field of business including topics such as management, finance accounting, marketing, production, computers, international business, small business, investments, and other areas of general business interest.

- **BUS 1313-Principles of Marketing**

This is a MARKETING COURSE in the field of business including topics such as Business Management and Marketing Strategies whereby the aim is to enhance a business profit, clientele, public relations and professional image or brand. This course also highlights sections of management, finance, accounting, marketing, production, computers, international business, small business, investments and other areas of general business

- **ENG 009-Accelerated Writing**

This course focuses on the writing process. Course topics include inventing, drafting, revising, and editing multi-paragraph papers. Building reading skills, using resources, developing thinking skills, and improving attitudes toward writing comprise other course topics.

- **BUS 2103-Business Law**

This course provides the student with a basic understanding of the legal systems and its effect on our day-to-day activities. The primary emphasis will be in the area of business and business-related transactions. In addition, the various courses of law will be introduced and students will have an understanding of why the court applies a particular legal principle to a particular fact pattern

- **MTH 010-Accelerated Math**

Course provides a series of strategic frameworks for managing high-technology businesses. The main focus is on the acquisition of a set of powerful analytical tools which are critical for the development of a technology strategy as an integral part of business strategy.

- **BUS2303-Principles of Entrepreneurship**

This is a business course that places emphasis on Entrepreneurship: business management, finance, marketing, production, computers, and interpersonal relations and consumer investments. This course was designed to teach the initial concepts of Entrepreneurship:

the business relation and the managerial concepts of operating and sustaining an effective and productive business mind set.

- **ORT 1001-College Orientation I**

A one-semester credit course designed to teach entering students learning and study skills needed for successful transition to college life and beyond. The course focuses on note taking, reading and study skills, examination preparation, personal and social development, and strengthening the students' problem-solving skills academically and socially.

- **ORT 1002-College Orientation II**

*This course focuses on developing and honing critical thinking skills for use in and out of the academic setting and may include study of logic, program definition and resolution, reasoning, plan development and execution, ethics and/ or philosophy. The class will include both applied and theoretical exercises and may focus on the individual, community, organizational, regional or global affairs.*

- **ORT 1003-College Orientation III**

*This course will introduce the students to volunteer work in public or nonprofit organizations that provide service to the community. This course helps to nurture students to engage in civic learning, responsibility, and engagement requires strategic creation of service learning courses, which, through planned teaching, research, service, and institutional architecture, will enable students to acquire a suite of knowledge, skills, and values necessary for them to be collectively-active and -involved citizens.*

- **PSY 2003- General Psychology**

*This course is an overview of major topics in modern psychology, the scientific study of behavior and mental processes. As a first course in the discipline of psychology, it introduces some of the fundamental concepts, principles, and theories with a consideration for the complexity of human behavior.*

- **SOC 1003-Intro to Sociology**

*This is an introduction to the principles and methods of scientific study of human natural social behavior, social organization, institutions, social process, social structures, and collective behavior.*

\*120 clock hours total to complete Business Certificate Program

Learning will be able to take place also via LMS platform.

#### Expected Outcomes

- Students will work in cohorts, where they come in together and graduate together.
- Students will work along side mentors to become self-sufficient, under the skills necessary to function, and become a leader in the field of business

## Quarterly Report Form

Shorter College

### Business Hub Progress/Quarterly Report

Activity Director:

Activity Title:

Period Covered:      Quarter 1 ( ) 2 ( ) 3 ( ) 4 ( ) Year-End ( )

Date:

Focus Area:    Academic Quality ( )      Student Support Services ( )  
                  Fiscal Stability ( )            Administrative Management ( )

1. Summarize the purpose/intent of this activity as it relates College's strategic plan:
2. Discuss the target population that your activity addresses and delineate the critical activities that you implemented during this reporting period to ameliorate the problem identified in the plan of operation:
3. Discuss the major outcomes of these activities implemented during this reporting period and what you need to do to strengthen your implementation plan to accomplish desirable results:
4. Describe the primary implementation strategies employed during the reporting period and the success of these strategies in accomplishment of objectives and performance indicators:

## Applicant Capability

The business hub will be led by Professor Michal D. Harris, Coordinator of Entrepreneurial Studies for Shorter College. Please find enclosed bios.

My name is Michal D. Harris and education is a primary factor in my life, having earned a Bachelor of Science in Management from the University of Arkansas Pine Bluff in 2006, Master of Business Administration with a focus in Human Resource Management in 2012 from Purdue University Global, and currently pursuing a Doctorate of Education in Organizational Leadership with an emphasis in Higher Education from Grand Canyon University. In the community, I serve on Racial Cultural Diversity Commission for the City of Little Rock, Age Friendly Commission of Little Rock, Kiwanis of Pulaski Heights, Boys and Men Opportunity Success Team, Secretary for Arkansas State House Society, Little Rock Citizens Review Board for City of Little Rock, Court Appointed Special Advocates (CASA) of Pulaski and Perry Counties Board member, Family Services Agency Board member, Family Home of Little Rock Board Member, Fox 16 News Victory Over Violence Member, Friends of Mosaic Templars Young Professionals Board Member, Hat Club of Little Rock member, Central Arkansas Young Urban Professional League, Arkansas Hunger Alliance, Arkansas Volunteer Association, Arkansas Child Advocates, West Little Rock Rotary Club, and University of Arkansas Partners Advisory Board Member. Over the past three years, as the Executive Director of my own youth nonprofit "Ikarus Youth Outreach Program", we have left footprints around the city of Little Rock and surrounding communities. Ikarus stands for "Intelligent, Kind, Adolescents, Representing Us" and is for males and females ages 7-17 years old.

The focus of is education, community service, public speaking, leadership, health/financial literacy, and cultural awareness. The hard work of helping those in need has not gone unnoticed as I received awards from the Black Men Empowerment, Arkansas Martin Luther King Jr Commission, African American Coalition, Creative Minds, and Pine Bluff Image Awards. Understanding that communities can only be rebuilt by leaders equipped with knowledge and resources, provided the need for established scholarships and internships for high school seniors and college students through Ikarus Youth Outreach. Some examples of seminars/workshops are: "Think b4 You Drink" and "Break the Silence" with DHS, Arkansas Minority Health Commission, UAMS, Arkansas Governor's Office, Arkansas State Police, Arkansas Attorney General's Office and Mothers Against Drunk Driving. During the Holidays, our Thanksgiving and Christmas Outreach Initiatives are in full swing, in which we assist over 400 families, that are single parent homes and provide toys as well during Christmas for foster children in partnership with the Arkansas Governor's Office and Arkansas Legislators. The success of my nonprofit has allowed me to be featured on Fox 16, KARK Channel 4 News, THV 11, and KATV Channel 7, AY Magazine, and Inviting Arkansas Magazine. My moto is "Make a Difference Today."

**Budget Narrative**

Regular college business procedures will be used to document accountability for Minority Business Development Agency regulations. Separate account numbers will be assigned by the Business Office. All expenditures (requisitions, purchase orders, personnel actions form, travel authorizations) submitted to the Business Office.

The budget will be for each year over a three-year period for a total of The following below is the budget narrative.

**Personnel** **Total \$ 45,000**

**Position Title**

& Name	Yearly Salary	% of Time	No. of Months	\$Amount
Coordinator of Entrepreneurial Studies, Michal D. Harris	\$45,000	100%	36	45,000.00

Director of Innovation Hub,  
 Dr. Chris Jones  
 Director of Development,  
 Robert Birch  
 Department of Workforce Services

Coordinator of Entrepreneurial Studies- Michal D. Harris: This position directs the overall operation of the project, responsible for overseeing the implementation of project activities, coordination with other agencies, development of materials, provision of in-service and training, conducting meetings and coordinating with agencies, designs and directs the gathering, tabulating and interpreting of required data, responsible for overall program evaluation and for staff performance evaluation; and is the responsible authority for ensuring necessary reports/documentation are submitted to NOAA. This position relates to all program objectives. Michal D. Harris will provide 12 months effort for a total of 40,000 each year for three years.

**Fringe Benefits** **Total \$ 11,423.00**

**Coordinator of Entrepreneurial Studies – Salary amount 45,000**

**Retirement 5% of 42,000 = 210.00**  
**FICA 7.65% of 40,000 = 3,213.00**  
**Insurance = 8,000.00**

**Workman's Comp. = 0.00**

**Total 11,423.00**

The fringe benefit rate for full-time employees for years one and two is calculated at 33%. For years three and four, the fringe rate is anticipated to increase to 34% for employees.

**Position Title**

<b>&amp; Name</b>	<b>Yearly Salary</b>	<b>%Rate</b>	<b>\$ Amount</b>
Coordinator of	\$45,000	33%	\$13,860.00

Entrepreneurial Studies,

Michal D. Harris

**Travel**

Travel – Domestic Total \$ 1,303.00 \_\_\_\_\_

1 trip x 1 person @ \$800 airfare = \$800.00

2 days per diem x \$37/ day x 2 people = \$148.00

1 night's lodging x \$67/night x 2 people = \$ 75.00

Ground transportation 1 person = \$280.00

**Total \$1,303.00**

The Coordinator of Entrepreneurial Studies will travel to Leadership Conferences, Business Forums, Colleges and Universities for the purpose of obtaining and forming partnerships to expand the resources of the Business Hub.

**Equipment**

**Dell Inspiron 14 3493 14" Laptop, Intel i5-1035G4, 4GB Memory, 128GB SSD, Windows (I3493-3464BLK)**

**Item: 24445050 | Model:I3493-3464BLK (Staples) Price for 10 of them - \$599.99 total \$3,899.90**

**Dell Inspiron 3593 15.6" Notebook, Intel i3, 8GB Memory, 256GB SSD, Windows 10 Home (i3593-3425BLK-PUS)**

**Item #: 24441144 | Model #: I3593-3425BLK**

**10 @ \$499.99 = \$4999.90**

**Staples Carder Mesh Back Fabric Computer and Desk Chair, Black (24115-CC)**

**Item #: 136815 | Model #: 24115-CC**

**30 @ \$199.99 Each \$5999.70**

**HON Foundation 9 Pc. Executive Workstation, Mahogany (HLMDCHL7272)**

**Item #: 24298326 | Model #: HONLMDCHL7272N**

**1 @ \$1,666.39**

**Staples Lockland Bonded Leather Big & Tall Managers Chair, Black (53235)**

**Item #: 24328570 | Model #: 58067**

**\$249.99**

**XYZprinting da Vinci Jr. WiFi Pro 3FJPWXUS00C 3D Printer, Wireless**

**10 @ \$415.99 Each \$4159.90**

**HP LaserJet Pro M479fdn Network Color Laser Multifunction Printer with Duplexing (W1A79A)**

**Item: 24396916 | Model:W1A79A#BGJ**

**3 @ @ \$599.99 \$1799.97**

**Epson EX3260 LCD Business Projector, Black/White**

**Item #: 24298531 | Model #: V11H842020**

**2 @ \$499.99 Each \$999.98**

**Supplies**

Office Supplies .....\$

General office supplies (pens, pencils, paper, printer cartridges)

12 months x \$100 month = 1,200.00

General office supplies will be used by staff to carry out daily activities of the program.

**TRU RED™ Color Printer Paper, 8.5" x 11", 20 lbs., White, 500 Sheets/Ream, 10**

**@\$55.99 for \$89.97**

**Hammermill Copy Plus Paper, 8.5" x 11", 20 lbs., White, 500 Sheets/Ream, 10 Reams/Carton (105007)**

Item #: 122374 | Model #: 105007CT/27061

**10 @ \$63.99 5000/Carton \$639.90**

**Post-it® Notes, 3" x 3" Canary Yellow, 100 Sheets/Pad, 12 Pads/Pack (654-12YW)**

**10 @ \$13.95 Dozen \$139.50**

**Contractual**

Amount - \$0.00

**Construction**

Amount - \$1,000,000.00

**Total Direct Charges**

**A. Personnel .....45,000.00**

<b>B. Fringe.....</b>	<b>11,423.00</b>
<b>C. Travel.....</b>	<b>1,303.00</b>
<b>D. Equipment.....</b>	
<b>E. Supplies.....</b>	
<b>F. Contractual.....</b>	<b>0.00</b>
<b>G. Construction.....</b>	<b>0.00</b>
<b>H. <u>Other.....</u></b>	<b><u>0.00</u></b>
<b>Total Direct Costs</b>	<b>\$</b>

**Indirect Charges**

**Amount..\$0.00**



Michael Preston  
SECRETARY OF COMMERCE  
EXECUTIVE DIRECTOR  
Arkansas Economic  
Development Commission

August 12, 2020

The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Madam Secretary:

This is a letter of support for Shorter College (located in North Little Rock, Arkansas) and their application for funding from the Education Stabilization Fund: Reimagine Workforce Preparation Discretionary Grants Program. Shorter College is seeking to establish a business hub for entrepreneurial innovation.

Entrepreneurs play a vital role in the growth of the United States economy. Shorter College's goal for the business hub is to train individuals, provide mentorship, business certificates, and resources in an underserved area of our community. The Reimagine Grant will allow Shorter College to create a path to possibility during the economic fallout, as a result of the COVID-19 Pandemic, for aspiring dreamers through a startup business. The positive outcomes from these opportunities will provide the training for those, such as TANF eligible participants, to break a cycle by creating jobs and building a better community.

I congratulate Shorter College in their efforts to strengthen the entrepreneurial spirit across Central Arkansas for the purpose of enrichment, educational, and occupational resources to empower our underserved communities. I ask that you give their application full and fair consideration.

Sincerely,

Michael Preston  
Secretary, Department of Commerce  
Executive Director, Arkansas Economic Development Commission

FRENCH HILL  
2ND DISTRICT, ARKANSAS



WASHINGTON, DC OFFICE  
1533 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
PHONE: (202) 225-2506  
FAX: (202) 225-5903

COMMITTEE ON FINANCIAL SERVICES  
SUBCOMMITTEE ON INVESTOR PROTECTION,  
ENTREPRENEURSHIP, AND CAPITAL  
MARKETS

SUBCOMMITTEE ON NATIONAL SECURITY,  
INTERNATIONAL DEVELOPMENT, AND  
MONETARY POLICY

RANKING MEMBER, ARTIFICIAL  
INTELLIGENCE TASKFORCE  
RANKING MEMBER, FINTECH TASKFORCE

Congress of the United States  
House of Representatives  
Washington, DC 20515

CONWAY DISTRICT OFFICE  
1105 DEER STREET, SUITE 12  
CONWAY, AR 72032  
PHONE: (501) 358-3481  
FAX: (501) 358-3494

LITTLE ROCK DISTRICT OFFICE  
1501 NORTH UNIVERSITY AVENUE, SUITE 630  
LITTLE ROCK, AR 72207  
PHONE: (501) 324-5941  
FAX: (501) 324-6029

August 7, 2020

Mrs. Betsy DeVos  
Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary DeVos:

I write to you today in support of Shorter College's application for U.S. Department of Education grant funds under the Education Stabilization Fund: Reimagine Workforce Preparation Discretionary Grants Program. If funded, Shorter College would be partnering with Arkansas Department of Workforce Services, Arkansas Innovation Hub, and the City of North Little Rock to create a business hub.

Shorter College is the only private two-year Historically Black College and University (HBCU) in the nation, located in North Little Rock, AR. With this funding, Shorter College will be able to provide their students opportunities to help them establish themselves during their studies and after their graduation. Students will be able to have the mentorship, resources, and instruction, through Shorter College, to start their own businesses. This hub will not only help the students but will also greatly enhance the surrounding community by aligning educational and job opportunities, as well.

I applaud Shorter College for working to create these innovative entrepreneurial opportunities for their students and community. I ask that you give their application full and fair consideration as it moves through the process. Please keep Anna Reckling, Grants Coordinator, in my Little Rock office apprised of its progress. Anna can be reached by phone at (501) 324-5941 or by email at [anna.reckling@mail.house.gov](mailto:anna.reckling@mail.house.gov).

Sincerely,

French Hill  
Member of Congress



STATE OF ARKANSAS

# House of Representatives

## REPRESENTATIVE

Jamie Scott

P. O. Box 630

North Little Rock, AR 72115-0630

501-398-2961 Cell

jamie.scott@arkansashouse.org

## DISTRICT 37

### Counties:

Part Pulaski

## COMMITTEES:

### Judiciary

Juvenile Justice/Child Support  
Subcommittee

### State Agencies and Governmental Affairs

Vice Chairperson,  
Constitutional Issues Subcommittee

August 11, 2020

To Whom It May Concern:

As the State Representative for House District 37, I strongly support Shorter College in Little Rock, Arkansas in their efforts of securing a Reimagine Grant from the U.S. Department of Education. Shorter College is seeking to start a business hub to assist individuals from low-income households that qualify as TANF eligible.

The Reimagine Grant funding were originally authorized under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) passed by Congress earlier this spring, and the grants are specifically intended to help address employment, training, and business development needs relating to the economic fallout from the Covid-19 pandemic. Shorter College's goal is to train individuals, provide mentorship, business certificates, and the resources for them to create their own path and dreams through a startup business. Most importantly, it offers people the opportunity to make important changes in their lives so that they can have positive outcomes in their futures. The business hub will create opportunities for individuals less fortunate and help build a better community.

I am pleased to support Shorter College in their efforts to receive a Reimagine Grant from the U.S. Department of Education. I ask that you give their application strong consideration. Our state's future depends on programs like this one.

Sincerely,

A handwritten signature in black ink that reads "Jamie Scott".

Jamie Scott  
State Representative  
District 37

JS/tp