

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program**

**CFDA # 84.425G**

**PR/Award # V425G200025**

**Grants.gov Tracking#: GRANT13191925**

OMB No. , Expiration Date:

Closing Date: Aug 24, 2020

PR/Award # V425G200025

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="08/24/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="[REDACTED]"/>	* c. Organizational DUNS: <input type="text" value="[REDACTED]"/>
--	--

**d. Address:**

* Street1:	<input type="text" value="#2 Capitol Mall"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Little Rock"/>
County/Parish:	<input type="text" value="Pulaski"/>
* State:	<input type="text" value="AR: Arkansas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="72201-1013"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Department of Commerce"/>	Division Name: <input type="text" value="AR Div of Workforce Services"/>
---	---

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Kristopher"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Jones"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="[REDACTED]"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.425

CFDA Title:

Education Stabilization Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-062320-001

\* Title:

Office of Career, Technical, and Adult Education (OCTAE): FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program CFDA Number 84.425G

**13. Competition Identification Number:**

84-425G-2020-1

Title:

FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program (84.425G)

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Reimagine Arkansas Workforce

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

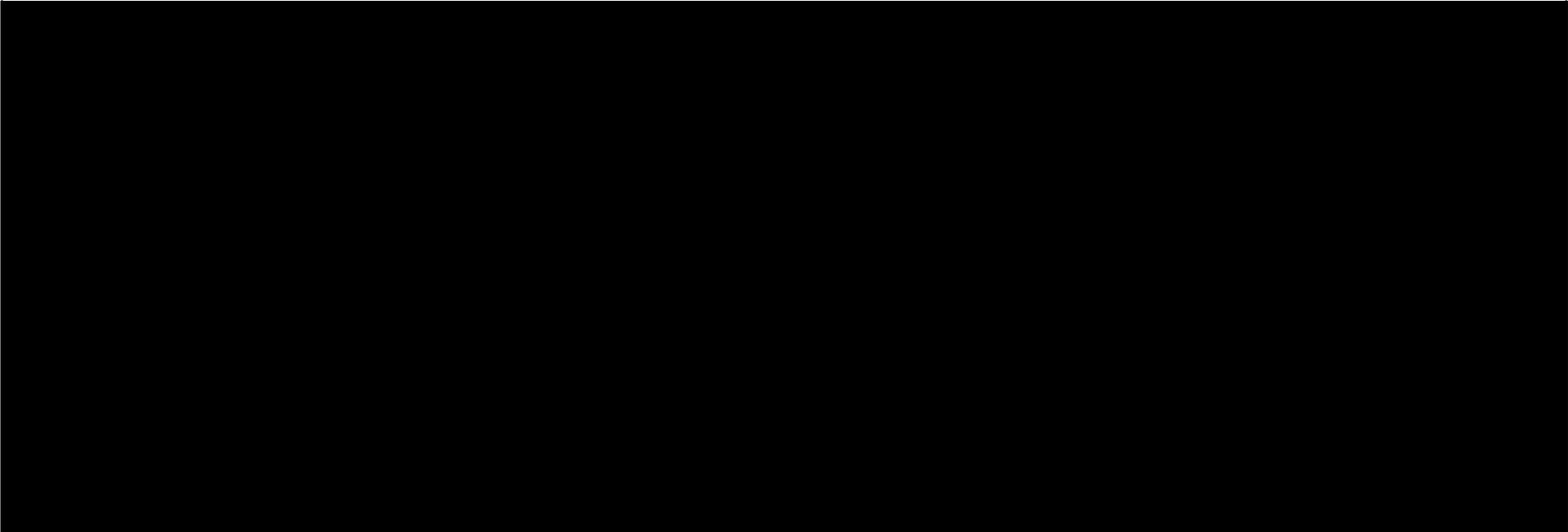
OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Arkansas Division of Workforce Services

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**



**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # V425G200025

Name of Institution/Organization

Arkansas Division of Workforce Services

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1238-Final GEPA Statement (003).pdf

Add Attachment

Delete Attachment

View Attachment

Arkansas Department of Workforce Services, UA Global Campus, Shorter College and iDatafy provide assurances that the applicants will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Arkansas Division of Workforce Services	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Charisse Middle Name:
* Last Name: Childers	Suffix:
* Title: Director	
<b>* SIGNATURE:</b> Carl Davis	<b>* DATE:</b> 08/24/2020

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Mr.	First Name: Eduardo	Middle Name:	Last Name: Lemm	Suffix:
----------------	------------------------	--------------	--------------------	---------

Address:

Street1:	#2 Capitol Mall
Street2:	
City:	Little Rock
County:	Pulaski
State:	AR: Arkansas
Zip Code:	72201-1013
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Arkansas COVID-19 Economy Recovery Project**

### **Abstract**

Arkansas COVID-19 Economic Recovery Project address Absolute Priority 1(a) of the Notice Inviting Applications: creating, developing, implementing, and replicating short-term educational programs and training courses to help displaced workers return to gainful employment and help new workers enter jobs within in-demand industry sectors or occupations. The project also addresses Competitive Preference Priority 1, Distance Education, as all of the training programs will be delivered online in order to cover the entire state.

The Arkansas Department of Workforce Services, University of Arkansas Global Campus, Shorter College and iDatafy LLC will partner to 1) recruit unemployed, underrepresented, recent or currently incarcerated and rural individuals from across the state to enroll in existing online short-term training programs; 2) work with industry partners to develop new online training programs targeting in-demand occupations; and 3) remove barriers to participation by supporting students with financial assistance, career counseling, and job placement assistance, thereby increasing remote learning options and ensuring a quick return to work for displaced workers and an earlier start for those entering the workforce. The majority of the grant funds will be used to provide tuition support for participants—dislocated workers, workers entering the workforce, those in rural areas of the state, incarcerated and those from traditionally marginalized communities. Most of the remaining funds will be used for personnel to develop and deliver the short-term training which will enable workers to quickly return to the workforce.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

### **A. Highest Coronavirus Burden**

In the Percentile Calculation of Coronavirus Burden by State table included in the Federal Register notice inviting applications and the application instruction packet, Arkansas is identified as having an above average Coronavirus burden compared to other states (81st to 100th percentile). Since those notices were published in late June, the number of active cases in the state has continued to rise. According to the COVID-19 Burden Index by Torch Insight, Arkansas is seeing approximately 660 new cases a day and has 9,543 active cases as of August 17, 2020. The COVID-19 impact on Arkansas has made national news. The Los Angeles Times reported that hundreds of workers tested positive at Tyson Foods plants in Arkansas. Tyson is headquartered in the state and employs thousands of people in both rural and minority populated areas. The LA Times also posted an article how Coronavirus is devastating the Marshall Island communities in the U.S., including the large population of Marshallese in Northwest Arkansas, where 3% of the population identify as Marshallese.

In an already depressed state, the COVID impact has been devastating. The hub of business and industry in the state with everything from local mom and pop businesses to international retail giants, Northwest Arkansas has been hit exceptionally hard.

According to research by the University of Arkansas Sam M. Walton College of Business's Mervin Jebaraj:

1. The sales from the leisure and hospitality, recreation, and personal care services industries in the four main cities in Northwest Arkansas (Bentonville, Fayetteville, Rogers and Springdale) are estimated to decline by 19.3 percent in 2020 as a

result of COVID-19 measures when compared to what might have been a year where sales were similar to 2019.

2. 2020 sales from these industries are expected to decline by \$202.2 million in the four cities and sales tax collections from these industries are expected to decline by \$4.0 million.
3. Restaurant and food service sales account for 74.4 percent of the decline in sales or about \$150.5 million. Fayetteville accounts for \$54.6 million of the lost sales from the restaurant sector, followed by Rogers with \$43.7 million.
4. Hotels and other traveler accommodations account for 18.1 percent of the overall lost sales or \$36.5 million in the four cities in Northwest Arkansas. The losses in the hotel sector total \$10.1 million in Bentonville, \$10.5 million in Fayetteville, and nearly \$10.9 million in Rogers.
5. Sales at gyms and other recreation services are expected to decline by \$9.4 million in 2020.
6. Bar and club sales are expected to decline by \$4.0 million across the four cities with nearly half the loss accounted for by bars and clubs in Fayetteville.
7. Personal care services can expect to see a decline of \$1.7 million in sales.

The Arkansas Workforce has been drastically impacted by COVID-19. As of June 2020, the state unemployment numbers are 105,338. According to Opportunity Insights Economic Tracker, employment rates among low-income workers decreased by 32.4%. Additionally, earning among low-income workers has decreased by 29.5% since January 2020. 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 economy and workforce in an already depressed state. Furthermore, the unemployment claims rate and unemployment claims count continue to be high, with 15,300 new claims the week ending July 25, 2020.

With the start of school approaching, attention of state government has been focused on the best way to keep elementary, secondary and post-secondary students, teachers, and other employees in schools. Re-training for unemployed workers and short-term training for those entering the workforce at this inopportune time is not a priority.

### **Analysis of State Assets and Collaborative Efforts**

The resources currently available for unemployed workers fall under one of two programs, the Worker Adjustment and Retraining Notification Act and the Dislocated Workers Program. 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, file for unemployment insurance and/or other benefits, and, if necessary, to enter skill training or retraining that will allow these workers to compete successfully in the job market. The Dislocated Workers Programs are available to eligible individuals through the Arkansas Department of Workforce

Services. A number of events, including a permanent layoff, business closure, and natural or man-made disaster, may qualify an applicant for the program. A no-cost online short-term training is available to Dislocated Workers, but a number of qualifications in addition to unemployment have to be met in order to qualify.

Various federal programs, while not directly related to COVID-19, can also assist individuals who may be unemployed if they qualify and fit in pre-designated categories, such as veterans. For most of these programs, applicants need to meet additional qualifying factors besides unemployment. Many unemployed individuals affected by COVID-19 are not eligible, even though they are struggling and have been displaced by the pandemic.

While some businesses and community organizations have taken steps to provide needed supplies and services in their local communities, there are no statewide efforts targeting those who are unemployed due to COVID-19 closures.

### **Description of Steps State is Currently Taking**

The Governor's Economic Recovery Task Force has noted the need to provide training for those out of work and has recommended that investments in workforce training continue to be a priority. The Task Force even identified community colleges as being well-positioned to provide training directly related to the public health crisis, including educating contact tracers; providing training for businesses on safety protocols, disinfecting procedures, and other infection control practices; and expanding allied health programs. Again, to our knowledge, there have been no coordinated efforts to coordinate such training, though some individual institutions have applied for funding to conduct their own initiatives.

A partnership between state government, higher education, and private industry is needed to coordinate a targeted effort to expand short-term education, training and mentorship opportunities that help citizens return to work, begin employment in high-demand occupations or start their own business. **The Arkansas Department of Workforce Services, University of Arkansas Global Campus, Shorter College and iDatafy LLC will work together to recruit unemployed, underrepresented, incarcerated, individuals currently participating in parole or probations programs, and rural locations from across the state to enroll in existing online short-term training programs; work with industry partners to develop new online training programs targeting in-demand occupations; and support participants with financial assistance, career counseling, and job placement assistance.**

***B. Quality of Project Services and Quality of the Project Design***

**Strategies for ensuring access for underrepresented groups**

Partners in the Arkansas COVID-19 Economic Recovery Project already have networks and processes in place for informing Arkansans about training opportunities and recruiting participants to enroll. The University of Arkansas (UA) Global Campus has a Recruitment and Outreach Team that identifies target populations and determines the best ways to reach those prospective students. The team schedules recruiting trips throughout the year to community colleges, businesses and other locations to connect with prospective students, share information about online programs, and help them through the application process. The Global Campus Communications Team assists with social media ads and campaigns, radio ads, fliers, websites/landing pages and other marketing efforts. Recruitment visits and media campaigns will target the entire

state, particularly areas dealing with high unemployment due to business and manufacturing closures related to COVID-19. Nurturing students through the enrollment process is essential to increasing enrollment and providing a positive experience for students. UA Global Campus Student Liaisons track prospective students from the time they first show an interest and follow them through graduation, providing help when needed. The Global Campus has access to UA staff experienced in connecting with students of diverse backgrounds and traditionally marginalized communities who can help with recruitment efforts.

The Arkansas Division of Workforce Services (ADWS) recently worked with the University of Arkansas to provide no-cost online Dislocated Worker Programs. ADWS will use their network of employers to identify businesses that have had recent layoffs and provide information on the new short-term no-cost opportunities to workers seeking new employment opportunities.

Shorter College has coordinated networks to provide training opportunities for TANF recipients and those who are TANF eligible. Currently, Shorter College has training in designated Opportunity Zones, economically distressed communities, and recruits a large population of low-income, dislocated workers, and individuals in the re-entry population. Shorter College is one of two Arkansas institutions and one of three HBCU's participating in the Second Chance Pell Pilot Program for incarcerated students as provided under former President Barack Obama's direction and is serving 268 students at five Arkansas Correctional facilities through Arkansas Community Correction (ACC) and the Arkansas Department of Correction. At two ACC facilities, incarcerated students begin training that they can continue post release. Shorter College also has a wide pool

of instructors to teach to this demographic and in close proximity to the Correction Centers. Over 40% of the students that attend Shorter College have been formerly incarcerated and can only receive a job by starting their own business. Entrepreneurial Studies and an acquired partnership with Apple Inc. in Computer Science are two strong programs helping underserved populations currently in the State of Arkansas. The efforts of Shorter College follows the Executive Order 13779- White House Initiative to promote excellence and innovation at Historically Black Colleges and Universities. Through strong networks, prior connections, and a history of serving underserved populations, Shorter College is able to effectively demonstrate how to provide training to these demographics.

Arkansas COVID-19 Economic Recovery Project has developed an **exceptional approach and detailed plan to address Absolute Priority 1(a)** of the Notice Inviting Applications: creating, developing, implementing, and replicating short-term educational programs and training courses to help displaced workers return to gainful employment and help new workers enter jobs within in-demand industry sectors or occupations. The project also addresses Competitive Preference Priority 1, Distance Education, as all of the training programs will be delivered online in order to cover the entire state.

Grant funds will be used to pay tuition and fees for up to 3000 participants in short-term training programs. The project will leverage already existing UA Global Campus and Shorter College programs, enrolling participants for whom cost is a barrier due to the economic impact of the public health crisis. The table below shows the Global Campus programs currently available in the basic skills category, moderate skills category and high skills category as well as number of openings and median salary of 2020-2021

Demand Occupations identified by the Arkansas Division of Workforce Services as currently in need of workers.

2020-2021 Arkansas Demand Occupations		
High Skill	Moderate Skill	Basic Skill
Software Developers, Applications (390, \$86,100)	Medical and Dental Assistants (926, \$33,175)	Laborers and Freight, Stock and Material Movers (3,290, \$27,480)
Human Resources Specialists (413, \$57,740)	Computer User Support Specialists (406, \$43,470)	Secretaries and Administrative Assistants (1,898, \$31,180)
Management Analysts (829, \$68,070)	Certified Nursing Assistants (2,267, \$25,950)	Agricultural Managers (5,252, \$64,490)
	Bookkeeping (1,618, \$36,780)	Personal Care Aide (3,047, \$22,520)
	Paralegal (239, \$40,820)	Customer Service Representatives (2,309, \$33,330)
		Office Clerks (3,536, \$31,450)

Grant funds will also be used to create new online short-term training courses targeting high demand industry sectors for which there is no short-term training currently

available. Based on a survey of industry need, online program priority will include the following sectors:

- Transportation and material moving
- Manufacturing
- Maintenance and Repair
- Entrepreneurship
- Construction
- Production
- Tourism and Hospitality

UA Global Campus, Shorter College, Arkansas Department of Workforce Services (ADWS) and iDatafy— partners in the Arkansas COVID-19 Economic Recovery Project — have identified the following **goals, objectives, performance measures, and reporting processes as a guideline.**

**Goal 1:** Create and expand short-term education and training opportunities that help citizens return to work, enter a job or start a business within in-demand industry sectors and occupations.

**Objective 1.1:** Enroll up to 2000 of participants state-wide in existing UA Global Campus online short-term training programs.

**Objective 1.2:** With Arkansas Department of Workforce Services and industry partners, develop at least 10 additional online short-term training programs for quick entry into high demand occupations.

**Objective 1.3:** Enroll up to 1000 participants in new online courses.

Performance measures: Up to 2,000 participants enrolled in existing courses; Up to 1000 enroll in new courses; 70% of total students enrolled complete the program; 70% of those completing the program identify as having a diverse background, recent high school graduate, unemployed, incarcerated, on probation/parole or underemployed.

Reporting: Data on demographics, educational background, employment status, number of applicants, number of completers, industry surveys, new online program courses, curricula and credentialing.

**Goal 2:** Remove barriers to training and ensure a quick return/start to employment or business creation by providing job assistance to participants.

**Objective 2.1:** Provide up to 1,000 scholarships each year to participants who are eligible for public benefits as described in section 431 of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (8 U.S.C. 1611).

**Objective 2.2:** Provide participants with support services which may include resume writing, and career guidance. (Childcare or transportation vouchers for Shorter College participants).

**Objective 2.4** Provide student stipends for training opportunities including work-based learning, pre-apprenticeship, apprenticeship, adult education and/or literacy.

**Objective 2.3:** iDatafy will work with all participants to develop a certified Smart Resume to be added to the easily searched database of in-market talent which employers can search and hire from.

**Performance Measures:** Performance measures are based on the goals/objectives. Up to 80% of those applying will receive tuition assistance; 80% of individuals will be employed in the second quarter after completing the training program; 80% of

individuals will be employed full-time in an occupation that is directly related to the program of study in the second quarter after completing the program; 100% of students will receive support services that meet individual needs; 100% of those employed will earn a wage above the poverty line; 80% will successfully develop a business plan and launch a business; 70% of connections/hires made through iDatafy

**Reporting:** Number of individuals obtaining employment upon completion of training, number of individuals who gained employment in the field they received training, and median earnings. Data on student placement will be collected on an ongoing basis.

Aggregated data on SmartResume activations, connections and successful hires will be collected on an ongoing basis through employers and participants via exit survey and interview.

Number of students enrolled into programming is based on average cost of training being approximately \$2,000 per participant; maximum number of students served based on average training cost is reflected in goals and objectives. If training costs are lower, a larger number of potential individuals can be served; if programs have higher costs, fewer number will be able to be served. New training programs will be identified through needs assessment upon funding.

Outlined below is the **timeline for key grant activities:**

- **Month 1-6:** Needs assessment, develop marketing plan and recruitment strategy, build website that includes 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, begin enrolling students in new programming, continue collecting and analyzing data.
- **Month 18-24:** Continue development of new curriculum, revise and update curriculum as needed based on feedback from students and employers, continue enrolling individuals in existing and new programming, 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, connect participants with ADWS and iDatafy for career counseling, continue collecting and analyzing data, begin to implement sustainability plan to continue training.

The UA Global Campus has demonstrated expertise and effectiveness in creating effective industry-led training. Examples include working with Asphalt Emulsion

Manufacturers Association (AEMA) to develop and provide training on the application of asphalt emulsions; developing and delivering a knife safety training course for the U.S. Poultry Association, which is now available to all chicken processing companies across the country; building a mobile friendly Financial Literacy Course for ESL front line employees at Tyson Foods.

In order to create effective online learning, UA Global Campus instructional designers use the following evidence-based concepts and principles 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 have the capacity 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 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 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.

A potential barrier to participation in the short-term training opportunities offered by the Arkansas COVID-19 Economic Recovery Project is the lack of internet access in some areas of the state. On August 14, 2020, Governor Hutchinson announced the state is investing \$100 million of CARES Act funding to expand internet access to rural regions to assist with distance learning and telemedicine among other needs.

With the expansion of internet access, the Arkansas COVID-19 Economic Recovery Project will be able to reach workers needing training in all areas of the state, **increasing remote learning options and leading to a quicker return to work for displaced workers and an earlier start for those entering the workforce.**

### ***C. Quality of the Management Plan and Adequacy of Resources***

The project management team has spent years developing the coursework necessary to upskill students as well as building a community of employer partners in Arkansas that want to see this project succeed. ADWS and the University of Arkansas have worked together previously on a similar project providing training to dislocated workers. Solid project management processes and procedures are well established within our

team in order **achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.** Effective communication processes have already been established and defined.

### **Role of Arkansas Workforce Development Board and ADWS**

The Arkansas Workforce Development Board oversees the Division of Workforce Services. As the primary applicant and grantee, the Workforce Development Board and ADWS will have primary responsibility for project management and reporting. ADWS will contribute to the achievement of the project goals and objectives by helping to recruit participants, facilitating communications with industry partners in order to develop new online courses, and providing career counseling and other Workforce services participants, as applicable.

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

ADWS will contract with UA Global Campus to develop and deliver short-term online training programs. 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. As noted earlier, the Global Campus has demonstrated expertise and experience in developing programs to meet Arkansas industry needs. 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. The Global Campus team works together to make sure objectives and outcomes align and that activities throughout training are engaging to the learner. Once the content is built

the Global Campus team will take the lead in registration and enrollment of students all the way through the completion of the program and awarding of certificates.

### **Role of Shorter College**

**Shorter College** is an institution of Higher Learning and a Historically Black College (HBCU) that has continually provided education and assisted the underserved community by providing programs in Entrepreneurial Studies, Christian Leadership, Computer Science, Early Childhood, and Criminal Justice. Shorter College is nationally known for its work in Re-entry and working with the Second Chance Pell Program. Shorter College will partner with the University of Arkansas to ensure Arkansans will be able to receive resources, training, and programs. Shorter College is invested to ensuring its students will be able to utilize distance education as a key component to continuing their education at the University of Arkansas and assist in all endeavors to assist those TANF eligible, Re-entry population, and dislocated workers.

### **Role of iDatafy**

iDatafy LLC builds world-class data consortiums that help solve tough problems for their clients. iDatafy will provide participants with their SmartResume®, an interoperable and certified resume that will attest to their earned workforce skills developed through the project programs. The SmartResume® product has separately been certified by IMS Global for meeting their Open Badges 2.0 Issuer guidelines. This independent third-party validation demonstrates that SmartResume® can issue unique academic and job skill award information from multiple partners to one individual SmartResume® learner. To date, iDatafy has recruited twenty award certifying partners to their SmartResume® job talent ecosystem. iDatafy will provides a SAS platform to participants so they can

not only customize their SmartResume® with additional resume sections, but they can also apply for jobs with employer partners. When a UA Global Campus learner decides to use their SmartResume® they become part of the talent registry that allows employers to find them based on job skill matching. 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 placing project participants with hiring employers. iDatafy will not charge any fees to employer partners to hire participants for the duration of the three-year project.

The priority of the Arkansas COVID-19 Economic Recovery Project—getting workers back into the workforce—is reflected in the budget. The majority of the grant funds will be used to provide tuition support for participants—dislocated workers, workers entering the workforce, those in rural areas of the state, and those from traditionally marginalized communities. Most of the remaining funds will be used for personnel to develop and deliver the short-term training which will enable workers to quickly return to the workforce. All costs are reasonable in relation to the design, objectives and significance of project, and the proposed services and assistance are consistent with allowable uses of the grant funds.

### ***Open Licensing Requirements***

The Arkansas COVID-19 Economic Recovery Project is committed to meeting the open licensing requirements in the Notice Inviting Applications and will make information on all credentials (including badges, certificates, certifications, licenses, and degrees of all levels and types) and competencies (knowledge, skills and abilities) achieved as a result of funding under this program publicly accessible to businesses in Arkansas

through the use of linked open data formats that support full transparency and interoperability. Such information must include the industry sector for or by which the credential was developed, the entities involved in the development of the credential, the competencies or skills assessed in awarding the credential, the form of assessment used to verify an individual's eligibility to be awarded the credential, and the body engaged in overseeing the awarding of such credentials.

### ***Evaluation Information***

Arkansas Department of Workforce Services, UA Global Campus, Shorter College and iDatafy provide assurances that the applicants will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out.

### ***References***

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## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

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**RECEIVED**

**MAR 09 2017**

**COST ACCOUNTING**

1301 Young Street, Room 732  
Dallas, TX 75202

March 6, 2017

**Amendment Number: AR DWS 17-1**

Mr. Bryan Hicks  
Assistant Director  
Office of Financial Management and Administrative Services  
Arkansas Department of Workforce Services  
P.O. Box 2981  
Little Rock, AR 72203-2981

Dear Mr. Hicks:

This letter provides the approval of the Arkansas Department of Workforce Services Cost Allocation Plan (Plan) amendment, which was transmitted by letter dated August 17, 2016. The Plan was revised due to the implementation of Financial Accounting and Reporting software to Microsoft Great Plains accounting and reporting software. This amendment, which was submitted in accordance with 45 CFR 95, Subpart E, was effective July 1, 2013.

We accepted the explanation for an earlier effective date. However, as a general rule, the effective date of a cost allocation plan amendment shall be the first day of the calendar quarter following the date of the event that required the amendment (45 CFR 95.515).

Acceptance of the actual costs in accordance with the approved Plan is subject to the following conditions:

1. The information contained in the Plan and provided by the State in connection with our review of the Plan is complete and accurate in all material respects.
2. The actual costs claimed by the State are allowable under prevailing cost principles, program regulations and law.
3. The claims conform with the administrative and statutory limitations against which they are made.

This approval relates only to the methods of identifying and allocating costs to programs, and nothing contained herein should be construed as approving activities not otherwise authorized by approved program plans or Federal legislation and regulations.

Mr. Hicks  
Page 2  
AR DWS 17-1

Implementation of the approved cost allocation plan may subsequently be reviewed by authorized Federal staff. The disclosure of inequities during reviews may require changes to the Plan.

If you have any questions concerning the contents of this letter, please contact Katherine Tang of my staff at [REDACTED]. Please submit your next proposed Plan amendment electronically via email to [REDACTED].

Sincerely,



Digitally signed by Darryl W. Mayes -A  
DN: c=US, o=U.S. Government,  
ou=HHS, ou=PSC, ou=People,  
0.9.2342.19200300.100.1.1=20001316  
69, cn=Darryl W. Mayes -A  
Date: 2017.03.08 09:45:23 -0500

Darryl W. Mayes  
Deputy Director  
Cost Allocation Services

cc: Ray Bishop, ACF  
Bill Brooks, CMS/FMS  
Frank Lebron, USDA/FNS



Arkansas Department of Workforce Services  
Daryl E. Bassett | Director

Office of Financial Management and Administrative Services  
Bryan Hicks | Assistant Director

State of Arkansas | Department of Workforce Services  
2 Capitol Mall | Little Rock, AR 72201

• Fax  
TTY & ASCII "For Deaf Callers"  
TTY "For Hearing Callers"

### Public Assistance Cost Allocation Plan (PACAP)

Effective July 1, 2013 until amended

Vision: To strengthen the economic well-being of all Arkansans and their communities.

Mission: To enable Arkansas's workforce to compete in the global economy by linking a comprehensive array of services for employers and job seekers.

#### Core Values:

- A **Accountability** We concern ourselves with the responsibilities we have to our customers, state, agency partners, and colleagues. Accordingly, we use good judgment when making decisions, and we take ownership for our actions.
- D **Discipline** We demonstrates discipline in our thoughts and actions, always striving to improve our processes and never settling for mediocrity.
- A **Agility** We are flexible and embrace innovation in order to align ourselves with our ever-changing world.
- P **Passion** We are dedicated to improving the well-being of our state and show pride and enthusiasm in providing quality services to our customers.
- T **Teamwork** We care about each other, both professionally and personally, and we are cooperative with each other and our partners, uniting to achieve a common mission.

















































































































































































































































FRENCH HILL  
2ND DISTRICT, ARKANSAS



WASHINGTON, DC OFFICE  
1533 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515

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

LITTLE ROCK DISTRICT OFFICE  
1501 NORTH UNIVERSITY AVENUE, SUITE 630  
LITTLE ROCK, AR 72207

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 [REDACTED]

[REDACTED]

French Hill  
Member of Congress  
PR/Award # V425G200025



STATE OF ARKANSAS

# House of Representatives

REPRESENTATIVE

Jamie Scott

P. O. Box 630

North Little Rock, AR 72115-0630

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 black rectangular redaction box covering the signature of Jamie Scott.

Jamie Scott  
State Representative  
District 37

JS/tp



DISTRICT 37

Counties:

Part Pulaski

COMMITTEES:

Judiciary

Juvenile Justice/Child Support

Subcommittee

State Agencies and Governmental

Affairs

Vice Chairperson,

Constitutional Issues Subcommittee

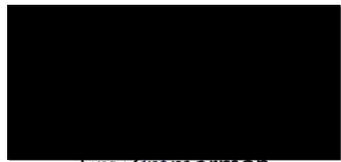


FOR THE LIFE OF YOUR BUSINESS

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

Dear Secretary Devos:

The Coronavirus Pandemic has put a strain on our communities, lives, and businesses. It has created the need for creative thinking, ingenuity, and entrepreneurs to come to the fore front of our nation to find ways to boost the economy. Shorter College seeks to achieve this goal with the Reimagine Grant by establishing a Business Hub at the Rock Island Train Station in North Little Rock, Arkansas. By establishing partnerships with community leaders, businesses such as the Arkansas Innovation Hub, City of North Little Rock, and Arkansas Central District Planning, Shorter College will provide the training, mentorship, and resources to help nurture the needs of these aspiring business leaders. Please join S.C.O.R.E. in our support as well of Shorter College and their business partners in this endeavor.



Tim Zimmerman

Chapter Chair SCORE-Little Rock

SCORE Little Rock Chapter, 2120 Riverfront Drive, Little Rock, AR 72202

[www.littlerock.score.org](http://www.littlerock.score.org)



Michael Preston  
SECRETARY OF COMMERCE  
EXECUTIVE DIRECTOR  
Arkansas Economic  
Development Commission

August 12, 2020

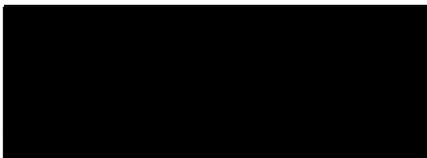
The Honorable Betsy DeVos  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

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.



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

## Budget Narrative File(s)

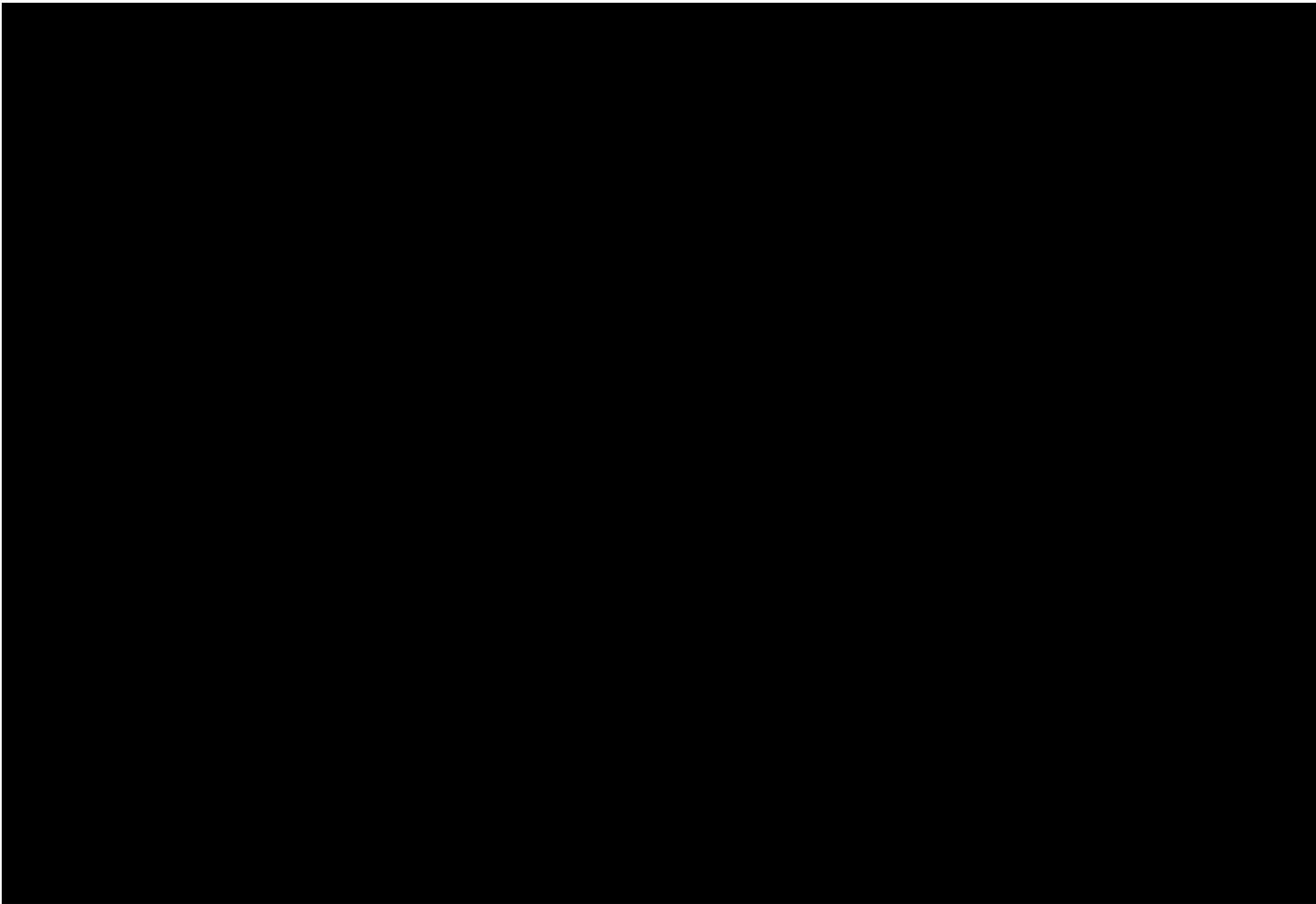
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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

**REIMAGINE ARKANSAS WORKFORCE  
BUDGET AND BUDGET NARRATIVE**





## BUDGET JUSTIFICATION

### Personnel- \$ [REDACTED]

**ADWS Program Staff.** This is a statewide project where ADWS is working with two Institute of Higher Educations (IHEs). The coordination required to connect this project to the existing workforce development infrastructure. The **Regional Advisor (RA)**, Eddie Lemm, who will be a functional project lead, primarily focused on connecting this project to the workforce system, including business network, provide additional program Technical Assistance, as needed, communicating with the Department of Education regarding the grant, and accumulating the reporting data provided by the grant operators, University of Arkansas and Shorter College. The RA, acting as a functional project lead, will focus on Technical Assistance to ensure compliance with grant guidelines but also with use of the data tracking system. The RA position is budgeted at one-quarter of a current ADWS Regional Advisor will be allocated to fulfill this role at \$ [REDACTED]

The **Program Monitor** performs program monitoring of sub award recipients to review their performance under the grant and to ensure their compliance with federal and state laws and regulations. The Program Monitor travels to the site of the sub grantee and spends several days reviewing both program and financial documentation, if possible, but may use virtual processes. For Years 1 through 3 of the grant, a total of \$ [REDACTED] is budgeted for the Program Monitor.

The Program Monitor and Regional Advisor will all be employees of the ADWS.

**ADWS Administrative Staff.** The **Fiscal Staff** will provide financial services to Shorter College or the University of Arkansas, including drafting the sub award contracts, tracking the grant budget, allocating costs, reviewing requests for payment, reconciling expenditures, reviewing and processing purchase orders and other financial duties. Based on time and personnel spent on previous DOL grants, a total of \$ [REDACTED] for Years 1 through 3 of the grant is requested for the Accounting Staff.

**ADWS' Auditor** monitor program and administrative procedures for financial compliance with state and federal laws and regulations. The Auditors monitor each subgrantee annually as well as conduct an internal audit of DWS annually. The Auditors also perform risk assessments for agency activities including grants. For Years 1 through 3 of the grant, DWS is requesting \$ [REDACTED] for the Auditor.

(All ADWS personnel cost calculations include an estimated [REDACTED] annual merit lump sum payment)

**Fringe Benefits-** \$ [REDACTED]

Fringe benefits are calculated at [REDACTED] of salary and total \$ [REDACTED] over the three-year grant period.

**Travel-** \$ [REDACTED]

No Travel funds are requested from ADWS to support travel of the Program Staff and the Monitoring Staff over the three-year grant period. Monitoring Staff will conduct Desk Reviews and Virtual Technical Assistance will be provided as needed.

**Supplies- \$**

No Supply funds are requested from ADWS to support this grant.

**Contractual \$ See subaward budgets below**

**Shorter College Subaward- \$**

**Salaries & Fringe - \$**

The director oversees the business hub and the annual salary is Administrative Assistant - managing and distributing information within an office with an annual salary of This generally includes answering phones, taking memos and maintaining files. Tutors - help students help themselves, or to assist or guide them to the point at which they become an independent learner with an annual salary of at \$ per hour. Counselors - talking therapy that involves a trained therapist listening to you and helping you find ways to deal with emotional issues with a salary of

**Infrastructure/ Administrative - \$**

**Building Renovation** – \$ total remodel including, plumbing, electrical & HVAC

**Repairs/Maintenance** - \$ estimated monthly ongoing cost

**Insurance** - \$ includes, hazard, fire and business continuation

**Parking lot** - \$ creation of parking lot for staff and patrons

**Utilities** - \$ [REDACTED] the monthly utility cost

**Professional fees** \$ [REDACTED] = Cost of outside account/auditor

**Membership Dues** \$ [REDACTED] = Membership cost for Chamber of Commerce and other professional organizations

**Fence** \$ [REDACTED] = Perimeter fence to secure property

**Payroll Processing Fees** \$ [REDACTED] Cost of outsourced payroll processing

**Telephone / Internet** \$ [REDACTED] = Monthly telephone and internet cost

**Furniture and Equipment** \$ [REDACTED]

**Software** \$ [REDACTED] = software needed for learning management system, Microsoft Office Suit, credential software

**Classroom Equipment** \$ [REDACTED] = equipment includes computers and printers

**Classroom Furniture** \$ [REDACTED] = classroom furniture for 45 total students

**Office equipment** \$ [REDACTED] = computers, printers, and copiers for the office

**Office Furniture** \$ [REDACTED] = basic desk, chairs, and file cabinets

**Other Common Areas** \$ [REDACTED] = refrigerator, tables, and chairs

**Total Program costs** \$ [REDACTED]

**Childcare vouch** (25 @ \$ [REDACTED] week for 52 weeks) 25 vouchers to cover childcare for participants attending the hub

**Scholarships** \$ [REDACTED] – college scholarships ranging from 3,000 to 6,000 for participants

**Consultants** \$ [REDACTED] – retired professionals, specialist assisting participants with business plans, resumes, business startup resources

**Printing/copier expense** \$ [REDACTED] – monthly printing and copier costs for lease, toner and maintenance contract

**Advertising/marketing** \$ [REDACTED] = monthly advertising and marketing costs

**Meetings/conferences** \$ [REDACTED] = includes registration, travel and hotel cost for staff training (4 conferences)

**Academic and support Services** \$ [REDACTED] – provide literacy skills training, adult education services

**Training** \$ [REDACTED] – cost of in-service training for the staff.

**Books and subscriptions** \$ [REDACTED] = Book, periodicals, magazines containing the latest information in the world of marketing, entrepreneurship

**Total Indirect costs** \$ [REDACTED]

**Indirect Cost** [REDACTED] - \$ [REDACTED]

**Total Budget Shorter College** \$ [REDACTED]

**University of Arkansas Subaward-** \$ [REDACTED]

### **Budget Justification**

**Director of Training, Corporate Development and Academic Outreach (\$██████ 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 (██████) of the Director's full salary including fringe.

**Instructional Designers (\$██████ 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.

**Program Coordinator (\$██████ 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

- Register and enroll students
- Track students throughout process
- Provide certificates of completion
- 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

**Fringe (\$ [REDACTED])** The fringe rate at the University of Arkansas is approximately [REDACTED]

**Travel (\$ [REDACTED])** 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. Year one is less since programs are already established. Cost increases as new programming is identified. Equipment may be used by faculty and students.

**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. Again, costs are lower in year one for established programs.)

**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 courses (\$██████ total). 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 \$██████ (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 and other training institutions across the State 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 (\$ [REDACTED])** 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 (\$ [REDACTED]) Additionally, depending on training needed, space rental for training and/or curriculum development may also need to be funded (\$ [REDACTED]) 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 (\$ [REDACTED]) This estimate is based on making the largest impact in the state.

**Indirect Costs** [REDACTED] University of Arkansas indirect cost agreement rate is [REDACTED]

**Total Budget** \$ [REDACTED]

**Indirect Costs-** \$ [REDACTED]

ADWS estimates that \$ [REDACTED] will be charged to this award under the agencies Public Assistance Cost Allocation Plan.

**Leveraged Resources- \$ [REDACTED]**

ADWS will not leverage any resources for this grant.

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Education Department"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input type="text" value="84.425"/>
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<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
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**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

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