

**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 # V425G200028**

**Grants.gov Tracking#: GRANT13191965**

OMB No. , Expiration Date:

Closing Date: Aug 24, 2020

PR/Award # V425G200028

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. ED GEPA427 Form</b>	e8
<i>Attachment - 1 (1234-GEPA Section 427)</i>	e9
<b>4. Grants.gov Lobbying Form</b>	e10
<b>5. Dept of Education Supplemental Information for SF-424</b>	e11
<b>6. ED Abstract Narrative Form</b>	e12
<i>Attachment - 1 (1235-Abstract)</i>	e13
<b>7. Project Narrative Form</b>	e15
<i>Attachment - 1 (1247-Project_Narrative)</i>	e16
<b>8. Other Narrative Form</b>	e42
<i>Attachment - 1 (1236-CVs of Key Personnel VWIEC)</i>	e43
<i>Attachment - 2 (1237-IDC_Agreement)</i>	e86
<i>Attachment - 3 (1238-Proprietary_Info)</i>	e92
<i>Attachment - 4 (1239-Assurance for Information Sharing)</i>	e93
<i>Attachment - 5 (1240-Photos_of_Facilities)</i>	e95
<i>Attachment - 6 (1241-VWIEC_Org_Chart)</i>	e98
<i>Attachment - 7 (1242-Stakeholders_for_Advisory_Committee)</i>	e100
<i>Attachment - 8 (1243-Letters_of_Support)</i>	e103
<i>Attachment - 9 (1244-References_ESF-RWP)</i>	e123
<i>Attachment - 10 (1245-VWIEC_Logic_Model)</i>	e125
<b>9. Budget Narrative Form</b>	e130
<i>Attachment - 1 (1246-HU_BudgetNarrative)</i>	e131
<b>10. Form SLLLL_2_0-V2.0.pdf</b>	e147

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"/>
--	--	--

* 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:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

T: Historically Black Colleges and Universities (HBCUs)

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:**

Virginia Workforce Innovation and Entrepreneurship Center

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

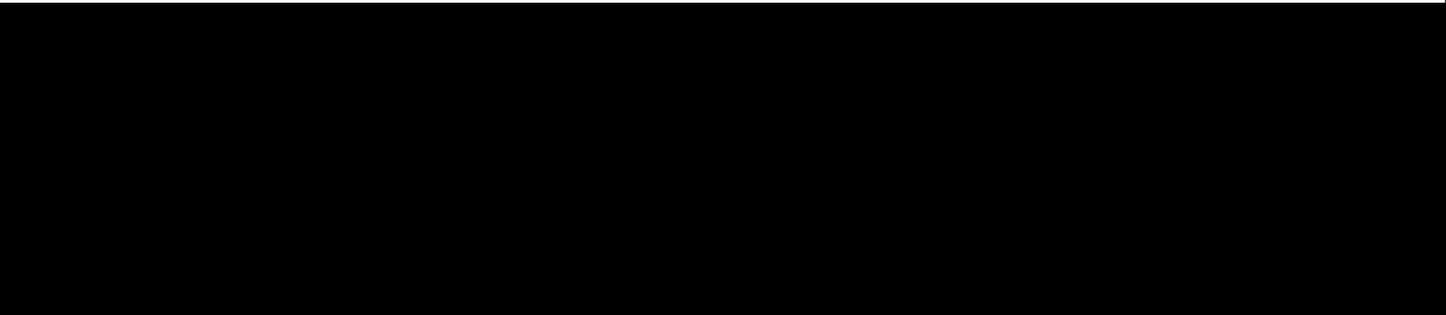
View Attachment

**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**

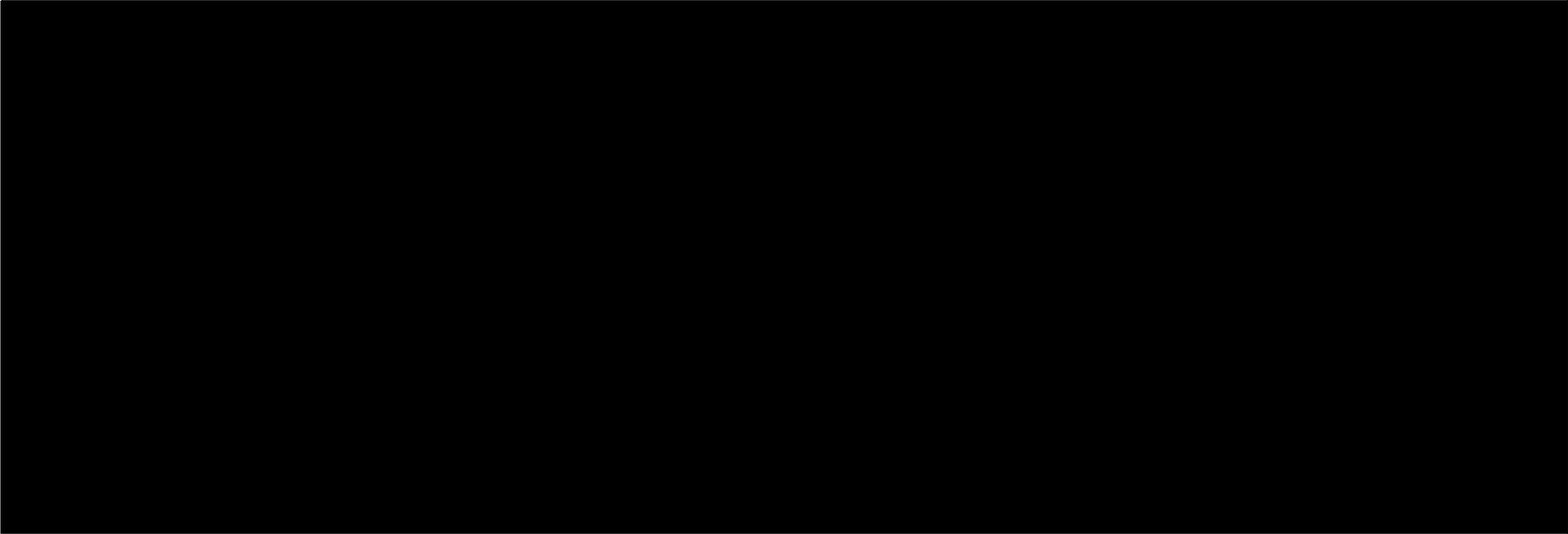
OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Hampton University

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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

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 # V425G200028

Name of Institution/Organization Hampton University	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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**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.**

1234-GEPA Section 427.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA Section 427**

Hampton University is dedicated to ensuring equal access and treatment for all project participants and will work to reach traditionally underrepresented populations. We will foster partnerships with statewide housing authorities, workforce development boards, Ruritan clubs, Masonic lodges, parent-teacher associations in Title 1 schools and other community-serving organizations. Dr. Evans, one of the Co-PIs, has served as the Peninsula District Director of the PTA and Vice President of the Hampton City PTA Board. She has also worked at the Hampton Redevelopment and Housing Authority in Hampton, VA and Marine Core Community Service Headquarters in Quantico, VA, and has the support of both organizations in relation to outreach for participants. Our partnership with ODU will assist in connecting the program with women and veterans through the University's Women's Business Center and Veteran's Outreach Center.

## 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>		
Hampton University		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Mrs.	* First Name: Doretha	Middle Name: J.
* Last Name: Spells	Suffix:	
* Title: VP for Business Affairs and Treasurer		
<b>* SIGNATURE:</b> Tira Jackson	<b>* DATE:</b> 08/24/2020	

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

**1. Project Director:**

Prefix: Dr.	First Name: Kermit	Middle Name:	Last Name: Crawford	Suffix:
----------------	-----------------------	--------------	------------------------	---------

Address:

Street1:	200 William R Harvey Way
Street2:	
City:	Hampton
County:	VIRGINIA
State:	VA: Virginia
Zip Code:	23668-0108
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.]

---

## 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:

## **ABSTRACT**

Submitted by: Hampton University for Virginia Board of Workforce Development

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### **Virginia Workforce Innovation and Entrepreneurship Center**

On behalf of the Virginia Board of Workforce Development, Hampton University (HU), a designated HBCU, in collaboration with partners listed below, proposes to establish the **Virginia Workforce Innovation and Entrepreneurship Center**, a statewide small business incubator project that aligns with **Absolute Priority 2**. Centering its operations on the HU campus, located within a designated Opportunity Zone, this project also addresses **Competitive Preference 3**. The **goal** of the VWIEC is to expand the capability and capacity of Virginia's current and aspiring entrepreneurs to aid with economic recovery in the wake of the COVID-19 pandemic.

The **VWIEC** will occupy a unique niche in the small business development arena. Although headquartered in Hampton, VA, we will serve clientele from across the state who have been unemployed, displaced, or their jobs have become obsolete by COVID-19. Adopting a "No Wrong Doors" approach, we will accept clients who come to us from anywhere in the state, and under any circumstances. Along with a host of other partners, including Old Dominion University (ODU), another minority-serving public research university in Norfolk, VA, the new center will serve as a statewide nexus of support by synthesizing the resources of two- and four-year institutions of higher education, workforce agencies, and experts in the public and private business sectors. We aim to serve up to 3,000 statewide clients at various stages in their small business development. Some will be served locally at the HU incubator facility, while others will be served remotely, either through our partners or directly by VWIEC staff.

If awarded, ESF-RWP funds will be used to (1) cover direct client support costs (i.e., tuition; a stipend to cover childcare, transportation, and other costs of

**ABSTRACT**

Submitted by: Hampton University for Virginia Board of Workforce Development

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participation), (2) outfit the proposed incubator facilities with state-of-the-art technology and equipment to facilitate remote and in-person learning and coordination between partnering entities, including in rural areas, and (3) establish an incubator staff that leverages the expertise of faculty, instructors, and graduate students.

## 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](#)

# Virginia Workforce Innovation and Entrepreneurship Center

## Table of Contents

- A. CORONAVIRUS BURDEN NARRATIVE.....2**
- B. QUALITY OF PROJECT SERVICES AND QUALITY OF THE PROJECT DESIGN .5**
  - B1. EXCEPTIONAL APPROACH TO ADDRESSING ABSOLUTE PRIORITY 2 .....5
    - Unique Statewide Incubator Focus* .....7
    - Incubator Facilities* .....8
    - Phased Approach That Meets Individuals Where They Are*.....8
    - Service Offerings*..... 11
    - Industry Tracks Offered*..... 13
    - One-Stop Statewide Information Hub for Entrepreneurship Resources*..... 13
  - B2. ANALYSIS OF NEED AND STATE’S CURRENT EFFORTS..... 14
    - State Assets & Collaborative Efforts in Response to Economic Impacts Of COVID-19* ..... 14
    - General Entrepreneurship Support by Other Public Entities* ..... 15
  - B3. INCREASING THE NUMBER AND SUCCESS OF SMALL BUSINESSES ..... 15
    - Data Collection Plan*..... 15
  - B4. RELIANCE ON UP-TO-DATE KNOWLEDGE FROM RESEARCH AND PRACTICE..... 17
  - B5. ENSURING EQUAL ACCESS AND TREATMENT FOR PROJECT PARTICIPANTS FROM UNDERREPRESENTED GROUPS ..... 18
  - B6. OTHER FEDERAL FUNDS SOUGHT OR SECURED ..... 19
- C. QUALITY OF THE MANAGEMENT PLAN AND ADEQUACY OF RESOURCES...19**
  - C1. KEY PERSONNEL AND PROJECT TIMELINE ..... 19
    - Key Personnel* ..... 19
    - Project Timeline*..... 21
  - C2. ADEQUACY OF BUDGET .....24
  - C3. REASONABLENESS OF COSTS – OBJECTIVES, DESIGN, AND SIGNIFICANCE.....25
  - C4. REASONABLENESS OF COSTS – NUMBER SERVED AND ANTICIPATED RESULTS/BENEFITS .....25

## A. Coronavirus Burden Narrative

**High Coronavirus Burden According to NIA Appendix 1:** As of the release date of the ESF-RWP NIA, the Commonwealth of Virginia has fallen between the 21st and 40th percentiles of coronavirus burden. As of August 20, 2020, Virginia ranks #29 among U.S. states in case rate per 100,000. Virginia currently has 112,966 diagnosed cases and nearly 5,000 probable cases of COVID-19. There have been 2,467 deaths due to coronavirus (Virginia Dept. of Health updated Aug. 23, 2020), and the case per 100,000 rate is 1,360 and growing (CDC Tracker, Aug. 23, 2020).

**High Coronavirus Burden According to Other Factors:** It is a challenge to quantify the social and economic depredation caused by COVID-19 in the Commonwealth of Virginia, largely due to the ongoing nature of the pandemic and its far-reaching impacts on our economy, social life, and culture.

Although all 50 U.S. states have all suffered to varying degrees, Virginia's economy makes the state uniquely vulnerable to several economic risk factors influenced by the virus. Rates of infection and mortality, alone, fail to elucidate the full impact of the coronavirus in the Commonwealth. A more comprehensive analysis reveals a variety of challenges that disproportionately impact industries that comprise a substantial percentage of the state's gross domestic product.

The tourism industry serves as a significant source of revenue and economic stability in Virginia. Pre-COVID-19, the tourism industry supported 234,000 jobs and generated \$26 billion in visitor spending throughout the state, making it the state's 5<sup>th</sup> largest employer (data as of June 2019 report by Governor Northam). The industry typically achieves tremendous growth, with a

compound annual growth rate of 6.4%. In March of 2020, this trajectory ground to a halt and currently remains in statistically significant decline. Hopes for a resurgence in the travel industry are unlikely for months, and economic projections are bleak. The most alarming forecast from S&P Global predicts spending losses at 90% in the travel industry. A return to 2019 spending levels may not occur in Virginia until 2023. From the self-employed travel agent to the cruise-line industry, economic recovery will be a considerable challenge.

A broader analysis of the workforce from Gallup's COVID-19 tracking survey highlights ten different professions that have been particularly affected. Jobs requiring face-to-face interactions or on-site services, such as custodial service, food service, sales, and maintenance work, remain in various levels of decline. Consequently, unemployment requests remain at their highest levels in decades. In Virginia, the number of initial claims filed from mid-March through the filing week of August 15, 2020 totaled 1,104,097, constituting 27% of pre-pandemic, payroll employment. Continued claims remain essentially unchanged from the previous week at 265,225, but are still 245,425 higher than the 19,800 continued claims filed by the comparable week of 2019 (Virginia Employment Commission). Recently, unemployment numbers have begun to show an uptick. In July 2020, Virginia's seasonally adjusted unemployment rate fell to 8%, which is 5.3% higher than it was one year ago. Yet, despite the hopeful news, the overall number of unemployed in the state is still approximately 3,957,935 residents.

Among the professional groups hardest hit by the pandemic are small business owners. Prior to the pandemic, entrepreneurship achieved record highs. Today, as a result of COVID-19, small business entrepreneurs have experienced

a 64% reduction in pay. Over 500,000 jobs in the small business sector have been lost in the Commonwealth of Virginia alone. Small businesses account for approximately half of all employment in Virginia and account for 96% of all business entities. The tragic undercapitalization of small businesses makes their survival uniquely problematic.

The challenges caused by COVID-19 have a more profound impact on minority communities. An analysis of coronavirus data released in May of 2020 showed that zip codes throughout the state with the highest numbers of African-American and Latino citizens also had the highest rates of infection. Most recent data from the data-tracker of the Centers for Disease Control show a devastating reality. And, the effects of the virus continue to grow.

The COVID-19 Daily Dashboard, developed by the Virginia Department of Health, presents infection rates disaggregated by race/ethnicity. The data presented on this public resource is consistent with national trends related to COVID-19. Latino and African-Americans comprise approximately 28% of Virginia's population, yet over 64% of the state's coronavirus cases. Unemployment in Virginia for Blacks and Latinos, similar to other states, is typically twice that of Whites (Wilson, 2019). Minority groups are more likely contract and die from COVID-19, and lose their jobs and businesses.

The harsh reality is that many of the business entities providing jobs in Virginia will not return. As a result, we must reimagine how to best support Virginians in a post-COVID economic environment. The proposed **Virginia Workforce Innovation and Entrepreneurship Center** will equip participants

with marketable skills, knowledge and resources, and redirect them into “thriving business sectors” where economic growth and stability are more plausible.

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

### B1. Exceptional Approach to Addressing Absolute Priority 2

On behalf of the Virginia Board of Workforce Development, Hampton University (HU) and its partners propose to establish the **Virginia Workforce Innovation and Entrepreneurship Center (VWIEC)**, a statewide small business incubator project that aligns with **Absolute Priority 2**. Centering its operations on the HU campus, located within a designated Opportunity Zone, this project also addresses **Competitive Preference 3** (Census Tract 51650010601),

The **goal** of the VWIEC is to expand the capability and capacity of Virginia’s entrepreneurs to aid with economic recovery in the wake of the COVID-19 pandemic.

We have set forth **three objectives**:

- **Objective 1**: Stand up a new university-based small business incubator that provides traditional business development services and unique offerings that address the remarkable circumstances that small business owners (current and aspiring) are facing during the ongoing COVID-19 pandemic.
- **Objective 2**: Increase the level of coordination and partnership between institutions of higher education (at all levels), industry partners, state and local workforce agencies, and other Small Business Development Centers and incubators.

- **Objective 3:** Help companies get established and rooted, so that they become permanent contributors to the overall vitality, diversity, and growth of the state economy.

**Over the three-year project duration, we aim to serve 3,000 individuals with VWIEC through its direct work and partner efforts.**

Along with a host of other partners, including Old Dominion University (ODU), another minority-serving public research university in Norfolk, VA, the new center will serve as a statewide nexus of support by synthesizing the resources of two- and four-year institutions of higher education, experts in the public and private business sectors, and workforce agencies. The VWIEC will fulfill a critical niche in the small business development arena. Although headquartered in Hampton, VA, we will serve clientele from across the state that have been dismissed, displaced, or replaced due to COVID-19. We will focus on recruiting those who are unemployed due to the COVID-19 pandemic, but want to start a business; those seeking to transition to a new business because COVID-19 has made their current venture inviable; and those seeking to expand or strengthen their existing business.

Serving a statewide clientele with unique needs generated by the COVID-19 pandemic will mean that we will need to be equipped to simultaneously serve a multitude of new small business ventures. Furthermore, we will need to ensure that Virginians impacted by COVID-19 can rapidly establish or improve their existing small business, or be trained to run a new small business, in a condensed amount of time. While we are establishing VWIEC's facilities and services, we can still ensure that

clients receive small business training and assistance as soon as they need it, through remote learning capabilities already available via HU and ODU capabilities.

In particular, Old Dominion University's Institute for Innovation & Entrepreneurship (IIE) will be a valuable resource for programming while we are establishing the VWIEC programs. IIE includes a number of entrepreneurial support programs, notably the ODU Women's Business Center (WBC) and Veterans Business Outreach Center. IIE has active engagements with a range of incubators and accelerators, start-up training programs, and both formal and informal mentoring programs. IIE works closely with the ODU Strome College of Business, which has existing programs aimed at prospective entrepreneurs and entrepreneurial teams, and existing businesses planning to start, save, or grow a business.

The VWIEC program model has the potential to advance, if not transform, our understanding of business development in the wake of a natural disaster or pandemic.

#### Unique Statewide Incubator Focus

Service offerings will be provided both remotely and in-person to accommodate nearly any life situation or geographical distance, especially for those living in rural areas. Remote learning capabilities will also ensure that the VWIEC is capable of providing training as early as our first quarter of operation. We have just scratched the surface of the network of potential service providers throughout the state, and we will continue this identification process through the first Virginia Business Support Summit, which we will remotely convene within the first quarter of operation, as well as through the collection and coordination of resources in an online clearinghouse, described later.

In addition to tapping other partners' services, the VWIEC will provide resources to assist small business support entities that are experiencing increased requests for assistance that they may not be equipped to meet due to volume or rapid timelines, and other factors tied to the unique economic circumstances caused by COVID-19.

### Incubator Facilities

Clients who wish to establish themselves in the greater Tidewater community will have access to two facilities. In the vein of a traditional incubator, the facilities will offer low-cost shared space, office resources, and professional services. Departing from a traditional incubator focus, VWIEC will feature state-of-the-art videoconferencing and remote learning technology to facilitate the two-way sharing of distance learning courses and training across the state, including isolated rural areas.

The proposed incubator facilities will be housed at two HU-owned properties, both located in an Opportunity Zone (Census Tract 51650010601). **Harbour Centre** is located at 2 Eaton Street and has 2,500 square feet of office space. This facility will include office for the incubator administration, classroom spaces that are equipped to connect remotely with satellite learning centers, conference rooms, private offices, and an open work area. The second facility is located less than a mile away at **1 West Queens Way**. The second floor of this property has 9,990 square feet of space that will be outfitted for small business entrepreneurs to produce health and beauty products, and other handmade goods. See photos in **Appendix 5**.

### Phased Approach That Meets Individuals Where They Are

The incubator will possess a tiered structure, offering broad assistance (such as classes and seminars) that is available to all, customized assistance on a continuing

basis, and the most intensive services for incubator tenants. The target population for this project is quite diverse, given that the incubator will have a statewide focus.

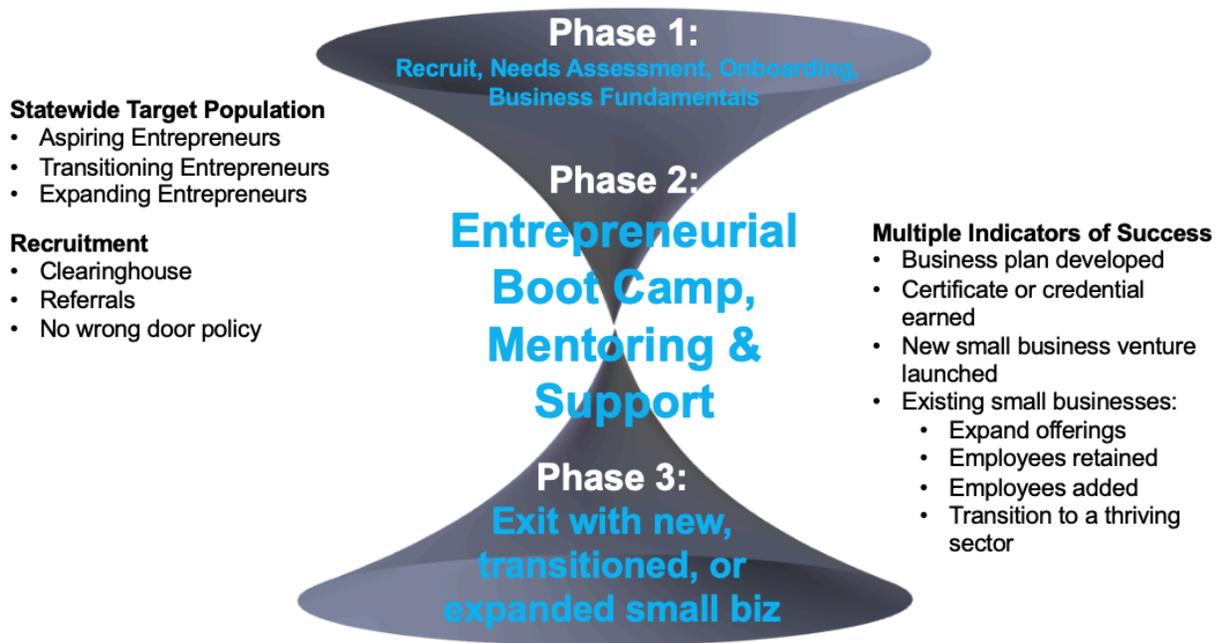
The VWIEC proposes to serve a set of current and aspiring entrepreneurs not sufficiently supported by existing incubators in Virginia. Therefore, partnerships with state and local agencies, including minority-owned businesses, local schools, local workforce development agencies, the Department of Social Services, the Virginia Employment Commission and others will assist in identifying Virginians that are interested in becoming entrepreneurs but limited by barriers preventing them from obtaining that goal.

We envision serving three profiles of individuals, all of whom will have been impacted economically by COVID-19. These cohorts are:

- **Aspiring Business Owners:** Those who do not currently own or operate a business and are seeking to start a new entrepreneurial venture. This may include those who have lost their jobs due to the coronavirus pandemic as well as those currently employed.
- **Transitioning Entrepreneurs:** Those who have been displaced by the pandemic and have found that their current businesses are no longer viable due to circumstances beyond their control.
- **Expanding Entrepreneurs:** Those who are still able to operate in the current economy and see opportunities to expand in terms of locations, employees, service/product lines, etc.

Individuals participating in the three cohort types may also belong to other underserved populations, i.e., those in public housing, military spouses, etc.

Figure 1 below is a high-level depiction of the transformative journey that our clients will undertake. Below, we outline the different phases that clients will experience.



**The Journey to Sustainable Entrepreneurship: The Client Experience in Phases**

**Phase 1 – Assessment and Individual Planning:** Each individual who enrolls in the VWIEC program will work with a business counselor to develop a written Individual Business Pathway Plan (IBPP) that will guide their program of study. The IBPP will include the individual’s skillsets, preferences, education, goals, and more. The counselor will assign the individual to one of the cohorts above (Aspiring, Transitioning, Expanding), as well as a specific industry sector track (see next section). The individual will be assigned a general business mentor, who will guide him/her through basic business principles and provide motivation, inspiration, and

potential networking opportunities. Each client's journey will be different, with an eye towards rapid business start, transition, or expansion.

**Phase 2 – Entrepreneurial Boot Camp:** Clients will complete their individualized courses of study, as defined in the IBPP, which will include a comprehensive plan for each person. Our aim is to get clients in and out of the program as quickly as possible (i.e., some individuals will come out of the program in a few weeks, while others may take longer to complete their courses). Those with more intensive plans will be placed on 10-week tracks. We anticipate that much of the programming will be done remotely. Clients will not be expected to pay out of pocket for any of the services and they will receive a stipend to cover transportation and childcare expenses if needed.

**Phase 3 – Exit Strategy:** Depending on their cohort and IBPP, individuals will have different exit points from the program. While some may become capable of occupying space in the incubator, others may exit the program when they obtain a business license or enter into an apprenticeship within the industry they will eventually start a business. Others with existing businesses may set a goal to retain or add employees within a set timeframe, and that is when they will exit the program.

### Service Offerings

Services that will be provided to clients include both traditional offerings that are commonly found in an incubator, as well as specialized services tailored to specifically address the peculiar obstacles created by the coronavirus pandemic. In order to reach rural clients and address ongoing safety concerns about the spread of the virus, we anticipate that many mentoring sessions and courses will be conducted remotely. Both HU and ODU are equipped to immediately start providing remote courses.

- Coaching and mentoring assistance from faculty, including the development of an Individual Business Pathway Plan (IBPP) that will help clients reach their business goals from wherever they are.
- Short-term educational and training programs or continuing education courses to help new entrepreneurs establish and grow their businesses, leveraging the assets of the University and other partners. Courses will range from introductory to industry-specific coursework, industry internships, and apprenticeships. To ensure all courses are maximally accessible to each participant, courses and presentations will be communicated in the appropriate language and at the appropriate level of literacy, understanding the necessity to use an adult learning model and inclusive pedagogical approach.
- Help small businesses comply with, or exceed, industry standards, and meet State and occupational health, safety, and licensure requirements, particularly in light of the COVID-19 pandemic.
- Financial advisory services, including budgeting assistance and help in identifying or obtaining capital.
- Market development assistance, including market research, advertising, and public relations support, and contract procurement.
- Networking opportunities to develop sales leads, foster collaboration among entrepreneurs, and build mentoring relationships.
- Software addressing business needs, e.g., human resources and accounting.

- Because of the incubator's affiliation with two institutions of higher education, it will serve as a resource for faculty and students who may wish to commercialize new technologies and require technology transfer assistance.

### Industry Tracks Offered

Initially, seven entrepreneurial tracks will be offered in currently thriving industries in Virginia; others will be added as the clients' needs evolve. These are: (1) Innovative Technology, (2) Healthcare Services, (3) Franchising, Start-ups and Buyouts, (4) Consumer Services, (5) Research & Development, (6) Clean/Renewable Energy, and (7) New and Emerging Markets.

Within these tracks, all clients will receive the core principals of personal finance, employer benefits, insurance, taxation, accounting basics, and accounting software implementation. These areas will give the clients a firm foundation to begin their business by ensuring that they understand the business concepts that exist in all areas of enterprise. Additionally, all clients will receive an "Introduction to Entrepreneurship" course of study that will include: preparation of a business plan, strategies for financing, performance of market assessments, protection of business ideas, management and survival strategies in their desired area, and coverage of legal issues relevant to entrepreneurship in Virginia. Within the specific tracks, there will be engagement with corporations that have expertise in the specific areas.

### One-Stop Statewide Information Hub for Entrepreneurship Resources

The aftermath of COVID-19 exposed an acute lack of coordination between state and local workforce agencies as they mobilized to assist those impacted by the virus. The VWIEC will establish a one-stop statewide information hub that can serve as an

access point for all entrepreneurship events, resources, programs, and entrepreneurial services. Web-crawling, referrals, crowd-sourcing, and direct input by providers are just a few of the methods we will use to establish the hub. We will manage the hub through a public-facing website backed with a robust database.

## B2. Analysis of Need and State's Current Efforts

### State Assets & Collaborative Efforts in Response to Economic Impacts Of COVID-19

The Commonwealth of Virginia, through Growth and Opportunity for Virginia (GO Virginia), plans to award more than \$ [REDACTED] in support to projects that will help address economic and public health challenges created by the COVID-19 pandemic. The four regional projects and one statewide competitive project receiving funding are focused on strengthening the health sciences workforce pipeline, advancing new renewable energy ventures, and developing a regional services network for entrepreneurs.

Furthermore, the nine GO Virginia regional councils have developed Growth and Diversification plans and strategies organized around their own unique resources and assets. Initiatives that advance these strategies are key in strengthening each region's economy and provide a critical framework for each region's response to the economic effects of COVID-19. The grant awards will leverage an additional \$ [REDACTED] in non-state sources to assist with economic diversification and recovery efforts throughout Virginia.

The Rebuild VA Grant Fund is a program to help small businesses and non-profits whose normal operations were disrupted by COVID-19, including restaurants, brick and mortar retail, exercise and fitness facilities, personal care and personal

grooming services, entertainment and public amusement establishments, and campgrounds. Businesses and non-profits that are approved for a Rebuild VA grant may receive up to 3 times their average monthly eligible expenses up to \$ [REDACTED]

### General Entrepreneurship Support by Other Public Entities

There is currently no statewide organization or agency that provides wraparound training, education, mentorship and support to participants seeking to advance in small business. There are regional incubators or accelerators that offer components of workforce development found in the VWIEC, but they do not offer the comprehensive array of services proposed by the Center.

### B3. Increasing the Number and Success of Small Businesses

**Over the three-year program, we aim to serve 3,000 individuals with VWIEC,** through its direct work and partner efforts. Individuals will receive varying levels of service and will leave the program at different exit points determined by their Individual Business Pathway Plans.

### Data Collection Plan

We will engage JSI Research & Training Institute, Inc. to conduct the data collection and quality assurance activities. JSI, a consulting firm, was established in 1978. It has 600+ employees located in eight U.S. offices. Dr. Rodolfo Vega will be the lead Quality Assurance Director. He is an accomplished program evaluator and published author with extensive post-graduate training and over 20 years of experience in program design, implementation, and evaluation. Dr. Vega has also been a liaison between grantees, technical experts, and government officials for numerous projects.

As required by the NIA, Dr. Vega and the VWIEC will comply with requests from the Secretary for information to support evaluations that the Secretary may carry out.

We have outlined several project-specific measures in the logic model (**Appendix 10**), which will guide all data collection activities. All data collection and reporting methods are based on standard, well-established practices. Dr. Vega and the VWIEC will further develop and refine a common set of performance measures that will be collected by relevant stakeholders. Measures on entrepreneurship will be selected from the field.

There will be three types of quality assurance activities: formative, process, and outcome. Formative activities will include the discussion of data with team members to ascertain if the team activities are aligned with what was originally proposed and to modify or readjust procedures as needed. Process activities will consist of ongoing documentation of all programmatic activities and outputs listed in the logic model through forms, logs, and/or program notes. Process activities will document evidence of program implementation; identify what resources have been or are being expanded throughout the program's implementation; and document utilization of program and non-program resources. Outcome activities will document the changes that occur as a result of program participation and the impact that the program made. All performance measures will be collected into an online centralized database, analyzed, and discussed at team meetings, and later disseminated to all stakeholders.

In addition to project-specific measures, we have outlined two Center performance measures (PM), aligned with the expectations of the NIA:

<p><b>PM 1:</b> After one year following completion of the short courses/programs offered by the business incubator, <b>375 individuals</b> will start a new business venture or maintain/expand their existing small business.</p>			
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
N/A	150	225	375
<p><b>PM 2:</b> After one year following completion of business incubator services, <b>300 small business owners</b> will remain in business and/or retain the same number of employees or increase their number of employees</p>			
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
N/A	100	200	300

**B4. Reliance on Up-to-Date Knowledge from Research and Practice**

We sought post-pandemic workforce development research and literature as far back in recent history as the aftermath of the Spanish Flu pandemic (1918) and found that there was a dearth of data on the recovery of workforces or economies post-pandemic. With respect to the literature on the impacts of the Spanish Flu, we learned that it created a precipitous drop in industrial output (similar to COVID-19) but rebounded within months. Dissimilar to COVID-19, retail sales were little affected, and there is no evidence of increased business failures or a stressed financial system (Velde, 2020). We anticipate that this project will provide valuable insights to assist in address this void in the knowledge base.

The VWIEC’s methodology will initially be based on limited available research and on the evidence-supported practice-based literature on workforce development with

high levels of job loss due to the COVID-19 burden (Deloitte Global, 2018). Overall, the VWIEC will offer a well-structured formal university-industry-government-private sector-community partnership, critical to building an effective foundation for sustained entrepreneurial success (National Academies Press, 2018).

Among the Center's first steps, and generally considered among the most promising of approaches, is the identification of sectors with high growth potential and sectors where entrepreneurial opportunities are expected to grow (Economic Development Council, 2015).

The importance of wraparound services will be highlighted in support of our clients' soft skill, social competence, and child care, financial, relational and other needs (Third Way, 2014). A focus on the individual will be critical to the success of this project. We will conduct a comprehensive initial assessment of strengths, challenges, and needs, which will form the basis of an Individual Business Pathway Plan for continual development of hard and soft skills.

The VWIEC will maintain engagement and track continuing outcomes with each employer (Chapin Hall at the University of Chicago, 2012), and will implement continuous quality improvement through program evaluation and data tracking. We will collect data during the participant's journey in the program as well as after they complete the program and begin their newly established business.

### **B5. Ensuring Equal Access and Treatment for Project Participants from Underrepresented Groups**

Hampton University is dedicated to ensuring equal access and treatment for all project participants and will work to reach traditionally underrepresented populations. We will foster partnerships with statewide housing authorities, workforce development

boards, Ruritan clubs, Masonic lodges, parent-teacher associations in Title 1 schools and other community-serving organizations. Dr. Evans, one of the Co-PIs, has served as the Peninsula District Director of the PTA and Vice President of the Hampton City PTA Board. She has also worked at the Hampton Redevelopment and Housing Authority in Hampton, VA and Marine Core Community Service Headquarters in Quantico, VA, and has the support of both organizations in relation to outreach for participants. Our partnership with ODU will assist in connecting the program with women and veterans through the University's Women's Business Center and Veteran's Outreach Center.

#### B6. Other Federal Funds Sought or Secured

HU has not sought or secured Federal funds under the CARES Act or other Federal grant programs, to carry out the same, similar, or related activities.

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

#### C1. Key Personnel and Project Timeline

Hampton University (HU), a Historically Black College and University (HBCU) a designated Minority-Serving Institution, and a Carnegie Classification R2 research university, has a long history of academic excellence. The VWIEC is envisioned to operate at the intersection of business and the social sciences, bringing to bear the resources of both disciplines to the transformational project.

#### Key Personnel

The VWIEC will be led by **PI Dr. Kermit Crawford, Ph.D.**, an Associate Professor and Chair of the Department of Psychology at Hampton University and Clinical Associate Professor Emeritus from the Boston University School of Medicine.

He is a licensed Psychologist, designated Forensic Psychologist, teacher, and researcher. Dr. Crawford is the former Director of the Center for Multicultural Mental Health (CMMH) at Boston University School of Medicine and Boston Medical Center and former Executive Director of the Massachusetts Marathon Bombing Victims/Survivors Resiliency Center. He has done extensive work in multicultural behavioral health disaster response, trauma, addictions and culturally-informed practices across the nation.

**John Nunnery, Ed.D.**, will serve as the ODU lead for the project. Dr. Nunnery is the Associate Vice President for Research, and has a 35-year career focused on improving educational opportunities for historically under-served children and families. He has scaled interventions at a national level, including a middle school math reform program that was scaled to 17 states, serving over 135,000 children. Since joining ODU in 2001, Dr. Nunnery has been PI or Co-PI on 43 grants and contracts totaling \$31 million. Of these, he has been PI on 17 grants related to transitional entrepreneurship and innovations commercialization, totaling \$3.3 million.

The VWIEC will also engage a team that will be involved in day-to-day operations and coordination, and facilitation of business services. The CVs of key personnel are located in **Appendix 1** and the VWIEC organizational chart in **Appendix 6**. We will also convene a Community & Business Advisory Committee to serve as accountability partner, with members identified and recommended by the Virginia Board of Workforce Development and a preference for members that actively support underserved populations and/or rural areas. **Appendix 7** includes a target list of representative stakeholders, and **Appendix 8** includes letters of support from our partners.

Project Timeline

Activity	Milestones	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Project Start Up</b>	1. Execute new Virginia Business Support Summit (remote).	X	X										
	2. Hire and on-board new staff.	X	X										
	3. Finalize program structure, business tracks, and curricula.		X										
	4. Finalize outreach materials and develop marketing campaigns.		X										
	5. Execute marketing/outreach campaign.			X	X	X	X	X	X	X	X	X	X
<b>Business</b>	1. Equip and ready incubator space	X	X	X	X								
<b>Incubator</b>	2. Sign up tenants					X							
<b>Operations (Physical)</b>	3. Provide low-cost shared physical space and resources						X	X	X	X	X	X	X

<b>Business Mentoring Services</b>	1. Develop intake and post-assessment tools.	X											
	2. Recruit & train volunteer business mentors.	X											
	3. Provide general & trade-specific mentoring based on Individual Business Pathway Plans.		X	X	X	X	X	X	X	X	X	X	X
	4. Post-assessments (ongoing)			X	X	X	X	X	X	X	X	X	X
<b>Entrepreneurship and Specific Business Track Coursework</b>	1. Assess available offerings from partners to determine all offerings available and how they can be accessed (in-person and remotely).	X											
	2. Ensure that remote partner sites that are providing content are properly equipped.	X	X										

	3. Provide general and trade-specific coursework based on Individual Business Pathway Plans.		X	X	X	X	X	X	X	X	X	X	X
	4. Graduate clients from their various pathways, according to the success measures identified in their Individual Business Pathway Plans.				X	X	X	X	X	X	X	X	X
<b>Develop and run statewide information clearinghouse/hub</b>	1. Create an online, searchable, and browsable website for entrepreneurial learning and support resources.	X	X	X									
	2. Run hub website while continuing to update resources.				X	X	X	X	X	X	X	X	X

## C2. Adequacy of Budget

Our aim is to serve a minimum of 3,000 participants over the course of the three-year grant. More than [REDACTED] of the budget request will be earmarked for direct support of VWIEC clients. These funds (up to \$ [REDACTED] per client) will provide clients with support covering externalities such as childcare, transportation, certification fees, and business licensing fees.

Our staffing plan ensures the proper coverage of all activities. The PIs and Co-PIs from HU and ODU bring a great deal of expertise in workforce development and other key staff will be hired as identified in the budget. All VWIEC staff will be adequately supported in instructing, guiding, advising, and supporting clients toward success. Our staffing level and marketing/outreach plan ensure that the recruitment of 3,000 clients will occur as quickly as possible. Furthermore, graduate students in psychology and business will be assigned to support and work with our clients, and we included support for other community-based partners across the Commonwealth, which will be helpful with outreach to rural areas.

The proposed budget ensures that each designated training track will be sufficiently funded for space, equipment needs, communication, and collaborations. In any start-up, even those with the best experts and deep experience, there will likely be unknowns. Funding will be provided for such inevitabilities including repair, equipment purchases, and partnership furtherance.

Our approach to stimulating and supporting innovation includes monies for projections/forecasting, planning, monitoring and evaluation. The program evaluator and data analyst will be instrumental in assuring that the Center is on track to achieving its

performance goals. All data will be tracked through the program and maintained in safe and confidential data storage. The Center will engage in a process of continuous quality improvement and evaluation, and data analysis will be at its core. Finally, the budget is adequate to meet regulatory and policy compliance measures for the Commonwealth of Virginia and the U.S. Department of Education.

### C3. Reasonableness of Costs – Objectives, Design, and Significance

The VWIEC is well-funded and well-positioned to expand the capability and capacity of Virginia's current and aspiring entrepreneurs and to aid with economic recovery in the wake of the COVID-19 pandemic. Considering the unique service delivery model and the benefits that will accrue, we view the costs as reasonable. There is currently no statewide organization or agency that provides wraparound training, education, mentorship, and support to participants seeking to advance in business. There are regional incubators or accelerators that offer components of workforce development found in the VWIEC, but they do not offer the comprehensive services proposed by the Center. Other programs reported that they offer mentoring/other services to start-up companies, but not in a cohort model. Moreover, the number of entrepreneurship centers in the state has been on the decline. The VWIEC will enhance both the capability and capacity for workforce development by replenishing services that are not widely available or are currently unavailable in the state.

### C4. Reasonableness of Costs – Number Served and Anticipated Results/Benefits

The VEIEC will provide business incubator and entrepreneurship training, education, mentorship and support for 3,000 participants over the course of three years.

No direct data on the cost/benefit ratio could be located, given there are so many variables that determine outcomes, the nature of soft and hard skills and resources, prevailing markets, and the lack of wide-ranging surveys. The actual number served, even at a reasonable cost, might belie the actual benefit and true indication of the actual cost. One noted study (Stephens & Onofrei, 2012) highlighted the importance of personal development of participants (called “incubatees”) as an essential feature of business incubation. For entrepreneurs, improving their personal skills, confidence, and professional networks has a positive impact on their commitment to the incubation process. The entrepreneurial process is a progressive operation, and measures related to phases before, during and after incubation are necessary to reflect the development of incubatees over time. This study offered a measurement approach that captured the value of incubation at three distinct stages and thus, could be useful to incubators, incubatees, sponsors and academics.

It was noted that measuring business incubation outcomes could include personal and business success for incubatees; improved returns for sponsors; and case studies of great relevance to academics. Business incubators are under continuous pressure to provide a definitive measure of their (successful) practice. However, it has been noted that success cannot be accurately measured using only hard measures. The addition of soft measures provides a comprehensive framework for the evaluation of business incubation outcomes. The use of the VWIEC framework calls the payback from its business incubation and entrepreneurship model resulting in either: increased outputs of better quality in reduced time to market, or healthier, stronger outputs less susceptible to debilitating processes.

## Other Attachment File(s)

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# **Appendix 1: Curriculum Vitae of Key Personnel**

## **Hampton University (Lead Applicant)**

Dr. Kermit Crawford (PI)

Dr. Glenda Evans (Co-PI)

Dr. Kim Luckes (Executive Director of VWIEC)

## **Old Dominion University (Partner)**

Dr. John Nunnery (PI at ODU)

Dr. Nancy Grden (Co-PI at ODU)

## **JSI (Data Collection and Quality Assurance)**

Dr. Rodolfo Vega

# KERMIT A. CRAWFORD, PhD

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## EDUCATION

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### DOCTOR OF PHILOSOPHY IN COUNSELING PSYCHOLOGY

- Boston College, Department of Counseling, Developmental and Educational Psychology, Boston, MA: May 1987

### MASTER OF ARTS IN RESEARCH IN CLINICAL AND COMMUNITY PSYCHOLOGY

- University of Virginia, Department of Psychology, Charlottesville, VA: May 1980

### BACHELOR OF ARTS IN PSYCHOLOGY, *Graduated magna cum laude*

- University of North Carolina, Department of Psychology, Greensboro, NC: May 1977

## CREDENTIALS

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Privileges for the Practice of Clinical Psychology at Boston Medical Center: 1998-Present

Licensed Psychologist in Massachusetts: 1989-Present

Certified Health Care Provider: 1989-Present

Designated Forensic Psychologist: 1992-Present

## CAREER HIGHLIGHTS

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- Leading the first Behavioral Health Victims Services Resiliency Center in the nation.
- Completed one and one half-year long evaluation of the barriers to increasing diversity at Regis College and recommendations to enhance diversity and communication among Faculty and Senior Administrators
- Presided over the Workforce Development Project design, planning and implementation in collaboration with the Massachusetts Department of Mental Health
- Oversaw grant application review with the Massachusetts Behavioral Health Partnership for the execution of the Community Services Agency program throughout the state
- Successfully maintained multiple seven-year grants of APA accreditation for Pre-Doctoral Internship Training program
- Institutionalized the oldest multicultural training program in Psychology in the nation back to financial solvency
- Facilitated nationally recognized academic training and research center, thus eliminating the initial deficit, tripling the staff and doubling the funding level
- Designed and implemented an information technology "paperless" platform called E-CMTP to manage a large database (retrospective and prospective)
- Trained Disaster Behavioral Health Responders across the nation in collaboration with Substance Abuse and Mental Health Services Administration (SAMHSA)
- Earned distinction for expertly managing and coordinating the provision of the following:
  - Behavioral health disaster response services to individuals in the aftermath of several disasters, including the Station Night Club fire (Rhode Island); hurricanes Katrina, Rita and Wilma (Georgia, Mississippi and Louisiana); and the Zacarias Moussaoui Trial (closed-circuit TV telecast to families of 9/11 Boston)
  - Mental health services to surviving family members in Massachusetts of the victims on the jet planes that rammed the World Trade Center towers on 9/11 and on the subsequent anniversaries of the terrorist attacks
  - Evaluation of psychosocial recovery status of Human Services Professionals in the aftermath of Hurricane Katrina across the state of Louisiana
  - Research evaluation of need for and utilization of mental health services in the aftermath of Hurricane Katrina (Baton Rouge Area Foundation)

# KERMIT A. CRAWFORD, PhD



- Conceptualized and implemented the national symposia on Multicultural Mental Health Research in the New Millennium as well as on Ethnopsychopharmacology
- Fulfilled expanded duties and responsibilities such as follows:
  - *Principal Investigator (federal, state and foundation grants)*
  - *Standing Grant Review Committee of SAMHSA Grant Review Committees*
  - *Chairman of numerous Review committees in mental health (Center for Mental Health Services) and substance abuse treatment services (Center for Substance Abuse Treatment; Center for Substance Abuse Prevention)*
  - *Committee of the APA performing annual visits to the Massachusetts federal legislative offices (Senate and House) seeking to protect funding for Psychology education and training; ongoing communication (electronic) with Legislative Staff*
- Played a vital role in developing, implementing and managing the following to optimize operational efficiency:
  - *A comprehensive Behavioral Health Services in a community health center from a \$2M annual budget to \$9M*
  - *Several services-related programs in Child and Adult Mental Health and Substance Abuse Treatment*
  - *Clinical Management Information Systems*
  - *Adolescent Female Assessment and Diagnostic Service in residential program*
  - *Trauma Service for dually-diagnosed Women of Color in a community-based substance abuse treatment center*
  - *Administrative and operational structures and procedures for several Human Services Programs*
  - *Statewide technical assistance and information services organization and programming in collaboration with the Governor's Office, the State Office of Health and Human Services and the State Office of Administration and Finance*
  - *The sole Massachusetts Department of Mental Health (DMH) Forensic Inpatient Unit*
  - *Strategic Plans, including external organizational alliances*
- Displayed unsurpassed expertise in managing the Professional Programs for exempt and non-exempt staff
- Experience working with union representatives and unionized staff
- Delivered informative presentation to the Legislative Black and Hispanic Caucuses Congressional Breakfast and State of Massachusetts Special Legislative Committee on Mental Health among Populations of Color

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## CREDENTIALLED APPOINTMENTS

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### DESIGNATED FORENSIC PSYCHOLOGIST

1992-PRESENT

- MASSACHUSETTS DEPARTMENT OF MENTAL HEALTH, BOSTON, MA

- Worked with adult populations, predominantly those with mental illnesses who have become involved with the criminal justice system or the civil commitment process
- Developed extensive research abilities by performing research on forensic and mental health law issues

### EMERITUS ASSOCIATE PROFESSOR IN PSYCHIATRY

2017-PRESENT

- BOSTON UNIVERSITY SCHOOL OF MEDICINE, BOSTON, MA

### ASSOCIATE PROFESSOR IN PSYCHIATRY

2010-2017

- BOSTON UNIVERSITY SCHOOL OF MEDICINE, BOSTON, MA

- Delivered lectures to undergraduate, graduate and medical students on topics such as Psychology and Multicultural Issues in Psychiatry and Behavioral Health
- Stayed abreast of current developments in the field by reading literature, talking with colleagues and presenting at professional conferences
- Grand Rounds presentations to colleagues across the medical school campus and various other medical schools across the state

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## PROFESSIONAL EXPERIENCE

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# KERMIT A. CRAWFORD, PhD



**CHAIR** ■ DEPARTMENT OF PSYCHOLOGY, HAMPTON UNIVERSITY, HAMPTON, VIRGINIA

**2017-PRESENT**

- Provision of leadership toward the highest level of excellence in teaching, scholarship, research and service activities in the Department
- Promoting scholarship, building and maintaining successful teams and cultivating external support
- Selection, retention, management, and development of a diverse and outstanding Psychology faculty, administrative, and support personnel
- Faculty mentoring, workload, performance management, and compensation
- Guiding development of the Department's Strategic Planning process
- Development and support of strategic goals of the University through Department programming recommendations
- Oversight of the budget, fiscal management and logistics
- Curriculum development, course scheduling and coordination of student advisement
- Management and maintenance of all departmental records and preparation of reports in accordance with University policies and procedures
- Working with the Dean of the School to establish a plan for engaging external constituencies
- Communicating with, advocating for and representing the Department with Hampton University administration
- Networking on campus and in the broader Hampton University community
- Professional scholarship/publications
- Grant writing
- Maintaining a teaching schedule

**DIRECTOR** ■ CENTER FOR MULTICULTURAL TRAINING IN PSYCHOLOGY (CMTP),  
DIVISION OF PSYCHIATRY, BOSTON UNIVERSITY SCHOOL OF MEDICINE (BUSM), BOSTON, MA

**1998-2017**

- Management responsibility in APA-accredited, fully credentialed Pre-Doctoral Internship and Post-Doctoral Fellowship Training programs
- Supervised the daily activities of Psychology Interns and Post-Doctoral Fellow to develop their competencies and achieve their maximum level of potential
- Maintained strict compliance with federal, state, university and APA regulations and guidelines in all training and service functions
- Pioneered the innovative and nationally-noted Mentored-Practitioner-Scientist Model of Intern training

**DIRECTOR** ■ CENTER FOR MULTICULTURAL MENTAL HEALTH (CMMH),  
DIVISION OF PSYCHIATRY, BOSTON UNIVERSITY SCHOOL OF MEDICINE (BUSM), BOSTON, MA

**1998-2017**

- Directed and coordinated the day-to-day operations and management of a Psychology Training, Mental Health Services Delivery and Academic Research Center
- Spearheaded and mentored the faculty, research and support staff and consultants (approximately 27 individuals), including hiring and evaluation; grant writing and submission; securing and maintaining funding support of CMMH budget and sustainability; program operations and strategic planning; management of information systems; participation in Division of Psychiatry governance; and program growth and development

**EXECUTIVE DIRECTOR** ■ MASSACHUSETTS MARATHON BOMBING VICTIMS/SURVIVORS  
RESILIENCY CENTER (RESILIENCY CENTER), BOSTON MEDICAL CENTER, BOSTON, MA

**2014-2017**

# KERMIT A. CRAWFORD, PHD



- 
- Strategic and creative planning for design and implementation of the Resiliency Center
  - Oversight of the daily operations of The Massachusetts Victim Resiliency Center
  - Liaison with the Massachusetts Office of Victims of Crime (MOVA) and other relevant organizations
  - Hiring and managerial responsibility for all staff
  - Assurance goals and objectives of the MOVA contract will be met
  - Assurance of quality services and service delivery performance for The Resiliency Center
  - Ensuing that Victims/Survivors voice and choice are included in all aspects of design, development and implementation.
  - Oversee all training and consultation.
  - Provide supervision to Navigators, Operations Director, Clinical Director and the Collaborator Coordinator/Victim Advocate
  - Liaison with the Victims-Centered Services Advisory Committee
  - Financial Management of the Program, including development of budgets and accountability in expenditures
  - Evaluate all staff and services
  - Assure compliance with ADA regulations and other pertinent regulations
  - Provide ongoing staff education and represent the agency in the external professional community.

**EXECUTIVE DIRECTOR** ■ MULTICULTURAL MENTAL HEALTH RESEARCH CENTER, UNIVERSITY OF MASSACHUSETTS MEDICAL CENTER, WORCESTER, MA **1993-1998**

- Expertly developed and established an academic Mental Health Services Research Center in collaboration with the Massachusetts Department of Mental Health
- Served as a key contributor to the development of a statewide multicultural research initiative, including the evidence-based standards of research
- Worked collaboratively with the UMASS Medical Center for Mental Health Services Research and the Harvard Medical School-sponsored Commonwealth Research Center, as well as with community partners
- Presented research and culturally competent practices in mental health to organizations

**CLINICAL/RESEARCH DIRECTOR** ■ BEHAVIORAL HEALTH SERVICES, DIMOCK COMMUNITY HEALTH CENTER, BOSTON, MA **1990-1999**

- Designed and implemented an innovative model of integrated clinical services
- Diligently managed the clinical staff in a mental health and substance abuse services program serving primarily African-American and Hispanic clients residing in Boston
- Complied with governing regulations and assurance of clinical standards for outpatient mental health and substance abuse treatment services, inpatient substance abuse treatment services and residential substance abuse treatment services
- Administered clinical training for the staff, including DSM IV and treatment planning; strategic planning for service delivery; collaborations across multiple disciplines; grant writing; and budgeting
- Successful grant writing and clinical management

**DIRECTOR** ■ SUBSTANCE ABUSE TREATMENT SERVICES, FAMILY SERVICE OF GREATER BOSTON, MA **1992-1994**

- Received commendation for designing, implementing, developing and managing substance abuse services program serving a diverse population of clients in Boston
- Determined staffing requirements: recruited, hired and conducted performance evaluation to employees
- Successfully obtained the Massachusetts Department of Public Health approval for substance abuse treatment program and commensurate authorizations for billing

**FORENSIC PSYCHOLOGIST** ■ CENTER FOR HEALTH AND DEVELOPMENT, WORCESTER, MA **1990-1992**

- Executed forensic evaluations in district courts and Houses of Correction, along with evaluations for suicidality and assaultiveness in the Houses of Correction throughout the Commonwealth of Massachusetts

# KERMIT A. CRAWFORD, PhD



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- Conducted competency to stand trial and criminal responsibility evaluations in the district and superior courts throughout Central Massachusetts
  - Provided expert testimony to the court in contested and non-contested cases related to evaluations

**CLINICAL DIRECTOR** ■ FORENSIC INPATIENT PROGRAM, MCLEAN HOSPITAL, BELMONT, MA **1988-1990**

- Applied dynamic leadership talents on the first and only Department of Mental Health Forensic Program in the Commonwealth of Massachusetts for both men and women
- Diligently managed mental health functions in the 25-bed inpatient forensic program
- Mentored and managed program forensic psychologists and social workers to achieve their highest levels of performance
- Ensured the timely submission of reports to the courts

**REGIONAL CLINICAL COORDINATOR** ■ MASSACHUSETTS DEPARTMENT OF MENTAL HEALTH (DMH), MYSTIC VALLEY REGION, ARLINGTON, MA **1986-1988**

- Assumed primary responsibility for regional clinical leadership for mental health services to Consumers at DMH contracted programs throughout the Mystic Valley region of Massachusetts
- Presided over clinical meetings on placements and clinical case conferences
- Handled difficult case management in accordance with DMH regulations
- Oversaw all aspects of compliance with clinical services standards and policies for DMH contracted providers

**EXECUTIVE DIRECTOR** ■ HUMAN RESOURCE CENTER, BOSTON, MA **1985-1986**

- Refined mission, designed Center, implemented design, hired all staff and constructed financial policies and procedures in collaboration with the Board of Directors
- Rendered high level of technical assistance and information services across the state to minority businesses in human services contracting with the Commonwealth of Massachusetts
- Oversaw all facets of daily operations including staffing, strategic vision, implementation, budget and contracting
- Completed annual report and directly reported to the Board of Directors
- Maintained frequent interaction with the Massachusetts Executive of Health and Human Services as well as the Office of Administration and Finance

**DIRECTOR** ■ BLACK FAMILY OUTREACH SERVICE, WORCESTER YOUTH GUIDANCE CENTER, WORCESTER, MA **1982-1985**

- Earned distinction for the provision of outreach and mental health services to African-American individuals and families from under-served areas in the Worcester and Metro-West areas of Massachusetts

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## INTERNSHIP

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**PRE-DOCTORAL INTERN** ■ CENTER FOR MULTICULTURAL TRAINING IN PSYCHOLOGY **1981-1982**  
MINORITY TRAINING PROGRAM IN PSYCHOLOGY, BOSTON CITY HOSPITAL, BOSTON, MA

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## MILITARY BACKGROUND

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**UNITED STATES ARMY (DRAFTEE)** ■ REDSTONE ARSENAL, HUNTSVILLE, AL **1972-1974**

# KERMIT A. CRAWFORD, PhD



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## SPECIAL PROJECTS

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Massachusetts Department of Public Health	2012–2015
Regis College	2011–2012
Massachusetts Department of Mental Health	2010–2011
Baton Rouge Area Foundation (BRAAF)	2007–2008
The Louisiana Spirit	2007–2008
Substance Abuse and Mental Health Services Administration (SAMHSA)	2002–2006

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## AWARDS AND RECOGNITION

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<b>Dr. James Jones Lifetime Achievement Award</b> American Psychological Association, Minority Fellowship Program	2012
<b>2011 Excellence in Diversity Training Award</b> Association of Psychology Post-Doctoral and Internship Centers (APPIC) National Office, Houston, TX	
<b>Dr. T. Leon Nicks Exemplary Service Award</b> Mattapan Community Health Center, Boston, MA	2010
<b>Excellence in Behavioral Health Award</b> Children's Services of Roxbury, Boston, MA	
<b>Honorary Doctorate of Humane Letters</b> Conferred by William James College; Professional Achievement in Psychology, Dedham, MA	2006
<b>Robin Hood Foundation Award for Heroic Work following 9/11</b> New York, NY	2004
<b>Commissioner's Excellence Award</b> Massachusetts Department of Mental Health	1994
<b>First Dissertation Award</b> Minority Fellowship Program, APA	1984
<b>Distinguished Graduate Fellowship</b> Danforth Graduate Fellowship, Danforth Foundation, St. Louis, Missouri	1977-1980
<b>Graduate Fellowship</b> Minority Fellowship Program, American Psychological Association (APA)	1977-1980
<b>Congressional Internship</b> Summer Placement, American Psychological Association (APA)	1977

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## PUBLICATIONS

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### BOOK CHAPTER:

# KERMIT A. CRAWFORD, PHD



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**Crawford, K.A.,** Bennasar, M.C. & Mizock, L. (2012). Cultural competence in disaster behavioral health response: The challenge, the opportunity. In Framingham, J.L. & Teasley, M.L. (Eds.) *Behavioral Health Response to Disasters* (p.175 -188). Boca Raton: CRC Press.

## PEER-REVIEWED JOURNALS:

**Crawford, K.A.** (1979). The disposable parent: The case for joint custody. *University of Louisville School of Law*, 17(3):577-585.

**Crawford, K.A.,** Fisher, W.H., & McDermeit, M. (1998) Racial/ethnic disparities in admissions to public and private psychiatric inpatient settings: The effect of managed care. *Journal of Policy and Administration in Mental Health*, 26(2), 101-110.

**Crawford, K.A.** & Flannery, R.B. (2002). Critical Incident Stress Management (CISM) and the Office of the Chief Medical Examiner (ME): Preliminary Inquiry. *Journal of Emergency Mental Health*, 4(1), 93-97.

Hollon, S.D., Arean, P.A., Craske, M.G., **Crawford, K.A.**, Kivlahan, D.R., Magnavita, J.J., Ollendick, T.H., Sexton, T.L., Spring, B., Bufka, L.F., Galper, D.I. & Kurtzman, H. (2014). Development of Clinical Practice Guidelines. *Annual Review of Clinical Psychology*, v.10, 213-242.

Beinecke, R., Raymond, A., Cisse, M., Renna, K., Khan, S., Fuller, A. & **Crawford, K.** (2017). The mental health response to the Boston bombing: A three-year review. *International Journal of Mental Health*, v.46, issue 2, pp.89-124.

Henderson Daniel, J., Rozensky, R.H., Grus, C.L., Brown, K.S., Gomez, C.A. , Bruner, L. , **Crawford, K.A.**, Hewitt, A., McQuaid, E.L., Mio, J.S., Montalvan, C., Reb, R.n., Ruiz, A., Sheras, P., Siegel, W., Taylor, J.M., Williams, W., Ameen, E. & Andrade, J. (in press). *The Citizen Psychologists Curriculum-Preparing Psychologists for Public Services: The 2018 APA Presidential Initiative*. Psychological Services.

## TECHNICAL/EVALUATION/EDUCATIONAL PUBLICATIONS:

*Psychosocial Interventions for Mental and Substance Use Disorders: A framework for establishing evidence-base standards*. Member **Committee on Developing Evidence-Based Standards for Psychological Interventions for Mental Disorders**. Institute of Medicine of the National Academies, Washington, D.C. (2015)

**Crawford, K.A.** (2012). *Diversity Focused Intervention and Recommendations*. Wellesley, MA., Regis College.

**Crawford, K.A.** (2009). *Workforce Development Project at the Massachusetts Department of Mental Health*. Boston: Massachusetts Department of Mental Health.

**Crawford, K.A.** & Wieman, D. (2008). *Meta-Evaluation of the InCourage Program*. Baton Rouge, LA.: Baton Rouge Area Foundation.

**Crawford, K.A.,** Brow, A. & Daniels, L. (2006). *Massachusetts behavioral health disaster responder participant reference guide*. Boston: Massachusetts Department of Public Health and Department of Mental Health, under grant from the Health Resources Services Administration and the Centers for Disease Control.

# KERMIT A. CRAWFORD, PhD

**Crawford, K.A. & Reynolds, K. (2005).** *All-hazards emergency planning guide for Massachusetts substance abuse and mental health providers* (v.1, May). Massachusetts Department of Public Health and Department of Mental Health, under grant from the Substance Abuse and Mental Health Services Administration.

## FILM PRODUCTION:

**Crawford, K.A. (2003):** *9/12 Portraits of Resilience*. Documentary length film chronicling recovery at United and American Airlines, Logan International Airport, after their aircraft were piloted into the World Trade Center towers in New York Center, during the terrorist attacks on 9/11/01. Funded by the Robin Hood Foundation, New York, New York.

## PRESENTATIONS

**Presentation:** *Psychology of the COVID-19 Pandemic: The Challenge of Perspectives.* **2020**  
Alameda County Psychological Association. Alameda County, California (June)

*The Looking Glass Revisited: Making and Mediating Microaggressions.* **2019**  
The Roger Peterson Speaker Series. Antioch University, Keene, NH (October)

**Presentation:** *The Psychology of Implicit Bias.*  
Tidewater Academy of Clinical Psychologists, Eastern Virginia Medical Center (October)

**Plenary Presentation:** *Through the Looking Glass: Crisis Response in the context of culture, transformation and healing.* Intersections of Violence: Domestic Violence, Sexual Assault and Child Abuse Conference, Hampton, VA (July)

**Breakout Session Presentation:** *The Intersections of Trauma, Victimization, and Opioid Addiction: The challenges and triumphs in the context of healing.* Intersections of Violence: Domestic Violence, Sexual Assault and Child Abuse Conference, Hampton, VA (July)

**Keynote:** *The Champion Within, Annual Meeting.*  
Newport News Department of Human Services, Newport News, VA (January)

**Presentation:** *Overcoming Compassion Fatigue.*  
Annual National Conference of the Association of Public & Land-Grant Universities, Washington, D.C. (March)

**Plenary Presentation:** *Navigating Microaggressions: The North Star of ethical principles.* **2018**  
Thought Leaders Presentation: American Psychological Association Annual Convention. San Francisco (August)

**Keynote:** *Respect/Justice/Beneficence and Nonmaleficence: The challenge posed by microaggression theory.*  
Association of Postdoctoral and Psychology Internship Centers (APPIC) San Antonio, (May)

**Co-Presentation:** *Webinar on Enhancing Cultural Competency in Behavioral Health: Cultural competency overview.* Substance Abuse and Mental Health Services Administration (June)

**Keynote and Panel Facilitation:** *Microaggressions in medical schools.* **2017**  
Boston University School of Medicine (BUSM), Black Alumni Symposium  
BUSM Alumni Association (October)

**Co-Keynote:** *Supports for pediatric Psych First Aid.* Western Regional Homeland Security. **2016**  
Amherst/Hadley, MA. (June)

# KERMIT A. CRAWFORD, PhD

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- Presentation:** *Race-based trauma, stereotype threat and micro-aggressions; A strategy for mitigation.* The Massachusetts Institute of Technology. Cambridge. (March)
- Co-Keynote:** *Terrorism, mass violence and natural disasters.* Fairfax, Virginia. (March)
- Panelist:** *Compassion in action symposium series.* The Schwartz Center for Compassionate Healthcare. Harvard Medical School. Boston. (April)
- Keynote:** *The cultural competence conundrum.* William James College. (October) **2015**
- Panelist:** *At the intersections of privilege, power, and identities--Teaching about diversity.* American Psychological Association, Toronto, CA. (August)
- MLK Keynote:** *Dr. Martin Luther King's Legacy for Action Today.* Boston University School of Medicine (January)
- Grand Rounds Presentation:** *Mentoring: Meeting the Challenges of the New Millennium.* University of Rochester Medical School. (January) **2014**
- Keynote Address:** SAMHSA sponsored Disaster Behavioral Health Conference: *Disaster Impact and Recovery.* George Mason University, Fairfax, Virginia (May)
- Presentation:** *Resilience after Disaster.* Massachusetts Office of Victim Assistance. The First Resiliency Forum. Boston. (May)
- Keynote Presentation:** *Building a culture of resilience.* NH Department of Health & Human Services New England Regional Conference (May)
- Keynote Presentation:** *The Many Faces of Mental Illness.* Massachusetts Department of Mental Health (September) **2013**
- Grand Rounds Presentation:** *A re-structured vision of practice and cultural competence.* Cambridge Health Alliance/Cambridge Hospital (October) **2012**
- Plenary Session-Educational Leadership Conference APA:** *Moving beyond the cultural competence conundrum.* Washington, D.C.
- Keynote Presentation:** *"Competence" as "Cultural": The case for a shifted paradigm in training.* Association of Post-doctoral and Psychology Internship Centers (APPIC) Annual Conference, Tempe, AZ (April)
- Grand Rounds Presentation:** *Cultural competence: The myth...the reality.* May Institute, Boston, MA (March)
- Grand Rounds Presentation:** *Cultural competence in practice and reality.* New Hampshire Hospital (September) **2011**
- Panel Moderator:** *Dark girls: commentary of skin color and society.* Regis College, Weston, MA (October)
- Presentation:** *Disaster behavioral health response in the aftermath of the Haiti earthquake.* Massachusetts Department of Mental Health and Massachusetts Department of Public Health (June)
- Workshop Leader/Presenter (Full Day):** *Psychological first aid, self-care and recovery in the aftermath of major disaster.* Kellogg Foundation Grant (UCLA). Clergy of New Orleans Parrish, LA (February) **2010**

# KERMIT A. CRAWFORD, PhD



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- Panelist:** *Integration of care: An approach to achieving health equity.* Inaugural Reede Scholars Symposium. Harvard Medical School (May)
- Master of Ceremonies:** Substance Abuse and Mental Health Services Administration, *All-hazards disaster behavioral health conference: Optimizing psychological health and resiliency in difficult economic times.* National conference of behavioral health emergency responders from around the nation (March–April) **2009**
- Grant Reviewer:** *Community Services Agency.* Children’s Behavioral Health Initiative. Massachusetts Behavioral Health Partnership (March)
- Presenter:** *Family, friends and associates and the professional athlete.* New England Patriots Football Team (June)
- Presenter:** *How to give a dynamic presentation.* Minority Fellowship Psychology Summer Institute (July)
- Presenter/Facilitator:** *Life skills for professional football players.* New England Patriots Football Team (June)
- Expert Panel Member:** *The MetroWest Health Disparities Forum.* The MetroWest Workgroup to Eliminate Racial & Ethnic Health Disparities, MetroWest Community Health Care Foundation, Framingham, MA (June) **2008**
- Grand Rounds:** *Mentoring: Myth, method and challenge.* Boston University School of Medicine, Division of Psychiatry (January)
- Panel Presentation:** *Congressional advocacy for continued funding of the APA Minority Fellowship Program.* American Psychological Association, Education Leadership Conference, Education Directorate, Washington, DC (September) **2007**
- Expert Panel Member:** *Skills for psychological recovery.* National Center for Post-Traumatic Stress Disorder, Substance Abuse and Mental Health Services Administration, National Center for Child Traumatic Stress, Washington, DC (September)
- Featured Presentation:** *The art and science of disaster behavioral health response.* American Psychological Association, Minority Fellowship Program Summer Institute, Washington, DC (July)
- Keynote Address:** *Joining Forces 2007: Disaster preparedness, response and recovery,* Ohio Department of Mental Health, Northeastern Ohio University, College of Medicine, Columbus, OH (May)
- Keynote Address:** *Cultural competence with African Americans (and everyone!)* Regional Conference, Henry Lee Willis Center and Massachusetts Department of Mental Retardation, Worcester, MA (March)
- Keynote Address:** *Takin’ it back: A radical view of recovery after disaster,* Louisiana Spirit, Hurricane Recovery, Louisiana Department of Health and Hospitals, Making Progress Statewide Conference (March)
- Keynote Address:** *Global application of lessons learned in disaster behavioral health,* Global Mobility & Work Life Program, The World Bank, Washington, DC (October) **2006**
- Presenter:** *Cultural competency in disaster and trauma response.* The MFP Special Interest Symposium. Minority Fellowship Program, American Psychological Association Convention (August)
- Presenter (invited):** *Culturally competent responses: African Americans as their own first responders.* Symposium on Culturally Specific Mental Health Disaster Services for African Americans (August)
- Event Planning Committee and Presenter:** *Cultural competence considerations in recovery from major disaster.* Louisiana Spirit, Louisiana Office of Mental Health (August)
- Master of Ceremonies:** *Katrina Summit: Hurricane recovery guides preparedness planning.* Spirit of Recovery,
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# KERMIT A. CRAWFORD, PhD



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SAMHSA, U.S. Department of New Orleans (May)

**Moderator, Panel Leader:** *Group interventions in disaster relief efforts.* Sponsored by the Rice Memorial Fund and the Northeastern Society for Groups Psychotherapy, Panel Presentation on Responding to Affect in post-Disaster Groups and Secondary Trauma (April)

**Presenter:** *The relevance of graduate and post-graduate Psychology training for African Americans.* 8<sup>th</sup> Annual Dr. Lonnie E. Mitchell National HBCU Substance Abuse and Mental Health Conference, Moving the Issues of Substance Abuse and Mental Health to the Forefront of Society, Washington, SAMHSA/Center for Substance Abuse Treatment. (April)

**Keynote Address:** *Disaster behavioral health response: Lessons learned.* Introduction to Disaster Mental Health, Massachusetts Psychological Association (December) **2005**

**Expert Interviewee:** City Line. *"In the aftermath of hurricane Katrina, more than just a toxic stew is bubbling to the surface in the Big Easy. Racial and class divides in New Orleans are creating a firestorm that won't be put out for long".* WCVB-TV Boston (Sunday, September 11, 2005). <http://www.thebostonchannel.com/station/282895/detail.html> - stories

**Facilitator/Trainer:** *Behavioral health response in the aftermath of disaster.* Mississippi Department of Mental Health and SAMHSA (Jackson)

**Expert Interviewee:** Web-cast; *Managing stress in crisis response work.* Emergency Mental Health and Traumatic Stress Services Branch, Center for Mental Health Services, SAMHSA

**Plenary Speaker:** *Disaster behavioral health: Practice informs theory.* Nebraska Behavioral Health Conference, University of Nebraska Medical Center (July)

**Facilitator:** National Child Trauma and Stress Network Planning Meeting. SAMHSA, Boston, MA (June)

**Master of Ceremonies:** Substance Abuse and Mental Health Services Administration, Cadre of Disaster Behavioral Health Consultants Initiative (May)

**Presentation/Breakout Session:** *Behavioral health services in the aftermath of disaster.* The Commonwealth of Massachusetts, The Emergency Management Conference, Worcester, MA (November) **2004**

**Keynote Address:** *The Link between mental health and physical health among African American males.* Men's Health Day. Mattapan Community Health Center, Boston, MA (July)

**Moderator:** *Coming to the table.* American Red Cross September 11 Recovery Program (Boston), (June)

**Speaker:** *African American mental health.* Massachusetts General Hospital, Harvard Medical School, African-American Summit /SAMHSA (June)

**Speaker:** *A multicultural psychology.* Minority Fellowship Program Summit/Featured Presentation on Psychology. SAMHSA, American Psychological Association, American Psychiatric Association, National Nursing Association, National Association of Social Workers (June)

**Keynote Speaker:** *Disaster substance abuse treatment: The myth, method and the reality.* Ohio Department of Mental Health/Ohio department of Alcohol and Drug Addiction Services, Plenary Presentation at the Joining Forces: Preparing Communities for the Behavioral Health Impact of Terrorism or Disaster Conference (April)

**Plenary Speaker:** *Disaster and substance abuse.* Treating the Addictions '05. Harvard Continuing Education Series, Cambridge Health Alliance, Department of Psychiatry, Harvard Medical School (March)

# KERMIT A. CRAWFORD, PhD



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- Colloquium Speaker:** *Considerations in moving toward increasing diversity and cultural competence in psychology.* Suffolk University, Colloquium Series (March)
- Master of Ceremonies:** *Planning for and delivering behavioral health care in emergencies.* All-Hazards Regional Trainings. Substance Abuse and Mental Health Services Administration, Cadre of Disaster Behavioral Health Consultants Initiative (*Multiple Regional Trainings Around the Nation*) **2002**  
**2003**
- Presenter:** *The impact of managed care on racial/ethnic disparities in admissions to public and private psychiatric inpatient settings,* American Public Health Association Convention, New York, NY (November) **2001**
- Invited Address:** *Culturally competent mental health practices.* National Alliance for the Mentally Ill Annual Conference, Washington, DC (June)
- Presenter:** Congressional Briefing, Addressing Depression in Minority Communities. Congressional Breakfast to Address Depression in Minority Communities, U.S. Congress, Congressional Black Caucus and Congressional Hispanic Caucus, National Mental Health Association (October) **2000**
- Keynote Address:** *Cross-cultural considerations in psychosocial rehabilitation services.* 25<sup>th</sup> Anniversary Conference, U.S. Psychiatric Rehabilitation Association Conference (formerly International Association of Psychosocial Rehabilitation Services), Washington DC (May)
- Keynote Address:** *Cross-cultural mental health: The paradigm shift.* National Mental Health Association Conference. Washington, DC
- Co-Sponsor, Presenter:** *Conceptualizing and measuring cultural competence.* The Evaluation Center@ HSRI Roundtable, Western Interstate Commission on Higher Education, Denver, CO **1998**
- Conference Director and Presenter:** *Psychopharmacology across cultures: The science and practice of ethnopsychopharmacology.* Harvard Pilgrim Health Care, Boston, MA
- Presenter:** *A culturally competent system of care.* Smith College School of Social Work Colloquium Series, Smith College, Northampton, MA
- Conference Director and Presenter:** *Multicultural mental health research in the 21<sup>st</sup> century: Multicultural, cross-cultural and culturally competent perspectives.* Multicultural Mental Health Research Center, University of Massachusetts Medical Center and the Massachusetts Department of Mental Health, Boston Medical Center, Boston, MA **1997**

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## COMPETITIVE GRANTS AND CONTRACTS

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- 2019-2020 **Equine Assisted Therapy for Veterans Suffering from Post-traumatic Stress Disorder (PTSD)**  
Funding Source: Disabled Veterans National Foundation, Pilot Study of Efficacy  
Funding Grant Amount: \$ 15,000
- 2014-2016 **Massachusetts Marathon Bombing Victims/Survivors Resiliency Center (National/International)**  
Funding Source: Office of Victims of Crime/Massachusetts Office of Victims of Crime  
Funded Grant Amount: \$1,959,347.00
- 2012-2015 **Disaster Response Training for Resilience (Statewide- Massachusetts)**  
Funding Source: CDC/Department of Public Health (DPH)

# KERMIT A. CRAWFORD, PHD



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Funded Grant Amount: \$336,000

- 2011-2012     **Disaster Preparedness and Response Training for Resilience (Statewide- Massachusetts)**  
Funding Source: CDC/DPH/DMH  
Funded Grant Amount: \$104,407
- 2011-2012     **Haiti SERG Grant**  
Funding Source: SAMHSA/DMH/DPH  
Funded Grant Amount: \$167,299
- 2010-2013     **Graduate Psychology Education Programs**  
Funding Source: Health Resources Services Administration  
Funded Grant Amount: \$504,229
- 2010-2011     **Behavioral Health Disaster Response Training**  
Funding Source: Massachusetts Department of Public Health  
Funded Grant Amount: \$239,000
- 2007-2008     **Meta-Evaluation of Mental Health Services in the Greater Baton Rouge Area after Hurricanes Katrina & Rita**  
Funding Source: Baton Rouge Area Foundation  
Funded Grant Amount: \$89,000
- 2004-2007     **Graduate Psychology Education Programs**  
Funding Source: Health Resources Services Administration  
Funded Grant Amount: \$592,821
- 2004-2007     **Behavioral Health Disaster Response Training**  
Funding Source: Massachusetts Department of Public Health  
Funded Grant Amount: \$523,020
- 2001-2004     **Design and Implementation of Survey for Measurement of Cultural Competency in Psychiatry Residency Training Programs**  
Funding Source: SAMHSA  
Funded Grant Amount: \$495,000
- 2003-2005     **Services to Airlines Impacted by 9/11, The Robin Hood Foundation, New York, New York**  
Funding Source: Robin Hood Foundation, New York  
Funded Grant Amount: \$556,752.67
- 2001-2004     **All-Hazards Behavioral Health Planning, Massachusetts Department of Public Health**  
Funding Source: SAMHSA  
Funded Grant Amount: \$174,731.35
- 2002-2004     **Antiterrorism Supplemental Grant**  
Funding Source: Office of Victims of Crime/Massachusetts Office of Victims Assistance  
Funded Grant Amount: \$397,347
- 2001-2004     **Grief/Trauma Counseling, Office of the Chief Medical Examiner**  
Funding Source: Massachusetts Executive Office of Public Safety  
Funded Grant Amount: \$424,000
- 1999-2007     **Urban Institute (Domenic A. Ciraulo, PI, Chris Streeter Co-PI)**  
Funding Source: Massachusetts Department of Mental Health  
Funded Grant Amount: \$400,000

# KERMIT A. CRAWFORD, PhD



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- 1999-2001 **Reducing Runway Incursions and Surface Errors; Creating a Culture of Safety at Logan International Airport**  
Funding Source: University of Massachusetts, Lowell  
Funded Grant Amount: \$36,000
- 1995-1999 **Multicultural Mental Health Research Center, University of Massachusetts Medical Center, Worcester**  
Funding Source: Massachusetts Department of Mental Health  
Funded Grant Amount: \$200,000

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## PROFESSIONAL AFFILIATIONS

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### NATIONAL/FEDERAL

**National Center for Injury Prevention and Control, Board of Scientific Counselors**  
Center for Disease Control (CDC)

**Standing Hearing Committee**  
**Ethics Office, American Psychological Association**

**Standing Grant Review Committee / Behavioral Health Disaster Response Cadre**  
Substance Abuse and Mental Health Services Administration (SAMHSA)

**Member, Citizen Psychology Presidential Committee (APA)**

**Member, Clinical Treatment Guidelines Steering Committee, APA (2009-2014)**

**Member, Network for Multicultural Training, Inc., Cambridge**

### **Former Memberships**

**Federal Education Advocacy Regional Coordinator (FEDAC), APA**

**Committee on Developing Evidence-Based Standards for Psychosocial Interventions for Mental Disorders**  
Institute of Medicine, (IOM)

**Psychologist, National Football League (NFL), New England Patriots (2004-2012)**

### STATE OF MASSACHUSETTS

### **Former Memberships**

**Massachusetts Children's Behavioral Health Initiative (CBHI) (MA) (statutory)**

**Fellow, Massachusetts Psychological Association**

**Behavioral Health Disaster Response Advisory Committee, Massachusetts Department of Mental Health**

**Clinical Effectiveness Group Advisory Committee**  
**Bureau of Substance Abuse Services, Massachusetts Department of Public Health**

**Clinical and Professional Services Advisory Council**  
**Massachusetts Department of Mental Health**

**American Psychological Association's Clinical Treatment Guidelines Steering Committee**

# KERMIT A. CRAWFORD, PhD



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Blue Cross Blue Shield of Massachusetts Foundation Children's Behavioral Health Workforce Capacity Research  
Advisory Group

Retentions and Evaluation Committee (DPH)

Blue Cross Blue Shield of Massachusetts Foundation Children's Behavioral Health  
Workforce Capacity Research Advisory Group

Massachusetts Health and Human Services

Quality Advisory Council  
Massachusetts Behavioral Health Partnership

## **Hampton University**

Chair, Task Force of Equine-Assisted Therapy for Veterans suffering with PTSD

Member, University-wide Research and Grants Committee

Member, University Institutional Animal Care and Use Committee (IACUC)

## **Media Links**

### **National**

Victims of Orlando Mass Shooting Struggle to Pay Medical Bills

Marketplace.org/NPR

Kermit Crawford, PhD, Executive Director, Massachusetts Resiliency Center, director, Center of Multicultural  
Mental Health, BMC

<http://bit.ly/295okgh>

How Do People Recover from an Orlando?

Lifetzette.com

Kermit Crawford, PhD, Director, Center of Multicultural Mental Health

<http://bit.ly/1ZW7th0>

"It Brought Back All the Feelings:" Medics in Past Tragedies Respond to Orlando

STAT News

Jeffrey Kalish, MD, director, endovascular surgery; Kermit Crawford, PhD, executive director, Massachusetts  
Resiliency Center, Director, Center of Multicultural Mental Health, BMC

<http://bit.ly/1S5hbHM>

Boston Bombing victim strides into new role - in high heels

Detroit Free Press

Kermit Crawford, PhD, Executive Director, Massachusetts Resiliency Center

<http://on.freep.com/1lvxLH4>

### **State and Local**

Racial Unrest Taking Psychological Toll on Black Youths

Boston Herald

Kermit Crawford, PhD, director, Center of Multicultural Mental Health, BMC; psychiatry, BUSM

<http://spr.ly/6000BaQTm>

# KERMIT A. CRAWFORD, PhD



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Two Years Since the Bombing, Marathon Might Be Even More Mental Than Physical  
Boston.com

Kermit Crawford, PhD, Executive Director, Massachusetts Resiliency Center  
<http://bit.ly/293JdG6>

Few Survivors of Boston Marathon Attack Seeking Treatment for Mental Trauma  
The Providence Journal

Kermit Crawford, PhD, Executive Director, Massachusetts Resiliency Center  
<http://bit.ly/1DngWUA>

Resiliency Center is Oasis for Boston Marathon Bombing Survivors  
WCVB

Kermit Crawford, PhD, Executive Director, Massachusetts Resiliency Center  
<http://bit.ly/1x8rt0M>

New Resiliency Center Supports Marathon Bombing Survivors  
WBUR

Kermit Crawford, PhD, Executive Director, Massachusetts Resiliency Center  
<http://bit.ly/1teBSpq>

YouTube -Danielson Center, Boston University  
Merle Jordan Conference 2014

<https://www.youtube.com/watch?v=AllVsfqf0VE>

Assistance Center Opening for Victims of Marathon Bombings  
NECN

Kermit Crawford, PhD, Executive Director, Massachusetts Resiliency Center  
<http://bit.ly/1mj8ZZo>

New Center Opening At BMC To Help Boston Marathon Bombing Victims  
CBS Boston

Kermit Crawford, PhD, Executive Director, Massachusetts Resiliency Center  
<http://cbsloc.al/1jglxkD>

Grant Creates Central Location to Help Marathon Bombing Victims  
The Boston Globe

Kermit Crawford, PhD, Executive Director, Massachusetts Resiliency Center  
<http://bit.ly/1kDNGNK>

Crawford recipient of the 2011 Award for Excellence in Diversity Training  
Metro West Daily News

<http://bit.ly/sd1qfW>

**GLENDAMARIA EVANS**

**I. CURRENT RANK**

Assistant Professor and Chair of the Department of Business Administration

**II. DEPARTMENT**

School of Business  
Department of Business Administration

**III. EDUCATION**

DOCTORAL DEGREE

Doctor of Philosophy  
May 2018  
Business Administration  
Concentration in Finance and Accounting  
Hampton University

MASTERS DEGREE

Master of Accountancy  
2010  
University of Phoenix

BACCALAUREATE DEGREE

Bachelor of Science  
2009  
Business Administration with a Concentration of Accounting  
University of Phoenix

**IV. ACADEMIC AND ADMINISTRATIVE EXPERIENCE**

Instructor 2013 – Present  
Enrollment Management Coordinator 2013 - Present  
Hampton University, School of Business  
Department of Business Administration (5-Year MBA Program)  
Department of Economics, Entrepreneurship and Marketing (Economics)  
Department of Accounting and Finance (Finance)

Assistant Professor (Adjunct)

Everest College 2012-2016

Assistant Professor (Adjunct)  
Thomas Nelson Community College 2013-2014

Assistant Professor (Adjunct)  
Strayer University 2010-2012

## **V. NON-ACADEMIC EXPERIENCE**

The College of William & Mary  
Williamsburg, VA

Financial Systems Accountant – Data Control 2012 - 2013

Directed the Data Control function of the College by ensuring that all accounting records are properly documented and accurately recorded in the College's Banner Finance System and the Commonwealth's Accounting and Reporting System  
Prepared financial statements

Hampton Redevelopment and Housing Authority  
Hampton, VA

Accountant II 2009 - 2012  
Performed full scale general ledger accounting duties needed to maintain the records of various Tax-Credit and Low-Income Housing developments  
Prepared financial statements

Department of Defense  
Headquarters, Personal and Family Readiness Division  
Quantico, VA

Headquarters (Quantico) Accounting Technician – Budget and UFM 2008 - 2009  
Performed full scale accounting duties for the budget sector of the Department of Defense as well as UFM funded programs  
Transfer from previous position.

Camp Allen Branch, Norfolk, VA 2007 - 2008  
Financial Analyst – General Ledger  
Performed full scale financial analysis duties in a managerial position  
Transfer from previous position

Headquarters (Quantico) Accounting Technician – Reconciliation Manager 2006 - 2007  
Performed full scale accounting duties in the form of reconciling sub-ledger accounts to the General Ledger for all Marine Corps Exchanges to include international locations

Performed as the Lead in the department

General Electric  
Birchwood Power Plant  
King George, VA

Staff Accountant 2005 – 2006  
Performed full scale accounts payable and General Ledger accounting duties  
Prepared cash requirement for AP portion of Waterfall  
Prepared Sales and Use Tax Return  
Managed Fixed Assets  
Prepared bank reconciliations

R.W. Smith & Co.  
San Diego, CA

Staff Accountant - Accounts Payable 2002 - 2005

Sole Accounts Payable Accountant for company  
Developed electronic process for the accounts payable process  
Digitized and assisted with the implementation of a paperless accounting system

Ferguson Enterprises  
Corporate Office  
Newport News, VA

Staff Accountant – Loan Balance Department 1998 - 2000

Oversaw and reconciled the loan balances owed to Corporate by all Ferguson Enterprises subsidiaries nationwide and internationally

Hampton University  
Business Office

Staff Accountant 1996 - 1998  
Performed full scale general ledger accounting duties  
Reconciled and reported grant accounts  
Created Financial Statements  
Performed budget duties for all Hampton University Departments

Accounts Payable Clerk  
Performed full-scale accounts payable duties

## **VI. COURSES TAUGHT**

BLAO 703R – Advanced Computer Applications

MBA201 – Financial Accounting  
MBA203 – Managerial Accounting  
MBA211 – Undergraduate Internship  
MBA511 – Graduate Internship  
MBA573 – Commercial Banking  
FIN430 – Seminar in Banking  
LAP101 – Leadership Application Program  
LAP515 – Leadership Application Program  
LAP615 – Leadership Application Program  
ECO201 – Principles of Macroeconomics  
ECO202 – Principles of Microeconomics  
ACC211 – Principles of Accounting I  
ACC212 – Principles of Accounting II  
ACC203 – Financial Accounting  
ACC204 – Managerial Accounting

## **VII. INTELLECTUAL CONTRIBUTIONS**

### **A. Publications in refereed journals**

Evans, G. and Maheshwari, S. K. (2020) “Proposing an Altman’s Z Like Model for Bankruptcy Prediction of Higher Education Institutions” Paper accepted for publication in Journal of Business and Finance Research, Spring 2020.

Credle, S.H., Beale, R and Maheshwari, S. K. (2020). “Evaluation of Inter Program in School of Business at Hampton University.” Paper accepted for publication in Journal of Business and Finance Research, Spring 2020.

Evans, G. and Maheshwari, S. K. (2019). “Proposing Bankruptcy Prediction Model for Higher Education Institutions: Logistics Regression Using Data Reduction” Proceedings of Ins. Of Global Business Research, New Orleans, April, 2019.

Evans, Glenda M. “A Statistical Model for Predicting Failure of Institutions of Higher Education Using Financial and Other Institutional Parameters,” Published Dissertation. Proquest. May 2018

Evans, Glenda M. and McLain, P. Michael. “Issues Regarding Flat Tax Plans: Introducing the Evans’ Plan.” Published. The Journal of Business and Finance Research. Volume 4, Issue 2. (2014).

### **B. Proceedings from scholarly meetings**

Evans, Glenda & Maheshwari, S. K. (2019). “Proposing Bankruptcy Prediction Model for Higher Education Institutions: Logistics Regression Using Data

Reduction.” Institute of Global Business Research, New Orleans, April 24-25, 2019.

Evans, Glenda & Maheshwari, S. K. (2019). “Application of the Altman’s Z Model in Predicting Bankruptcy of Higher Education Institutions.” 2019 Washington Business Research Forum, March 2019.

Evans, G. and Maheshwari, Sharad (2018). “Proposing an Altman’s Z Like Model for Bankruptcy Prediction of Higher Education Institutions,” Accepted for presentation at the Fall 2018 Academy of Business Research, Boca Raton, FL.

Public Policy and Economic Freedom Colloquia, co-sponsored by Liberty Fund, Inc. and the Charles Koch Foundation. Arlington, VA. February 2015. Honorarium received.

Beale, R., Evans, G., Weaver, I., Trammell, C., James, K., Thomas, C., Jones, J., & Hooper, J. (2015). “The Reality of the Economics of Retirement Securities for Moderate Income Families,” Accepted for presentation at the 2018 Washington Business Research Forum, Washington, DC.

### **C. Grants Proposals/Activities**

#### **Funded Activities**

2020 PwC Digital Enablement Award by PricewaterhouseCoopers LLP - Professors will complete the PwC Digital Fitness App and assess their digital knowledge. They will use that information to drive discussions in class regarding digital knowledge. In addition, professors will become certified in data analytic software that they will embed in their courses. The software will include Wrike, Sage50, Tableau, Alteryx and IDEA and the courses impacted will be Managerial Accounting, Management Engineering I & II, Systems Design & Analysis, Logistics Management and Accounting Information Systems. This will also assist students with increasing their digital knowledge using the PwC Digital Fitness App. Leadership Application students will assess their digital knowledge at the beginning of the semester, during the midterm period and at the end of the semester. In addition, Accounting, Project Management and Data Analytics software will be implemented in their existing courses. The results for the students in the courses embedded with the new technology will be analyzed to determine if they had better results than those students that are not enrolled in the amended courses. - \$10,000 June 2020

2020 PwC INQUIRES proposal by PricewaterhouseCoopers LLP - Professors will develop a creative and fun way to teach freshman and sophomore students the accounting cycle in a real-world environment via the use of artificial intelligence and / or augmented reality. This curriculum redesign will impact introductory financial accounting courses and aims to stimulate students’ interest in the accounting profession early in their education, particularly those in the 5-year MBA program. Using artificial intelligence, students will be posed a series of

questions based on real-world scenarios that they will have to respond to in order to advance to the next stage of the accounting cycle (perhaps with an avatar guiding through the scenarios). We are confident that this redesign will make the accounting profession more attractive while exposing students to new technologies. - \$10,000 May 2020

Institute for Humane Studies Hayek Fund for Scholars. Conference Presentation support for Academy of Business Research Conference in Boca Raton, FL – November 2018 - \$500

U.S. Department of Education & U.S. Social Security Administration – Culturally Sensitive Multi-Level Approaches for Promoting Financial Literacy Research and Workshops in Primarily Low-Income African-American Communities Minority and Retirement Security Grant (Faculty Participant) – Renewable for five years (Total for five years - \$592,000) October 2017

Ronald McNair Post Baccalaureate Achievement Program Grant (the Career & Research Coordinator) – Assisted Student Support Services in proposal development. \$1,160,300 over five years October 2017

Morgan Stanley Partnership for Diversity Recruiting - Series 7 Prep Course Sponsorship (Lead Faculty). May 2017 - \$5,000

Target LAP Freshman Case Study Grant. June 2016 - \$1,000

Target Product Development Grant. June 2015 - \$2,000

Public Policy and Economic Freedom Colloquia, co-sponsored by Liberty Fund, Inc. and the Charles Koch Foundation. - February 2015 - \$500.

### **Unfunded Activities**

Dollar Tree Grant March 2020 – Not Funded

Charles Koch Foundation Grant May 2016 – Not Funded

Hampton University Committee on Faculty Research, “Shifting the Tax Burden from Individuals to Corporations using a Flat-Tax Plan” January 2014 – Not Funded

## **VIII. SERVICE**

### **University**

Dissertation Committee Member (Rebecca Ashante) 2020

Dissertation Committee Member (Daiquiri J. Steele) 2018

National Black MBA (Faculty Advisor)	2018 - Present
School of Business Talent Show (Participant)	2017
Think or Swim Stock Challenge (Faculty Representative)	2016
Price Waterhouse Case Competition Presenter	2015 – 2016
PhD Dissertation Pre-Proposal Defense	2014 – Present
High School Day (School of Business Representative)	2014 – Present
Honor’s Weekend (School of Business Representative)	2014 – Present
Faculty Mentorship Program (Mentee)	2013

**Community**

Low Income/First Generation College Student Mentorship	2016 – Present
Kecoughtan High School Band Parents Association Treasurer	2017 – 2020
Kecoughtan High School Band (Colorguard Manager)	2016 – 2020
Kecoughtan High School Band Parents Association (First V.P.)	2015 - 2017
Peninsula District PTA District Director	2015 - 2016
Peninsula District PTA Assistant District Director	2013 – 2015
Hampton Council PTA Third Vice President	2015 – 2016
Kecoughtan High School PTSA First Vice President,	2015 – 2016
Hampton Council PTA First Vice President,	2014 – 2015
Kecoughtan High School PTSA Treasurer,	2014 – 2015
Hampton Council PTA Treasurer,	2012 – 2015
Syms Middle School PTSA President	2012 – 2013
Jones Middle School PTSA President	2013 – 2014
Phillips Elementary PTA President	2010 – 2012
Phillips Elementary PTA Treasurer	2009 – 2010

**IX. COMMITTEE ASSIGNMENTS**

School of Business Search Committee	2019 – Present
Hampton University Committee on Library Services	2019 - Present
School of Business Grievance Committee (Chair)	2017 - Present
School of Business Scholarship Committee	2018 –2019
School of Business Research and Character Development Committee (Chair)	2018 – 2019
IACBE Accreditation Committee	2014 – Present
Hampton University Committees on Admission	2014 – 2017
The City Manager’s Elected School Board Discussion Committee	2013 – 2014

**X. HONORS/AWARDS**

Sigma Beta Delta Honor Society – Lifetime Membership	2015
Covington’s Who’s Who – Lifetime Membership	2014
Writing Across the Curriculum Award Winner	2014

**XI. PROFESSIONAL DEVELOPMENT**

Pearson Certified Proctor 2020

Super Strong Career Interest Inventory Certification Training 2020

Certificate of Completion for Analytics & Automation Academy provided by PwC (8 CEUs) in Houston, TX 2020

Faculty Advisor, KeyBank /OSU MBA Minority Case Competition 2020

KPMG's 2018 National Faculty Symposium in Chicago, IL 2018

Securities Training Corporation Series 7 Preparation Exam Teaching Certification  
2017

HU Faculty Mentoring Program 2013

HU Academic Workshop Series "Advances in Instructional Technology" 2013

No More Sleepless Nights: Writing and Presenting a Publishable Manuscript -  
2013-2014 Thesis-Dissertation Workshop 2013

Mapping your Research Career Trajectory at Hampton University through the  
National Science Foundation 2013

HU Academic Workshop Series "Strategies for Successful Outcomes" 2013

## **XII. PROFESSIONAL ORGANIZATIONS**

Hampton University Faculty Club Member 2020 – Present

Charles Koch Foundation Alumni Association 2015 – Present

Association of American Accountants 2013 – Present

National Tax Association 2013 – Present

Member of Association to Advance Collegiate Schools of Business  
2010 – Present

# Kim Luckes, J.D.

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More than 30 years of experience in higher education administrative operations, organizational capacity building, governance, strategic planning, institutional effectiveness and evaluation, policy and procedure development, and faculty and staff professional development and training.

## Professional Experience

### ***Dean, University College, Hampton University, Hampton, VA***

July 2016 to Present

Responsible for development and delivery of robust onsite and online outcomes-based certificate, undergraduate and graduate programs in five divisions: Continuing Education and Professional Studies (CEPS), Hampton University Online (HU Online), the OSHER Lifelong Learning Institute (OLLI), the Office of Military Affairs, and the Hispanic/Latino Initiative (HUCHAT).

### ***President & CEO, Kim Luckes Consulting, Yorktown, VA***

October 2013 to Present

Provides advice and consultative services to businesses and organizations to address issues related to leadership development, organizational effectiveness, program assessment and evaluation, policy and procedure development, strategic planning, and staff development.

Problems and challenges require a diagnosis and course of treatment. Kim Luckes Consulting determines the root causes for businesses' and organizations' particular challenges and offers processes to resolve those problems.

### ***Vice President of Operations, An Achievable Dream, Newport News, VA***

March 2014 to April 2016

Provided leadership, management and vision necessary to ensure the organization had the proper operating controls, administrative and reporting procedures, and people in place to effectively grow the organization and to ensure financial strength and operating efficiency. Served as a key leadership team member and an active participant in making strategic decisions affecting An Achievable Dream. Forged new relationships to build An Achievable Dream's visibility, impact and financial resources. Supported the Vice President of Academics with the oversight of the administration of the schools and the education of the students.

### ***Executive Vice President and Chief Operating Officer, Norfolk State University, Norfolk, VA***

July 2011 to June 2013

Provided general oversight and leadership for the non-academic support areas of the University, including University Advancement, Finance and Administration, Student Affairs and Enrollment Management. The Office of the Executive Vice President and Chief Operating Officer upholds the

charge to embrace the Norfolk State University brand of “excellence” with emphasis on performance management and accountability.

***Acting President/Chief Executive Officer, Norfolk State University, Norfolk, VA***

July 2010 to June 2011

Responsible for supporting the mission of the University by providing vision and leadership for effective management, sustaining and enhancing the institution’s overall operations and promoting/advocating higher education to internal and external constituencies.

***Assistant to the Norfolk State University Board of Visitors and the President, Norfolk, VA***

February 2010 to June 2010

Responsible for assisting the Board of Visitors with the effective transition of the President

***Executive Vice President, Saint Augustine’s College, Raleigh, NC***

August 2008 to February 2010

Responsible for exercising disciplined leadership in academic and student affairs, athletics, institutional effectiveness, personnel management, strategic planning, and assessment that purposefully advances the mission of the College by building and sustaining a culture of excellence, growth and service.

***Provost and Vice President for Academic Affairs, Saint Augustine’s College, Raleigh, NC***

July 2001 to August 2008

Responsible for the oversight and execution of education policy, supervision of programs of instruction of faculty and instructional budgets, and faculty and staff effectiveness and development. Provided oversight of academic and administrative services personnel, athletics, research and sponsored programs, institutional effectiveness and compliance, and curriculum and academic resources. Involved in collaborations and initiatives with other colleges, universities and corporate entities.

***Vice President for Administration, Saint Augustine’s College, Raleigh, NC***

January 2000 to July 2001

Responsible for the implementation and development of special projects, supervision of human resources, institutional planning and research, coordination and direction of faculty and staff development programs and directing and implementing the College’s strategic planning process and linking it to the budget planning process.

***Director of Human Resources, Hampton University, Hampton, VA***

January 1998 to December 1999

Developed Human Resources policies and programs for the entire university. The major areas covered were organizational planning, organizational development, employment, indoctrination and training, employee relations, compensation, benefits, safety and health, and employee services. Originated Human Resources practices and objectives that provided a balanced program throughout all divisions. Assisted and advised senior management on Human Resources issues.

***Executive Assistant to the Executive Vice President and Provost, Hampton University, Hampton, VA***  
September 1994 to December 1997

Managed the training and developmental programs for University administrators, prepared documents and reports produced and issued by the Office of the Executive Vice President and Provost. Developed the University's administrative calendar and coordinated the President's Annual Administrative Retreat. Served as administrative liaison for faculty committees, represented the Executive Vice President and Provost with external and internal groups and worked with Deans and Chairpersons to resolve problems impacting the undergraduate schools and colleges.

***Lecturer/Education Specialist, College of Continuing Education, Hampton University, Hampton, VA***  
July 1990 to September 1994

Analyzed, monitored and recommended programs offered at the College of Continuing Education. Developed, evaluated, and maintained quality control of courses, seminars, and workshops, as well as degree granting programs at the associate, baccalaureate and master's levels. Developed program linkages with external agencies, such as the military, business, educational, and state and local governments.

***National Consumer Relations Manager, General Electric Capital Corporation, Stamford, CT***  
August 1987 to July 1990

Assisted in the overall transition from Montgomery Ward Retail Credit to General Electric Capital Corporation. Provided leadership on all projects, which affected or interfaced with the Customer Service Units of General Electric Capital Corporation.

***Regional Customer Service Manager, Montgomery Ward Credit Services, Hampton, VA***  
November 1985 to August 1987

Directed a staff of 55 persons on all customer service matters. Performed a wide variety of duties to direct, control and coordinate customer service functions, including large quotations, order processing, credit adjustments, field service, legal mediation and regional accounts program.

***Director of Legal Affairs, D.C. Credit Services, Van Nuys, CA***  
January 1983 to August 1985

Responsible for the leadership and direction for all legal accounts for the company. Supervised attorneys and staff in the coordination of cases and delinquent accounts for corporate clients. Coordinated settlements and negotiations on behalf of clients.

## **PRESENTATIONS, HONORS AND AWARDS**

- ***Panelist, Civic Leadership Institute***, Hampton, Virginia, January, 2020
- ***Keynote Speaker, Women Evolving Spiritually Conference***, True Vine Church of Jesus, Newport News, Virginia, May 2019
- ***Guest Speaker, Women's Empowerment Month Tea***, Elizabeth City State University, Elizabeth city, North Carolina, March 2019
- ***Keynote Speaker, Virginia Region Interdisciplinary Academic Conference***, Saint Leo University, Norfolk, Virginia, March 2018

- **Recipient, New Executive Leader**, Hampton Roads Chamber of Commerce, Virginia Beach, Virginia, January 2015
- **Guest Speaker**, Another View the Radio Show, Norfolk, Virginia, August 2014
- **Featured, Kim Luckes in First Person**, Inside Business, The Hampton Roads Business Journal, May 2014
- **2013 International Top 100 Magazine Honoree**, Educational Administration, April 2013
- **Recipient, Woman of the Year 2012-2013**, The National Association of Professional Women
- **Peer Evaluator**, Southern Association of Colleges and Schools, Commission on Colleges, March 2013
- **Honors Convocation Keynote Speaker**, Elizabeth City State University, Elizabeth City, North Carolina, April 2012
- **Recipient, The Emerging Women Award**, Norfolk State University Women's Economic Development Center, March 2012
- **Recipient, Meritorious Service Award**, Portsmouth Public Schools, May 2011
- **Appearance**, C-SPAN, Virginia Sesquicentennial of the American Civil War, Norfolk, Virginia, July 2010
- **Peer Evaluator**, Southern Association of Colleges and Schools, Commission on Colleges, March 2010
- **Facilitator, Roundtable Discussion -Preparing First-generation College Students for Success in a Knowledge Economy: Access and Retention Issues**, 2009 Annual Meeting, Southern Association of Colleges and Schools, Commission on Colleges, December 2009
- **Moderator, President's Panel**, North Carolina Community College System 2009 Minority Male Mentoring Conference, November 2009
- **Consultant**, The Women's Network, Wake County, North Carolina, October 2009
- **Peer Evaluator**, Southern Association of Colleges and Schools, Commission on Colleges, October 2009
- **Peer Evaluator**, Southern Association of Colleges and Schools, Commission on Colleges, May 2009
- **Recipient, Distinguished Alumni Award, Elizabeth City State University**, National Association for Equal Opportunity in Higher Education, April 2009
- **Coordinator and Presenter**, Episcopal Day of Recognition, Saint Augustine's College, Raleigh, North Carolina, February 2009
- **Peer Evaluator**, Southern Association of Colleges and Schools, Commission on Colleges, October 2008
- **Consultant and Presenter**, North Carolina Community College System 2008 Minority Male Mentoring Conference, April 2008
- **Peer Evaluator**, Southern Association of Colleges and Schools, Commission on Colleges, April 2008
- **Peer Evaluator**, Southern Association of Colleges and Schools, Commission on Colleges, October 2007
- **Peer Evaluator**, Southern Association of Colleges and Schools, Commission on Colleges, October 2006
- **Peer Evaluator**, Southern Association of Colleges and Schools, Commission on Colleges, February 2005
- **Session Chairperson**, Council of Independent Colleges, Institute for Chief Academic Officers, San Francisco, California, October 2004
- **Convocation Keynote Speaker**, Saint Augustine's College, Raleigh, North Carolina, September

2003

- **Plenary Address**, Council of Independent Colleges, Institute for Chief Academic Officers, Santa Fe, New Mexico, October 2002
- **Freddie Mac Partnership Award**, McLean, Virginia, April 2001
- **Student Leadership Summit**, Hampton University, Hampton, Virginia, “Chicken Soup for the Soul-Live,” October 1998
- **Consultant and Presenter**, Thomas Nelson Community College, Hampton, Virginia, “Leadership Skills and Team Development,” March 1997
- **Student Leadership Summit**, Hampton University, Hampton, Virginia, “Fundamentals of Team Building,” November 1997
- **Outstanding Leadership Award**, City of Newport News, Virginia, Framework for the Future, June 1995
- **Outstanding Educational Support Award**, City of Hampton, Virginia, Division of Fire and Rescue, July 1994
- **1993 Governor’s EMS Award Nominee**, Commonwealth of Virginia, Office of Emergency Medical Services, June 1993
- **Distinguished Leadership Award**, The United Negro College Fund, Inc., February 1990

#### UNIVERSITY COMMITTEES

- **Member**, SACSCOC Leadership Team, Hampton University
- **Chairperson**, Mission, Governance and Federal Requirements Committee, SACSCOC Reaffirmation, Hampton University
- **Member**, Deans Council, Hampton University
- **Member**, Academic Leadership Team, Hampton University
- **Co-Chairperson**, Strategic Plan Committee, Norfolk State University
- **Chairperson**, Economic Impact Study Leadership Committee, Norfolk State University
- **Staff Liaison**, Academic Services, Board of Trustees, Saint Augustine’s College
- **Chairperson**, Academic Policies Committee, Saint Augustine’s College
- **Chairperson**, Academic and Administrative Council, Saint Augustine’s College
- **Accreditation Liaison**, Southern Association of Colleges and Schools Reaffirmation Visit, Saint Augustine’s College
- **Chairperson**, Student Leadership Summit, Hampton University
- **Chairperson**, Task Force on the Academic Program, Hampton University
- **Chairperson**, Analytical Studies Group for University Planning, Hampton University
- **Member**, University Judiciary Board, Hampton University
- **Member**, Annual Conference on the Black Family Committee, Hampton University
- **Ex-Officio**, Academic Personnel Committee, Hampton University
- **Official Report Writer and Member**, NCAA Certification Self-Study Committee, Hampton University

#### PROFESSIONAL AND CIVIC ORGANIZATIONS

- **Member**, Greater Peninsula Workforce Development Board, Newport News, Virginia
- **Member**, National Association of Professional Women
- **Member**, The Rotary Club of Virginia Peninsula, Newport News, Virginia
- **Member**, Association of Fundraising Professionals – Hampton Roads, Norfolk, Virginia
- **Member**, Society of Human Resource Management
- **Past Member**, Board of Directors, Greater Norfolk Corporation, Norfolk, Virginia

- **Past Member**, Board of Directors, Hampton Roads Partnership, Norfolk, Virginia
- **Past Member**, Board of Directors, Urban League of Hampton Roads, Norfolk, Virginia
- **Past Member**, Cooperating Raleigh Colleges Operations Committee, Raleigh, North Carolina
- **Past Member**, Board of Directors, Kids Voting North Carolina Wake County
- **Member**, The Conference Board, Associate Services
- **Past Member**, Chief Academic Officers Task Force, Council of Independent Colleges
- **Past Member**, Chief Academic Officer Council, Cooperating Raleigh Colleges
- **Past Chairperson**, Board of Trustees, C. Waldo Scott Center for Hope, Newport News, Virginia
- **Past President** and Member, Peninsula YWCA, Newport News, Virginia
- **Member**, College and University Personnel Association
- **Member**, Association of College Administration Professionals
- **Founding Member**, Political Skills Development Program, Ronald H. Brown Center for Politics and Commercial Diplomacy
- **Member**, Delta Sigma Theta Sorority, Incorporated
- **Campaign Coordinator and Speech Writer**, Committee to Elect and Re-elect Sheriff B.J. Roberts, Hampton, Virginia
- **Co-Campaign Coordinator**, Committee to Elect Mamie Locke, Hampton City Council

## OTHER ACCOMPLISHMENTS

- **Conference Host and Jacket Cover Writer**, “Race, Slavery and the Civil War, The Tough Stuff of American History and Memory” Virginia Sesquicentennial of American Civil War Commission, May 2011
- **Institutional Coordinator**, U.S. Department of Education, Title III Program, Strengthening Historically Black Colleges and Universities Amount: \$1.4 Million
- **Principal Investigator**, National Science Foundation, Living and Learning Retention Program, Amount: \$2.5 Million
- Luckes, K., Payne, G., Dusenbury, R., Moore, M.L., “A Comprehensive Approach to Establishing a Living-Learning Science Retention Program” Talking Stick: Academic Initiatives, Vol.22, No.5, p. 31-32, March 2005
- **Contributing Researcher, Developer and Pilot Testing Presenter**, “CreditSmart, A Curriculum to Help Consumers Understand, Build and Maintain Better Credit,” Freddie Mac 2001

## Education

May 1982	<i>Juris Doctor</i>	North Carolina Central University School of Law Durham, NC
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May 1979	<i>Bachelor of Arts</i>	Elizabeth City State University Elizabeth City, NC
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## Leadership Training

**Executive Leadership Summit**, Hampton University, Hampton, VA, November 2012

**Hampton Roads Civic Leadership**, Norfolk, Virginia, April 2011

**Leadership North Carolina, Class XII**, Raleigh, North Carolina, May 2005

**Mabel Parker McLean Women’s Leadership Development Forum**, United Negro College Fund, Inc., Miami Beach, Florida, April 2004

**John Nunnery**  
**Abbreviated Curriculum Vitae**

***Education***

B.A.	History Rhodes College	1988
M.A.T.	Secondary Curriculum and Instruction Memphis State University	1991
Ed.D.	Educational Psychology and Research The University of Memphis	1995

***Experience***

Associate Vice President for Research	Old Dominion University	2015-current
Executive Director	The Center for Educational Partnerships Old Dominion University	2010-2017
Professor	Educational Psychology and Research Old Dominion University	2013-current
Graduate Program Director	Military Child and Family Education Graduate Certificate Program	2011-2015
Interim Director	PREPS/CTQEL Old Dominion University	2009
Associate Professor	Educational Foundations and Leadership Old Dominion University	2007-current
Assistant Professor	Educational Leadership and Counseling Old Dominion University	2001-2006
Executive Director	Research, Standards, and Accountability Memphis City Schools	1998-2001
Associate Research Scientist	Center for Social Organization of Schools The Johns Hopkins University	1996-1998
Director	Bureau of Educational Research and Service The University of Memphis	1995-1996
Research Associate	Center for Research in Educational Policy The University of Memphis	1992-1995
Interim Teacher	Collierville High School Shelby County Schools	1991-1992
Program Leader	Vollentine Boys Club Boys Club of Memphis	1990-1991

## ***Selected Published Books, Monographs, Book Reviews, and Papers***

### ***Book Chapters***

Nunnery, J.A., & Byrd-Poller, L. (2011). Learning and development after school. In N. Seel (ed.), *Encyclopedia of the Learning Sciences*. Springer Science + Business Media.

Stringfield, S. C. & Nunnery, J. A. (2010). School improvement strategies and whole school designs for enhancing student achievement. In E. Baker, P. Peterson & M. McGaw, (eds), *International Encyclopaedia of Education, 3rd Edition*. Amsterdam, NL: Elsevier.

Bol, L. & Nunnery, J. A. (2004). The impact of high stakes-testing on restructuring efforts in schools serving at-risk students. In G. Taylor (Ed.), *Standards, Testing and the Historically Underserved Student*. Lewiston, New York: Edwin Mellon Press.

Ross, S.M., Alberg, M.J., & Nunnery, J. A. (1999). Selection and evaluation of locally-developed versus externally-developed schoolwide programs. In G. Orfield and E.G. DeBray (Eds.), *Hard work for good schools: Facts not fads in Title I reform* (pp. 147-158). Cambridge, MA: The Civil Rights Project, Harvard University.

Morris, V., & Nunnery, J. A. (1995). Implementing professional development schools without significant external funding. In L. Chance (Ed.), *Professional Development Schools*. Washington, DC: National Education Association.

### ***Refereed Journal Articles and Reports (Selected)***

Chappell, S., Arnold, P. & Nunnery, J. (2016). An examination of an online Tutoring program's impact on low achieving middle school students' mathematics achievement. *Online Learning* (19, 5).

Arnold, P., Garner, J.K. & Nunnery, J.A. (2014). Understanding teaching and learning with military-connected students: Insights from the perspectives of teachers. *Children and Schools*, 36 (1), 9-17.

Garner, J.K., Arnold, P. & Nunnery, J.A. (2014). What kind of village does it take?: The need to engage and coordinate school and district departments in support of military-connected students. *Children and Schools*, 36 (1), 31-39.

Fischer, C., Bol, L., Pribesh, S., & Nunnery, J.A. (2013). Where is the learning in smaller learning communities? Academic press, social support for learning, and academic engagement in smaller learning community classrooms. *Journal of Education of Students Placed At-Risk*, 18 (3-4), 177-192.

Nunnery, J.A., Chappell, S., Arnold, P. (2013). A meta-analysis of a cooperative learning model's effects on student achievement in mathematics. *Cypriot Journal of Educational Sciences*, 8(1), 34-38.

Bol, L., Hacker, D.J., Walck, C.C., & Nunnery, J.A. (2012). The effects of individual or group guidelines on the calibration accuracy and achievement of high school biology students. *Contemporary Educational Psychology*, <http://dx.doi.org/10.1016/j.cedpsych.2012.02.004>.

Grehan, A., Nunnery, J.A., & Chappell, S. (2012). *The Effects of Opening the World of Learning (OWL) on the Early Literacy Skills of Economically Disadvantaged Preschool Students in a Large Urban District*. Washington, DC: Institute for Education Sciences.

Chappell, S., Nunnery, J.A., Pribesh, S., & Hager, J. (2011). A meta-analysis of Supplemental Educational Services provider effects on student achievement. *Journal of Education of Students Placed at Risk*, 16, 1-23.

Bol, L., Riggs, R., Hacker D. J., Dickerson, D., & Nunnery, J.A. (2011). The calibration accuracy of middle school students in math classes. *Journal of Research in Education*, 21(2), 81-96.

Mohammadi, M., Schwitzer, A. M., Nunnery, J.A. (2010). Examining the effects of residence and gender on college student adjustment in Iran: Implications for psychotherapists. *Journal of College Student Psychotherapy*, 24, 59-72.

Nunnery, J.A., Kaplan, L., Owens, W.A., & Pribesh, S. (2009). The effects of Troops to Teachers on student achievement: One state's study. *NASSP Bulletin*, 93, 249-272.

Nunnery, J.A., Ross, S.M., & Bol, L. (2008). The construct validity of teachers' perceptions of change in schools implementing Comprehensive School Reform models. *Journal of Educational Research and Policy Studies*, 8, 67-91.

Nunnery, J.A., & Ross, S.M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. *Research in the Schools*, 14, 40-59.

Owings, W., Kaplan, L., Nunnery, J., Marzano, R., Myran, S., and Blackburn, D. (2006). "Troops to Teachers' Classroom Effectiveness: Implications for Principals" *NASSP Bulletin*, 90(2), 102-131.

Nunnery, J.A., Ross, S.M., & MacDonald, A. (2006). A randomized experimental evaluation of the effects of School Renaissance on student reading achievement in grades 3 to 6. *Journal of Education of Students Placed At Risk*, 11(1), 1-18.

Owings, W.A., Kaplan, L.S., and Nunnery, J. (2005). Principal quality, ISLLC standards, and student achievement. *Journal of School Leadership*, 15 (1), 99-119.

Kaplan, L.S., Owings, W.A., & Nunnery, J. (2005). Principal quality: A Virginia study connecting Interstate School Leaders Licensure Consortium (ISLLC) Standards with student achievement. *NASSP Bulletin*, 89(643), 28-44.

Ross, S.M., Nunnery, J.A., Goldfeder, E., McDonald, A., Rachoer, R., Hornbeck, M., & Fleischman, S. (2004). Using school reform models to improve reading achievement: A longitudinal study of Direct Instruction and Success for All in an urban district. *Journal of Education of Students Placed At Risk*, 9, 357-388.

Jurgens, J.C., & Nunnery, J.A. (2004). The impact of grades and class size on student ratings of instruction: An analysis of a human services counseling program. *Journal of Human Service Education*, 24, 69-79.

Lovell, C., & Nunnery, J. (2004). Testing the adult development "Tower of Babel" hypothesis: Homogeneous by Perry Position collaborative learning groups and graduate student satisfaction. *Journal of Adult Development*, 11(2), 139-155.

Bol, L., Ross, S., Nunnery, J., & Alberg, M. (2002). A comparison of teachers' assessment practices in school restructuring models by year of implementation. *Journal of Education of Students Placed At Risk*, 7, 407-424.

Bol, L., Nunnery, J., Stevenson, P., & Moggee, K. (2000). Changes in teachers' assessment practices in the New American Schools restructuring models. *Teaching and Change*, 79, 127-146.

Nunnery, J. (1998). Research on educational innovations. *Journal of Education of Students Placed at Risk*, 3, 197-200.

Nunnery, J. (1998). Reform ideology and the locus of development problem in educational restructuring: Enduring lessons from studies of educational innovation. *Education and Urban Society*, 30, 277-295.

Bol, L., Nunnery, J., & O'Connell, A.A. (1998). The influence of teaching experience and subject area on teachers' assessment practices. *Journal of Educational Research*, 91, 323-330.

Bol, L., Nunnery, J., Lowther, D., Dietrich, A., Pace, J., Anderson, R.S., Bassoppo-Moyo, T.C., & Phillipsen, L.C. (1998). Inside-in and outside-in: The effects of internal and external supports for change in the New American Schools. *Education and Urban Society*, 30, 358-385.

Bol, L., Warkentin, R.W., Nunnery, J.A., & O'Connell, A.A. (1998). College students' study activities and thier relationship to study context, reference course, and achievement. *College Student Journal*, 33, 608-622.

Whicker, K., Bol, L., & Nunnery, J.A. (1997). Cooperative learning in the secondary mathematics classroom. *Journal of Educational Research*, 89, 1-6.

Smith, L.J., Maxwell, S., Lowther, D., Hacker, D., Bol, L., & Nunnery, J. (1997). Activities in schools and programs experiencing the most, and least, early implementation success. *School Effectiveness and School Improvement*, 8, 125-150.

Nunnery, J., Bol, L., Dietrich, A., Rich, L., Kelly, S., Hacker, D., & Sterbin, A. (1997). Teachers' initial reactions to their pre-implementation and early restructuring experiences. *School Effectiveness and School Improvement*, 8, 72-94.

Bond, C.E., Ross, S.M., Smith, L.J., & Nunnery, J.A. (1995). The effects of Sing, Spell, Read, and Write program on reading achievement of beginning readers. *Reading Research and Instruction*, 35, 122-141.

Smith, L.J., Ross, S.M., & Nunnery, J.A. (1994). No road too long: A senior citizens mentoring program. *Tennessee Reading Teacher*, 22, 8-11.

Ross, S.M., Smith, L.J., Nunnery, J.A., Douzenis, C., McLean, J.E., & Trentham, L. (1994). Do funding inequities produce educational disparity? Research issues in the Alabama case. *Research in the Schools*, 1(2), 32-50.

Bond, C., Ross, S.M., Smith, L.J., & Nunnery, J. (1994). Reading programs for early intervention. *Tennessee Educational Leadership*, 21, 18-20.

### **Other Publications (selected, non-refereed)**

Nunnery, J., Ross, S.M. (2010, August 17). Taking a hard look at Supplemental Educational Services. *Education Week (Washington, DC)*.

Nunnery, J.A., & Abell, L. (2000). School-wide strategies for dropout prevention. *What works?* Memphis, TN: Memphis City Schools.

Nunnery, J.A., & Abell, L. (2000). Early intervention for reading success. *What works?* Memphis, TN: Memphis City Schools.

Ross, S.M., Smith, L.J., & Nunnery, J.A. (1995). A study of magnet schools in an urban school district. *Policy/Practice Brief No. 9501*. Memphis, TN: Center for Research in Educational Policy.

Ross, S.M., Smith, L.J., Nunnery, J.A., Douzenis, C., & Johnson, B. (1993). The Alabama study, finding, and court decision. *Policy/Practice Brief No. 9303*. Memphis, TN: Center for Research in Educational Policy.

Ross, S.M., Smith, L.J., Crawford, A., & Nunnery, J. (1992). Restructuring the elementary school curriculum: Evaluation of the Success for All model in Memphis. *Policy/Practice Brief No. 9204*. Memphis, TN: Center for Research in Educational Policy.

Nunnery, J.A., Ross, S.M., & Smith, L.J. (1992). The effectiveness of using senior citizens as academic mentors for at-risk children. *Policy/Practice Brief No. 9201*. Memphis, TN: Center for Research in Educational Policy.

Bond, C.L., Smith, L.J., Ross, S.M., Nunnery, J.A., & Goldstein, R.R. (1992). An alternative for teaching “at risk” children? A look at Sing, Spell, Read, and Write. *Policy/Practice Brief No. 9203*. Memphis, TN: Center for Research in Educational Policy.

### ***Grants and Contracts Awarded (2000-present)***

Principal investigator. (July 2020 – December 2021). \$775,000. OEA Virginia Wind Energy Siting Solution. Virginia Department of Economic Development.

Principal investigator. (September 2019 – March 2020). \$150,000. WBC Option Year Work Plan 2019-2020. Small Business Administration.

Principal investigator. (September 2019 – March 2020). \$14,350. Women’s Business Center Program Income. ODU Research Foundation.

Principal investigator. (September 2019 – March 2020). \$21,150. Women’s Business Center Cash Match Fund. ODU Research Foundation.

Principal investigator. (August 2019 – June 2020). \$3,654. Wine Rx Task Order. Wine Rx.

Co-principal investigator. (August 2019 – July 2022). \$547,250. Open Seas Technology Innovation Hub. US Department of Commerce- Economic Development Administration.

Principal investigator. (September 2019 – July 2020). \$270,316. Hampton Roads Procurement Technical Assistance Center. CRATER Planning District Commission.

Principal investigator. (January 2020 – April 2020). \$39,868. Boots to Business Plus Up. Small Business Administration.

Principal investigator. (October 2019 – March 2020). \$34,680. Ferguson Innovation Challenge. Ferguson Enterprises, LLC.

Principal investigator. (February 2020 – June 2021). \$11,246. Complementary Opportunities for Start-up and Growth in Pavlodar and Norfolk. American Council of International Education.

Principal investigator. (May 2020 – April 2021). \$480,000. Veterans Business Outreach Center Program Option Year 2. Small Business Administration.

Principal investigator. (May 2019 – April 2020). \$375,000. Veterans Business Outreach Center Program. Small Business Administration.

Principal investigator. (September 2019 – December 2020). \$400,000. Rural Entrepreneurial Ecosystem Development- Federal. Governor of Virginia.

Principal investigator. (September 2019 – December 2020). \$90,000. Rural Entrepreneurial Ecosystem Development- State. Governor of Virginia

Principal investigator. (June 2020 – June 2021). \$50,000. People First USI RFP Round 1. Urban Strategies, Inc.

Principal investigator. (September 2020 – August 2021). \$16,000. Virginia Regional Competitiveness Project. Virginia Polytech Institute and State University.

Principal investigator. (June 2020 – August 2020). \$19,007. NATO Disruptive Technology Assessment Game. North Atlantic Treaty Organization.

Co-principal investigator. (March 2016- December 2018). \$40,000 Evaluation of Promoting Academic Achievement and Well-being of Military-connected Special Education Students. Newport News Public Schools/ Department of Defense Education Activity.

Co-principal investigator. (March 2016- December 2018). \$45,000. Evaluation of Transitioning Exceptional Students Together. Virginia Beach City Public Schools.

Co-principal investigator. (March 2016- December 2018). \$75,000. Chesapeake Public Schools Success with Algebra and Peers. Chesapeake Public Schools/ Department of Defense Education Activity.

Co-principal investigator. (January 2016 – August 2018). \$69,750. Evaluation of the Virginia Beach City Public Schools’ 2014-2018 DoDEA Grant Award.

Co-principal investigator. (January 2015- December 2020). \$732,822. Principals on the Path to Mastery: A High-Impact Support System for Novice Principals. Johns Hopkins/USDOE.

Principal investigator. (March 2015 – September 2015). \$19,846. A formative evaluation of the Norfolk Public Schools Open Campus High School program. Norfolk Public Schools.

Principal investigator. (July 2012 – September 2012). \$5,000. CAN-REL Appalachia II. CAN Corporation.

Principal investigator. (January 2012 – December 2016). \$24,995,690. A technology-facilitated scale up of a proven model of mathematics instruction in high-needs schools.. United States Department of Education.

Principal investigator. (August 2011 – September 2011). \$3090. Needs of Military-connected School Divisions in Southeastern Virginia. CNA Corporation.

Co-principal investigator. (April 2011 – August 2012). \$119,848. Virginia Student Growth Measure Professional Development Initiative. Virginia Department of Education.

Principal investigator. (July 2011 – December 2013). \$269,400. Troops to Teachers: A Mixed-methods National Follow-up Study. Defense Activity for Non-traditional Education Support.

Principal investigator. (July 2011 – June 2014). \$42,466. Boosting Students’ Mathematics Achievement and Promoting Positive Social Connections for Military-Connected Families at Targeted NNPS Schools. City of Newport News.

Principal investigator. (February 2011 – December 2011). \$8,370. Supplement #2 to An Examination of the Impact of the NISL EDP on Student Achievement in Massachusetts. National Institute for School Leadership.

Principal investigator. (Fall 2009-Spring 2010). \$32,719. An Examination of the Impact of the National Institute for School Leadership's Executive Development Program on Student Achievement in Massachusetts. National Institute for School Leadership.

Principal investigator. (Fall 2009-Spring 2010). \$18,091. The achievement effects of the National Institute for School Leadership's Executive Development Program in Pennsylvania. National Institute for School Leadership.

Co-principal investigator. (Spring 2010 – Fall 2010). \$15,561. The Academy of Music: Parkview Strings Program Evaluation. The Academy of Music.

Co-principal investigator. (Spring, 2006 -- Summer, 2010). \$512,533. The evaluation of smaller learning communities. Norfolk Public Schools.

Principal investigator. (Spring, 2006 – Fall, 2008). \$57,308. Multistate Evaluation of At-risk Interventions. University of Memphis.

Principal investigator. (Spring, 2006 – Fall, 2007). \$35,000 The Value-added Effects of Troops to Teachers: A Meta-analytic Approach. Department of Defense.

Principal investigator. (Spring, 2006 - Summer, 2009). \$126,000. Estimation of Supplemental Educational Services Provider Effects in Louisiana, State of Louisiana.

Co-principal investigator (Fall, 2004 – Fall, 2005). \$215,230. Troops to Teachers National Evaluation. Department of Defense.

Principal investigator (Fall, 2004 to Summer, 2006). \$24,000. Multi-site evaluation of School Renaissance program effects. Center for Research in Educational Policy.

Principal investigator. (August 2004 – May 2005). \$21,097. Quasi-experimental field studies. Center for Research in Educational Policy.

Co-principal investigator (Fall, 2003 to Summer 2004). \$215,359. Transition to Teaching Program, US Department of Education.

Principal investigator (100%; Summer 2002 to Summer 2003). Performance standards for prospective school leaders, \$35,000. Wallace Readers' Digest Funds.

Principal investigator (Summer 2002). *Validity of teacher perceptions of dimensions of comprehensive school reform*, \$6,000. Old Dominion University, Faculty Summer Research Fellowship Program.

### ***Professional Service***

Member. (2012-2016). White House National Advisory Panel for Operation "Educate the Educators," AACTE and the Military Child Education Coalition.

Board Member. (2013-2014). Opportunity Education Institution. Governor of Virginia.

Associate Editor, North America (1997-1998). *Educational Research and Evaluation.*

Ad Hoc Reviewer (1998-present). *Journal of Education for Students Placed At Risk.*

Ad Hoc Reviewer (2001-present). *Educational Technology Research and Development.*

Ad Hoc Reviewer (2005-present). *Journal of School Leadership.*

Product Quality Reviewer (2002). AEL (formerly Appalachian Educational Laboratories).

Ad Hoc Reviewer (2003). *Evaluation in the Health Professions.*

Member (2003). Teacher Quality Enhancement Evaluation Task Force, Virginia Department of Education.

President-Elect (2005-'06). Comprehensive School Reform Special Interest Group, American Educational Research Association.

President (2006-'07). Comprehensive School Reform Special Interest Group, American Educational Research Association.

Associate Editor, 2001-present. *Journal of Education for Students Placed At Risk*.

**NANCY L. GRDEN**



**SUMMARY:** Successful executive leader and entrepreneur with significant experience in establishing and growing enterprises across several business sectors (biotech, healthcare, banking), as well as in government and not-for-profits. Extensive experience, knowledge, and results with entrepreneurship, economic development, innovation, public-private partnerships, public policy, business and product development, and marketing/branding.

**PROFESSIONAL EXPERIENCE**

**OLD DOMINION UNIVERSITY, Institute for Innovation & Entrepreneurship, Norfolk, VA**

**Interim Associate Vice President (September, 2019 to present)**

**Executive Director, Strome Entrepreneurial Center (December, 2014 to present)**

Lead the University's organization for the community, students, faculty/staff, and alumni seeking resources and services for economic development, entrepreneurship, and innovation. Act as a liaison between the University and industry for innovation/entrepreneurship and assist in strengthening the innovation ecosystem in the Region and Virginia.

Serve as Chair, 757 Angels ([www.757angelsgroup.com](http://www.757angelsgroup.com)), appointed to Virginia Governor's first Council on Youth Entrepreneurship (2015); Board Member and Executive Committee, 757 Accelerate, Norfolk Innovation Corridor, RVA-757 Mega-Region Collaborative, and Healthier Hampton Roads; Board Member – Faber Entrepreneurship Center/University of South Carolina, Kempsville High School Entrepreneurship Academy, Women in Venture (WiV), The Norfolk Forum; member of Virginia University-Based Economic Development Group (UBED).

**GENOMIND, Inc., Chalfont, PA and Norfolk, VA**

**General Manager (2009-2015; Consultant 2015 to present)**

One of three Co-Founders for biotech company focused on personalized medicine for neuropsychiatry; developed and commercialized several products offered in the market today

**AMERIGROUP CORPORATION/ANTHEM, Virginia Beach, VA**

**EVP and Chief Marketing Officer (October, 2001 to November, 2009)**

Established and lead the company's growth and development infrastructure and programs during the company's start-up, IPO, and ongoing growth to a \$4 billion company; lead new state expansions, product development, marketing and branding, strategic planning, new program design, new business implementation, and web/eHealth

**LIFESCAPE, LLC, Vienna VA**

**Chief Executive Officer (1999 to 2001)**

Lead development, launch, and initial operation of first-of-its-kind web-enabled behavioral health/work-life services company

**FHC HEALTH SYSTEMS, VALUEOPTIONS, NOW BEACON/SOON ANTHEM  
Norfolk and Falls Church, VA**

**Executive Vice President and Chief Marketing Officer (1992 to 1999)**

Lead marketing, sales, product development, new venture launches, account services, communications, and government relations for leading national behavioral health company

**BANK OF AMERICA, Charlotte, NC**

**Executive Vice President, Marketing Services (1983 to 1992)**

Lead the company's advertising, product development, direct marketing and sales support programs; market research; market and strategic planning; served as transition manager for numerous mergers, including C&S/Sovran and NCNB community banks as part of NationsBank.

**EDUCATION**

**Graduate Degree in Banking**

Stonier Graduate School of Banking, University of Delaware, Newark, Delaware

**M.S. in Business Administration**

University of South Carolina (USC), Columbia, South Carolina; concentration in real estate and finance

**Master of Regional Planning**

University of North Carolina (UNC), Chapel Hill, North Carolina; concentration in urban and economic development

**B.A. in Economics**

Bucknell University, Lewisburg, Pennsylvania; minor fields English, French

January, 2020

# RODOLFO R. VEGA

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## EDUCATION

UNIVERSITY OF MIAMI INSTITUTE OF MEDICINE, MIAMI, FLORIDA  
*Post Doctorate, 1996*

UNIVERSITY OF TEXAS, AUSTIN, TEXAS  
*Ph.D. Psychology, 1994*

SAN JOSE STATE UNIVERSITY, SAN JOSE, CALIFORNIA  
*B.A., 1986*

## EXPERIENCE

**JSI**, Boston, Massachusetts  
*Senior Consultant, 2000 to present*

Accomplished program evaluator and published author, offering extensive post graduate training and over 20 years of experience in program design, implementation, and evaluation in the mental health, substance abuse, HIV and workforce development; multi-year of research and comprehensive knowledge of the field, with a focus on addictive behaviors and HIV among diverse populations. Strengths include experience as co-principal investigator, senior evaluator and team leader of large-scale community-based initiatives, with responsibility for the direction, management and implementation of various research projects and evaluation studies, and successful intervention as liaison between grantees, technical experts, and government officials.

**Boston University Medical Campus, Center for Multicultural Mental Health. Program Evaluator.** Evaluate a mental health internship program to train pre-doctoral psychology interns in the integration of mental health, HIV/AIDS as well as other chronic conditions amongst underserved populations in diverse, urban, low-income areas.

**Boston University Medical Campus, Center for Multicultural Mental Health. Program Evaluator.** Conducted an archival evaluation of the CMTP 40-year history documenting professional pathways of its graduates.

**Office of Minority Health. Program Evaluator.** Conducted a process evaluation of the Latino Mentoring and Leadership Institute, a national initiative to foster leadership development amongst Latino HIV/AIDS workforce.

**Massachusetts Department of Public Health, Office of Problem Gambling Services**

Program evaluator. Conducted assessment of the Massachusetts mental health services workforce to gauge their capacity to address problem gambling and suicide problems

**Massachusetts Department of Public Health, Office of Problem Gambling Services**

**Program evaluator.** Evaluated a training on the role of community health workers in addressing problem gambling in Massachusetts.

**Massachusetts Department of Public Health, Office of Problem Gambling Services**

**Program evaluator.** Evaluated a training on the relation between suicide and problem gambling delivered to the mental health workforce in Massachusetts.

**Massachusetts Department of Mental Health, Evaluation of a Workforce Initiative. Program Evaluator.** A process and outcome evaluation of the Workforce Development Initiative created by the Children's Behavioral Health Knowledge Center with funding from the Commonwealth Corporation.

**Massachusetts Department of Public Health, Bureau of Community Health and Prevention. Program Director.** Support the Child and Youth Violence Prevention Unit with the implementation of the new Gun Violence Prevention Program project coordination, contract management services, administration support, capacity building, technical assistance services, meeting

facilitation, report writing, cross-site evaluation and provide content expertise focused on individual and community level intervention programming for Massachusetts' African American and Latino youth 17-24 years of age

**Hampton University The Promise Program. Program Evaluator.** Supported a mixed-methods evaluation of a family-centered, community-based violence-prevention program for African-American young men ages 12-25 in Hampton, Virginia

**Department of Health and Human Services, Health Resources and Services Administration (HRSA), HIV/AIDS Bureau-Integration of HIV/AIDS Funding.** Senior advisor on efforts to integrate streams of HIV/AIDS treatment/prevention funding to ensure resources are appropriately allocated.

**Medication Assisted Treatment – Prescription Drug and Opioid Addiction Program**

Program evaluator of a SAMHSA-funded initiative of a Medication Assisted Treatment Program for opioid patients at the South End community Health Center, Boston, MA.

**Department of Health and Human Services, Health Resources and Services Administration (HRSA), HIV/AIDS Bureau, Affordable Care Enrollment (ACE) Technical Assistance (TA) Center** Senior Advisor for ACE TA Center to build the capacity of Ryan White HIV/AIDS Program (RWHAP) grantees and funded providers to enroll their clients in health coverage.

**University of Massachusetts Boston (funded by the Centers of Medicare & Medicaid Services) Program evaluator.** Conducted an evaluation of a food purchasing selection among low-income, Spanish-speaking Latinos.

**Affordable Care Enrollment (ACE) Technical Assistance Center.** Developed a national curriculum to support HRSA RWHAP recipients to enroll their clients of color in new health care coverage. Led targeted TA strategy, which included the development and delivery of culturally competent tools, resources, and training to select RWHAP grantees, providers, navigators, and consumers to enhance outreach and enrollment capacity.

**Massachusetts Department of Public Health's 1305 and 1422 Social Network Analysis. Project Manager. Program Evaluator.** Managed a team responsible for providing technical assistance to the Massachusetts Department of Public Health around their 1305 and 1422 grants. Technical assistance included developing a partnership survey, conducting key informant interviews based on survey questions, analyzing survey data, creating social network visuals, and developing a summary report of the partnership evaluation results.

**Mass in Motion (MiM) Partnership Evaluation. Program Evaluator.** Managed a team responsible for providing technical assistance to the Massachusetts Department of Public Health around the evaluation of MiM community partnerships. Technical assistance included analyzing data from a partnership survey, creating social network visuals, and developing a summary report of the partnership evaluation results.

**Office of Women's Health. Program Evaluator.** Develop an evaluation design and measurement tools to assess the level of gender responsiveness of HIV prevention programs funded by the Office of Women's Health.

**Office of HIV/AIDS Policy. Program Evaluator.** Conduct a qualitative evaluation of the Twelve Cities Project to assess collaboration, coordination and integration of HIV/AIDS services amongst federal agencies and the health departments of each of the 12 cities with the highest prevalence rates of HIV/AIDS in the nation. The Twelve cities Project is regarded as the fourth goal of the National HIV AIDS Strategy.

**HHS Office of Public Health and Science/Office of HIV AIDS Policy. Program Evaluator.** Evaluation of the Secretary's Fund, Conducted an impact evaluation of over 100 programs sponsored by the Secretary's Minority AIDS Initiative (MAI) Fund between Fiscal Years 2006 and 2008. The Secretary's Minority AIDS Initiative Fund is a \$50 million allocation to the Department of Health and Human Services that is distribute to all DHHS divisions and offices to (1) create resources that strengthen the organizational capacity of community-based providers, in particular minority providers; (2) improve the quality of HIV services; (3) expand the pool of HIV service providers; and enhancing the ability of minority service providers to compete for other HIV/AIDS funding in the future.

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1540505990A1  
 ORGANIZATION:  
 Hampton University  
 Hampton, VA 23668-

DATE:09/18/2017  
 FILING REF.: The preceding  
 agreement was dated  
 12/12/2011

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**

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RATE TYPES:	FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)
	<u>EFFECTIVE PERIOD</u>			
	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>
<u>TYPE</u>				<u>APPLICABLE TO</u>
FINAL	07/01/2015	06/30/2017	[REDACTED]	Organized Research
PRED.	07/01/2017	06/30/2020		Organized Research
FINAL	07/01/2015	06/30/2017		Instruction
PRED.	07/01/2017	06/30/2020		Instruction
FINAL	07/01/2015	06/30/2017		Other Sponsored Activities
PRED.	07/01/2017	06/30/2020		Other Sponsored Activities
FINAL	07/01/2015	06/30/2017		All Programs
PRED.	07/01/2017	06/30/2020		All Programs
PROV.	07/01/2020	Until Amended		Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

\*BASE

ORGANIZATION: Hampton University

AGREEMENT DATE: 9/18/2017

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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: Hampton University  
AGREEMENT DATE: 9/18/2017

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

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	7/1/2015	6/30/2017			All Employees
PRED.	7/1/2017	6/30/2020			All Employees
PROV.	7/1/2020	Until amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:  
Salaries and wages.

ORGANIZATION: Hampton University

AGREEMENT DATE: 9/18/2017

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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.

\*\*The next proposal based on the fiscal year ending June 30, 2019 is due in our office by December 31, 2019.

Fringe Benefits include: FICA, Disability, Life Insurance, Tuition Remission, Sabbatical Leave, TIAA/CREF, Workers' Compensation, Unemployment and Health Insurance.

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 \$500.

ORGANIZATION: Hampton University

AGREEMENT DATE: 9/18/2017

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

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

The rates in this Agreement were approved in accordance with the authority in 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:

Hampton University

(INSTITUTION)

[Redacted Signature]

Doretha J. Spells

(NAME)

Vice President for Business  
(TITLE) Affairs and Treasurer

9/20/17

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

[Redacted Signature]

(SIGNATURE)

Darryl W. Mayes

(NAME)

Deputy Director, Cost Allocation Services

(TITLE)

9/18/2017

(DATE) 1291

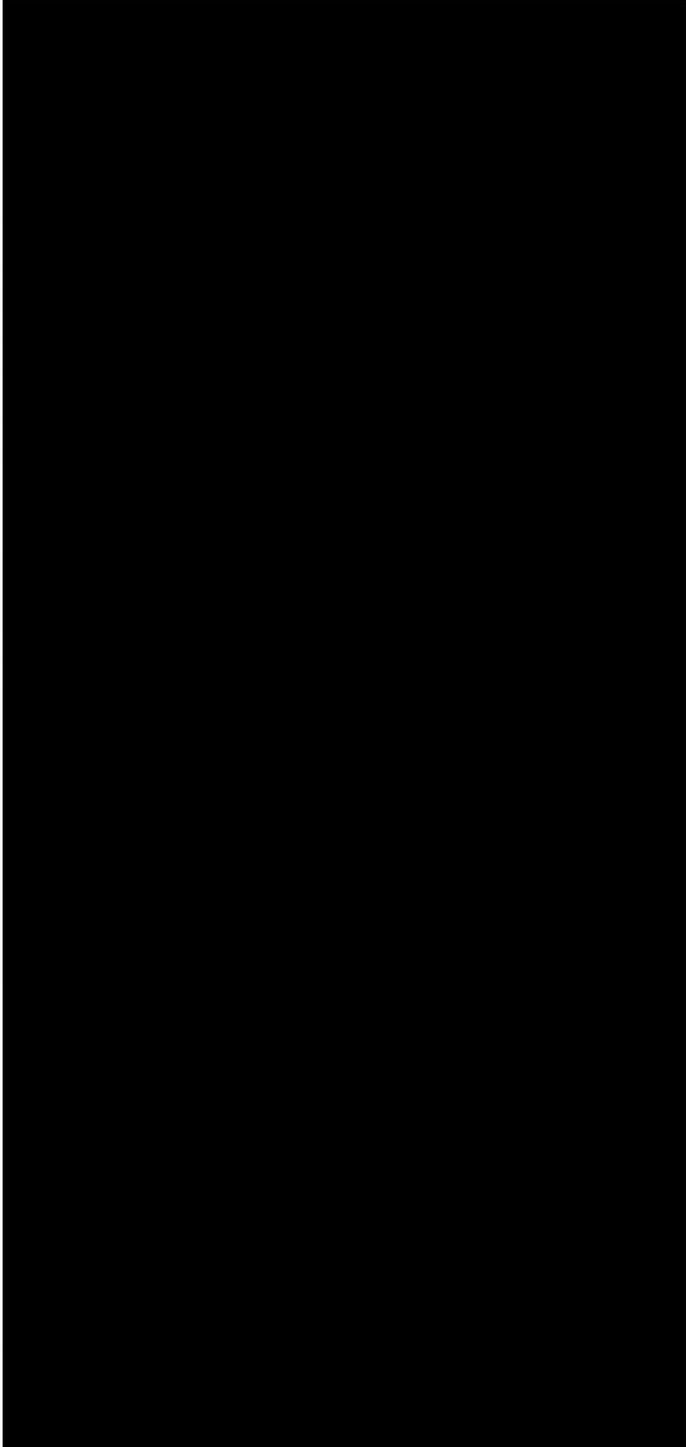
HHS REPRESENTATIVE:

Steven Zuraf

Telephone:

[Redacted Telephone Number]

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE COST RATE



CONCURRENCE



Doretha J. Spells  
Name

Vice President for Business Affairs and Treasurer  
Title

9/20/17  
Date

# **Appendix 3: List of Proprietary Information**

**NOT APPLICABLE**

# **Appendix 4: Assurance for Information Sharing with U.S. Department of Education**

#### **Appendix 4: Assurance**

Should this grant be awarded, Hampton University will submit information to the U.S. Department of Education, as requested, for evaluations the Secretary may carry out.



Principal Investigator, Hampton University  
Hampton University  
August 22, 2020

# Appendix 5: Photos of Facilities

## 2 Eaton Street



**APPENDIX**

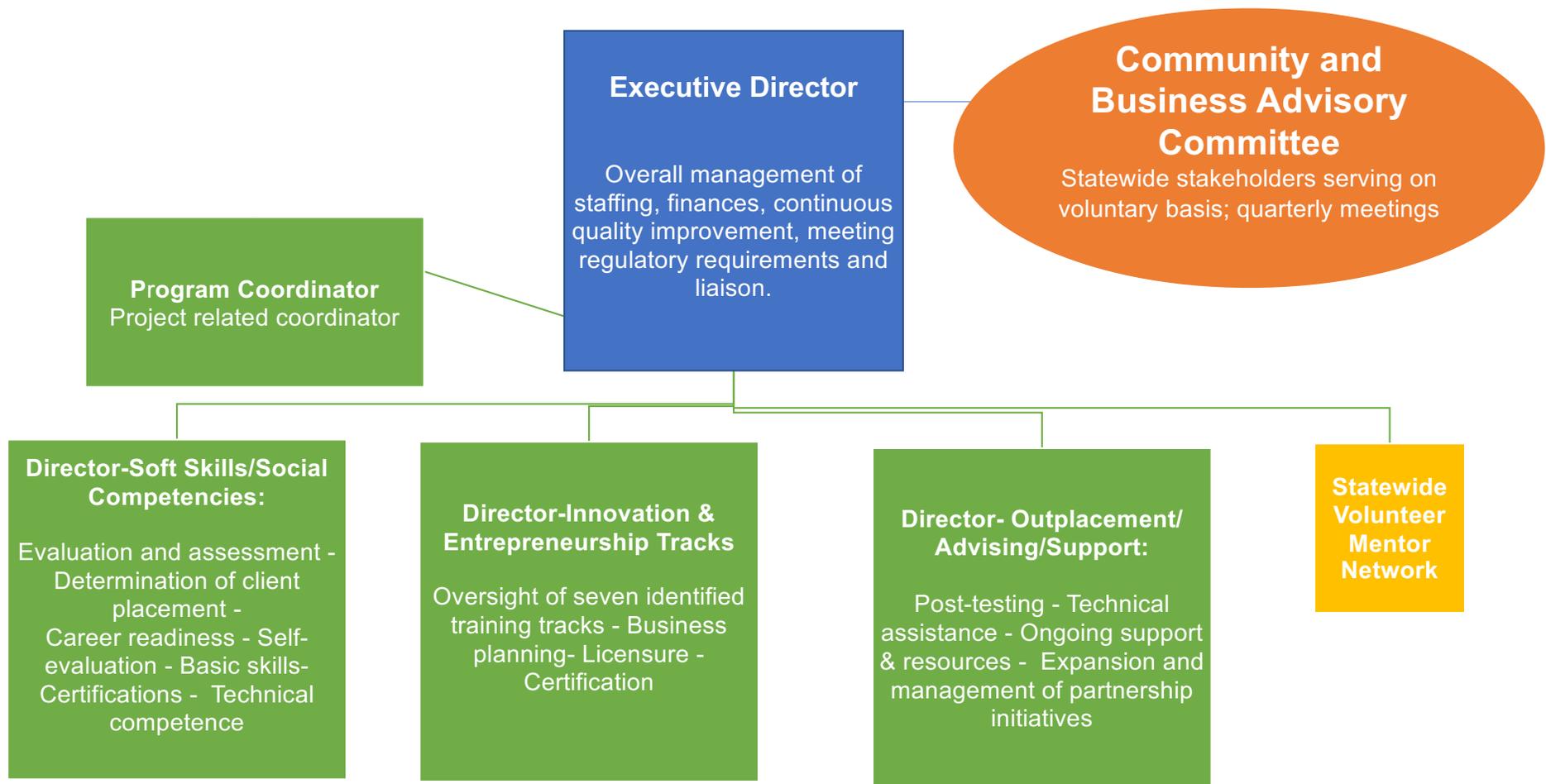
Submitted by: Hampton University for Virginia Board of Workforce Development

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# 1 West Queens Way



# **Appendix 6: VWIEC Organizational Chart**



## Appendix 7: List of Stakeholder Types for Community & Business Advisory Committee Members

Stakeholder Type	Potential Target Member Organization
Academia (4-5 members)	<p>“Partner Institutions” (HU, ODU)</p> <p>Other Virginia Four-year Institutions:</p> <ul style="list-style-type: none"> <li>• Virginia Commonwealth University</li> <li>• James Madison University</li> <li>• Virginia State University</li> <li>• Averett University</li> <li>• University of Virginia Wise County</li> <li>• New College Institute</li> <li>• Longwood University</li> <li>• Sweet-Briar College</li> </ul> <p>Representatives from Virginia Community College System</p> <p>University-Based Economic Development (UBED) Group</p>
Economic Development (3-4 members)	<p>Virginia Economic Development Partnership (VEDP)</p> <p>The Alliance</p> <p>Virginia Chamber of Commerce</p> <p>Regional Chambers of Commerce</p>
Business (3-4 members)	<p>Major Virginia Employers</p> <ul style="list-style-type: none"> <li>• Ferguson Enterprises</li> </ul>

	<ul style="list-style-type: none"> <li>• Dollar Tree</li> <li>• Sentara Healthcare</li> <li>• Dominion Energy</li> <li>• Stihl</li> <li>• Smithfield Foods</li> <li>• Huntington Ingalls</li> <li>• Owens &amp; Minor</li> <li>• Massey Energy</li> <li>• MicroStrategy</li> <li>• Tredegar</li> </ul> <p>Small-to-Midsize Virginia Companies</p> <ul style="list-style-type: none"> <li>• Verisign</li> <li>• Appian</li> <li>• Paymerang</li> <li>• IssueTrack</li> <li>• Registrar Corp</li> <li>• 360IT</li> <li>• Noblis</li> </ul>
<p>Finance (3-5 members)</p>	<p>Statewide Banks</p> <p>Early stage equity investors:</p> <ul style="list-style-type: none"> <li>• CIT GAP Fund</li> <li>• 757Angels</li> <li>• New Dominion Angels</li> </ul>

	<ul style="list-style-type: none"> <li>• NRV</li> </ul>
Policy-Making (2-3 members)	<p>Office of the Secretary of Commerce &amp; Trade</p> <p>State Council on Higher Education in Virginia (SCHEV)</p> <p>Virginia Board of Workforce Development</p> <p>Local Workforce Development Boards</p> <p>Virginia Center for Innovative Technology (CIT)</p>
Business organization partnerships/economic development (2-3 members)	<p>Black Brand (HR Regional Black Chamber of Commerce);</p> <p>Virginia Hispanic Chamber</p> <p>Hampton Roads Hispanic Chamber of Commerce</p> <p>Hampton Roads Retail</p> <p>ICAP (Innovation Commercialization Assistance Program),</p>

## **Appendix 8: Letters of Support**

Virginia Board of Workforce Development

Old Dominion University

JSI, Inc.

757 Recovery & Resiliency Action Framework's Target Industry Committee

City of Hampton City Manager

GenEdge

Hampton Office of Economic Development

Hampton Housing Authority

Hampton Roads Alliance

Hampton Roads Workforce Council

Hampton Roads Community Action Program

Launch Place

Peninsula Workforce Board

Virginia Career Works

Virginia Tidewater Consortium



August 19, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

Old Dominion University (ODU) is very appreciative of the opportunity to work with Hampton University to establish the **Virginia Workforce Innovation and Entrepreneurship Center** being proposed under the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program. With Hampton University as the fiscal and administrative lead, working in partnership with the Virginia Workforce Development Board, we are confident of a successful award and look forward to executing this exciting and important project.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help existing businesses grow, and new ventures thrive, even as they recover from the effects of the coronavirus pandemic

The key organization for ODU on this effort will be our Institute for Innovation & Entrepreneurship (IIE), but we fully expect to have additional support from our Strome College of Business and other entrepreneurial-focused entities around the university.

We look forward to a successful partnership and are confident that, as a team, we can make important contributions to the individuals and businesses seeking innovative ways to recover from the burden imposed by COVID-19.

Sincerely,

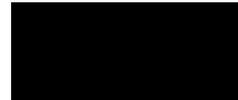


Dr. Morris Foster  
Vice President of Research

JSI Research & Training Institute, Inc.

www.jsi.com

44 Farnsworth Street  
Boston · Massachusetts  
02210 · 1211



August 15, 21, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Re: Letter of collaboration: Notice Inviting Applications (NIA) for the FY 2020 Education Stabilization Fund—Reimagine Workforce Preparation (ESF-RWP) Grants Program

Dear Dr. ~~Crawford~~, *Kermit*

JSI Research & Training Institute, Inc, a consulting firm established in 1978, with more than 600 employees located in eight U.S. offices (Boston, New Hampshire, Vermont, Rhode Island, Virginia, Georgia, Colorado, and California) enthusiastically agrees to lead the Quality Assurance Component in the above referenced NIA. As such, JSI agrees to conduct formative, process, and outcome quality assurance activities, as outlined in the NIA.

JSI, in collaboration with program stakeholders will create a common set of performance measures, an online database to collect them, store, retrieve, analyze report, and disseminate all data. JSI will also comply with any requests by the Secretary for data or information to support evaluations that the Secretary may carry out.

Good luck with this much needed and innovative initiative,



Rodolfo R. Vega, Ph.D.  
Senior Consultant  
JSI Research and Training Inc.  
44 Farnsworth St.  
Boston, MA 02210





757 Recovery &  
Resiliency Action  
Framework

August 19, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

The **757 Recovery & Resiliency Action Framework's TARGET INDUSTRY COMMITTEE** strongly supports Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program for establishment of the **Virginia Workforce Innovation and Entrepreneurship Center**. Hampton University, as the fiscal and administrative lead, is working in partnership with Old Dominion University and with the Virginia Workforce Development Board.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

The 757 Recovery & Resiliency Action Framework is a dynamic ongoing planning resource and implementation framework inspired by Hampton Roads' thought leaders and advanced by eleven active committees of the region's business community. The TARGET INDUSTRY COMMITTEE is a collaborative of business leaders who represent the region's high-potential, high-growth target industry sectors. United, members are set to explore industry-focused themes and recommend an action plan to mitigate the economic impact of the COVID-19 pandemic and accelerate the 757's full recovery from the crisis in a way that builds in a resiliency.



# HAMPTON VA

August 14, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

Workforce development and preparation has been an integral part of Hampton University since its founding in 1868. Hampton University's motto, "Education for Life" exemplifies its strong commitment to adult learners regardless where they are located and at what stage they are in their educational and professional development pursuits.

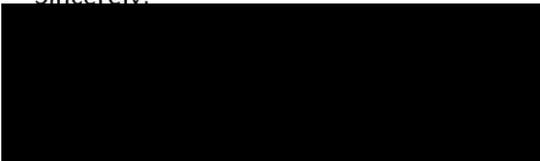
The City of Hampton has enjoyed a longstanding positive relationship with Hampton University, marked by a spirit of cooperation that has resulted in many partnership opportunities. Therefore, we strongly support Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

The opportunities for collaboration and resource sharing with Hampton will benefit our unemployed and underemployed Hamptonians gain valuable skills to help them find jobs and also enhance their qualifications and allow them to consider alternative career paths.

We look forward to collaborating closely with Hampton University. You have my support and best wishes on this exciting venture.

Sincerely,



City Manager

August 18, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

GENEDGE ALLIANCE strongly supports Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program for establishment of the Virginia Workforce Innovation and Entrepreneurship Center. Hampton University, as the fiscal and administrative lead, is working in partnership with Old Dominion University and with the Virginia Workforce Development Board.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

GENEDGE is Virginia's best public resource to help manufacturing and industry innovate, compete, and grow. We deliver consulting-based expertise and technology transfer to over 200 companies each year. Our team helps clients expand, diversify, improve top & bottom-line results, create jobs, and sustain employment. We are part of the Manufacturing Extension Partnership National Network™, which provides access to industry-wide services and proven, results-based solutions. GENEDGE affiliates include the Manufacturing Technology Center (MTC) in Wytheville and a premier network of over 50 partners and service providers.

In closing, we look forward to this successful partnership with Hampton University and with its partners as we contribute to assisting individuals and business in shouldering and recovering from the burden imposed by COVID-19.

Sincerely,



Bill Donohue  
President, Executive Director  
GENEDGE ALLIANCE

# HAMPTON VA

August 14, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

Hampton Economic Development strongly supports Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathway programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

Many displaced workers are struggling to adapt to a 21<sup>st</sup> century job market, in which computer skills and technological literacy are critical success factors. Hampton University establishing the Virginia Workforce Academy will help unemployed and underemployed Hamptonians gain valuable skills to help them find jobs and also enhance their qualifications and allow them to consider alternative career paths.

Workforce development and preparation has been an integral part of Hampton University since its founding in 1868. Hampton University's motto, "Education for Life" exemplifies its strong commitment to adult learners regardless where they are located and at what stage they are in their educational and professional development pursuits.

In closing, we look forward to this successful partnership with Hampton University as we help citizens recover from the burden of COVID-19.

  
Rigney, Sr.  
Director

Economic Development

One Franklin Street, Suite 600 | Hampton, Virginia 23669  
[www.hamptonva.biz](http://www.hamptonva.biz) PR/



August 19, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

The Hampton Redevelopment and Housing Authority (HRHA) strongly supports Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program for establishment of the **Virginia Workforce Innovation and Entrepreneurship Center**. Hampton University, as the fiscal and administrative lead, is working in partnership with Old Dominion University and with the Virginia Workforce Development Board.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

HRHA is a political subdivision of the Commonwealth of Virginia and was created by the General Assembly of Virginia on January 27, 1958. HRHA, a development/real estate management organization, supports strategic initiatives by promoting opportunities that revitalize communities, enhancing the quality of life, and providing a link to housing and self-sufficiency.

In closing, we look forward to this successful partnership with Hampton University and with its partners as we contribute to assisting individuals and business in shouldering and recovering from the burden imposed by COVID-19.

  
Aaru Ma'at, Interim Executive Director

P. O. Box 280, Hampton, VA 23669

August 18, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

The Hampton Roads Alliance (the Alliance) strongly supports Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program for establishment of the **Virginia Workforce Innovation and Entrepreneurship Center**. Hampton University, as the fiscal and administrative lead, is working in partnership with Old Dominion University and with the Virginia Workforce Development Board.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

The Alliance is the leading regional economic development organization for the Hampton Roads region of Virginia. It is a nonprofit, public-private partnership supported and led by the region's most influential business leaders, local governments, and top academic institutions. The Alliance is proud to represent 11 localities who, with the support of 70 private sector investors, govern and resource the organization and its regional economic development efforts. Those efforts focus on the following services areas: business attraction, business expansion and business intelligence. The Alliance's mission is to work collaboratively and aggressively to attract, grow and retain higher-wage industries and talent to create a more resilient, inclusive and diverse region of choice.

In closing, we look forward to this successful partnership with Hampton University and with its partners as we contribute to assisting individuals and business in shouldering and recovering from the burden imposed by COVID-19.

Sincerely,



President & CEO

# HAMPTONROADS WORKFORCECOUNCIL

August 17, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford:

The Hampton Roads Workforce Council, the regional workforce development Board for Southeastern Virginia, strongly supports Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

Workforce development and preparation has been an integral part of Hampton University since its founding in 1868. Hampton University's motto, "Education for Life" exemplifies its strong commitment to adult learners regardless where they are located and at what stage they are in their educational and professional development pursuits.

In closing, we look forward to this successful partnership with Hampton University as we help citizens recover from the burden of COVID-19.

Sincerely,



President and CEO

SA:pc



August 18, 2020

2410 Wickham Avenue  
Newport News, VA 23607

Dr. Kermit Crawford  
Associate Professor and Principal Investigator Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668



hrcapinc.org

Dear Dr. Crawford,

Hampton Roads Community Action Program strongly supports Hampton University’s grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of COVID-19.

HRCAP is a nonprofit community action agency that has been serving residents of southeastern Virginia for over 50 years. As an award-winning organization, we have been a pivotal contributor to the economic stability of individuals, families and the community here in Hampton Roads. HRCAP is a regional organization with a steadfast commitment to improve the quality of life through programs in education, training, work experience, emergency services, housing counseling, and many other proven strategies.

Workforce development and preparation has been an integral part of Hampton University since its founding in 1868. Hampton University’s motto, “Education for Life” exemplifies its strong commitment to adult learners regardless where they are located and at what stage they are in their educational and professional development pursuits. In closing, we look forward to this successful partnership with Hampton University as we help citizens recover from the burden of COVID-19.

Sincerely,



Edith G. White  
Chief Executive Officer



**BOARD OF DIRECTORS**

**Officers:** Van Noland, Chairperson | Charlene Christopher, Vice Chairperson | Xavier Beale, 2<sup>nd</sup> Vice Chairperson | Diana Moody, Secretary | Delvin Peeks, Treasurer | Angela Futrell, Immediate Past Chairperson

**Members:** Sheila B. Chawlk | Jill Davis | Lamin Hana | Hope Harper | Councilman Marcellus Harris | Atty. Phil Hatchett | Jessica Hensler | Elva Williams Hunt, Ph.D. | Councilman David Jenkins | Michelle Little | Kris Rarig | Sandy Steward | Darlene D. M. Walker | Shirley Wills | Rev. Dr. Reginald Woodhouse

**Board Members Emeritus:** Flora D. Crittenden | Roosevelt Wilson

**Chief Executive Officer:** Edith G. White

PR/Award # V425G200028

Page e114



August 19, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

I am writing to offer support and encouragement to our colleagues at Hampton University, Old Dominion University, and the Virginia Workforce Development Board as you pursue the establishment of the **Virginia Workforce Innovation and Entrepreneurship Center** being proposed under the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program.

As I understand it, the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help existing businesses grow, and new ventures thrive, even as they recover from the effects of the coronavirus pandemic.

The Launch Place is dedicated to developing an "idea-based entrepreneurship ecosystem" in Virginia's Dan River Region resulting in innovation, job creation, and ultimately transformation to the new technology-based economy. To do so, we deliver business consulting services to a wide range of entrepreneurs and enterprises and, based on grants from the Danville Regional Foundation, we've established equity-based financing mechanisms to support high-potential ventures at both the pre-seed and seed-stage funding levels.

I look forward to a successful award and am confident that, once your team is in place, our respective organizations will find a number of opportunities to make important contributions to the individuals and businesses seeking innovative ways to recover from the burden imposed by COVID-19.

Sincerely,

Ms. Eva Doss  
President and Chief Executive Officer

# GREATER PENINSULA WORKFORCE BOARD

HAMPTON | NEWPORT NEWS | HOQUISON | WILLIAMSBURG | GLOUCESTER COUNTY | JAMES CITY COUNTY | YORK COUNTY

August 14, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

I am pleased to provide this letter of support on behalf of the Greater Peninsula Workforce Board (GPWB). The GPWB strongly supports Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program.

We understand the ESF-RWP Grant Program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

This initiative closely aligns with the mission of the GPWB, "to advance prosperity and well-being in our community by engaging stakeholders to accelerate workforce and economic development opportunities." By utilizing the funds made available under the Workforce Innovation and Opportunity Act (WIOA) the Board, through its Virginia Career Works – Hampton Center provides jobseekers and employers with a comprehensive menu of services designed to equip workers with the skills and credentials needed to pursue upwardly mobile occupations within the region's growth industries and businesses with the skilled workforce needed to successfully compete in global markets.

We recognize that workforce development and preparation has been an integral part of Hampton University since its founding in 1868. Hampton University's motto, "Education for Life" exemplifies its strong commitment to adult learners regardless of where they are located or at what stage they are, in their educational and professional development pursuits.

Clearly, the award of an ESF-RWP Grant would add much needed resources that would not only help to restore economic activity to its pre-pandemic levels but would also prepare workers and businesses to grow and prosper in an evolving post-pandemic environment. Toward that end, the GPWB is pleased to support this initiative and shall look forward to partnering with Hampton University to help fuel a speedy recovery from the economic impact of the COVID-19 Pandemic.

Sincerely,

  
William H. Mann, Jr.  
Executive Director

11820 Fountain Way, Suite 301 | Newport News, VA 23606-4478 | 

[vcwpeninsula.com](http://vcwpeninsula.com)

PR/Award # V425G200028

Page e116

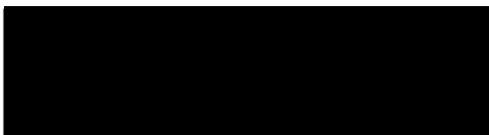
August 20, 2020  
Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

The West Piedmont Workforce Development Board enthusiastically supports Hampton University's grant application, on behalf of the Virginia Workforce Development Board, for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program for establishment of the Virginia Workforce Innovation and Entrepreneurship Center. The prospect of a Clearinghouse and business incubator that is statewide will make a major contribution to workforce enhancement of those who are most impacted by the COVID burden. It is truly innovative and exciting. It is our understanding that Hampton University, in addition to the Virginia Workforce Development Board, will work closely in partnership with Old Dominion University in this effort.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

In closing, we look forward to this successful partnership with the Virginia Workforce Innovation and Entrepreneurship Center as we contribute to assisting individuals and business in shouldering and recovering from the burden imposed by COVID-19.



Tyler Freeland  
CEO  
West Piedmont Workforce Development Board



OUTREACH & INTERNATIONAL AFFAIRS  
VIRGINIA TECH.

702 University City  
Boulevard  
Mail Code (0373)  
Blacksburg, Virginia 24061



## OFFICE OF ECONOMIC DEVELOPMENT

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

Virginia Tech's Office of Economic Development supports Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program for establishment of the **Virginia Workforce Innovation and Entrepreneurship Center**. Hampton University, as the fiscal and administrative lead, is working in partnership with Old Dominion University and with the Virginia Workforce Development Board.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. These services are needed because of the effects of the coronavirus.

Virginia Tech's Office of Economic Development (OED) helps communities, companies, and other organizations find their pathways to prosperity. We work on a variety of projects, including those with a focus on community, talent, entrepreneurship, or technology. OED also services as a gateway to Virginia Tech resources. We have a presence throughout the state of Virginia, including in Newport News.

We look forward to a partnership with Hampton University and with its partners as we contribute to assisting individuals and business in shouldering and recovering from the burden imposed by COVID-19.

Sincerely,

Afroze Mohammed  
Associate Director, Strategic Alliances,  
Virginia Tech Office of Economic Development



August 23, 2020

Dr. Kermit Crawford  
Associate Professor and Principal Investigator  
Hampton University  
200 William R. Harvey Way  
Hampton, Virginia 23668

Dear Dr. Crawford,

The Virginia Tidewater Consortium for Higher Education strongly supports Hampton University's grant application for the FY 2020 Education Stabilization Fund-Reimagine Workforce Preparation (ESF-RWP) Grant Program.

We understand the ESF-RWP grant program will provide support to create or expand short-term education and training opportunities or career pathways programs to help citizens return to work, become entrepreneurs, or expand their small businesses. The grant program will also provide support to create or expand small business incubators that offer education and training, mentorship, as well as shared facilities and resources that will help small businesses recover and grow, and new entrepreneurs thrive. All needed because of the effects of the coronavirus.

The Virginia Tidewater Consortium for Higher Education is a consortium of thirteen institutions of higher education, of which Hampton University has been a longtime member. The Consortium has many cooperative projects including cross registration, library borrowing, study abroad programs, emergency management, television programs, workforce development, and student outreach. The Consortium operates the federally funded Educational Opportunity Center which reaches out to low-income first generation potential college students to encourage them to participate in postsecondary education. The Consortium has worked closely with Hampton University in the past on a number of projects and looks forward to providing the services of the Consortium's Educational Opportunity Center as needed.

Workforce development and preparation has been an integral part of Hampton University since its founding in 1868. Hampton University's motto, "Education for Life" exemplifies its strong commitment to adult learners regardless where they are located and at what stage they are in their educational and professional development pursuits.

In closing, we look forward to this successful partnership with Hampton University as we help citizens recover from the burden of COVID-19.

Sincerely,



4900 Powhatan Avenue • Norfolk, Virginia 23529-0293

  
[www.vtc.odu.edu](http://www.vtc.odu.edu) • [www.edufind.org](http://www.edufind.org)

VIRGINIA TIDEWATER CONSORTIUM

Lawrence G. Dotolo, President



# COMMONWEALTH of VIRGINIA

## Office of the Governor

Megan Healy, Ph.D.  
Chief Workforce Development Advisor

August 24, 2020

Scott Stump  
Assistant Secretary  
Office of Career, Technical, and Adult Education  
U.S. Department of Education

Dear Scott Stump:

The Virginia Board of Workforce Development (VBWD) is pleased and excited to pursue the opportunity provided through the United States Department of Education Stabilization Funds. The VBWD is not a state agency or an entity that has the capacity to receive funds and/or administer grants. Consistent with the grant application guidelines, the VBWD and Governor's Chief Workforce Advisor designate Hampton University (HU) to serve as the applicant and grant recipient on behalf of the Board.

Our grant proposal is focused on supporting local entrepreneurship through small business incubators. HU is a Historically Black College and University (HBCU), a designated Minority Serving Institution, and a fully accredited institution of higher education. HU has extensive experience in workforce development education and successful placement and is well positioned to lead this grant. HU was instrumental in the previous Welfare to Work program that supported disadvantaged citizens in their efforts to enter the workforce and further their education. Furthermore, HU has significant name recognition and access to an extensive network of workforce development resources. This includes a 20,000-square-foot, first-class office space located in a federally designated Opportunity Zone that can be used for this grant's small business incubator and serve as Virginia's Workforce Innovation and Entrepreneurship Center.

In partnership with the VBWD, HU will ensure that all populations are effectively served, with particular focus on those populations of color who have been most impacted by the COVID-19 crisis. HU has the James T. George School of Business with its embedded Leadership Application Program housed in the Department of Business Administration, which has a record of 100% placement of graduates for the entirety of its 20-year existence. HU also has internal and external resources for placement, mentoring, and support of applicants. In

general, HU has demonstrated its reach to establish needed partnerships with other academic institutions, workforce agencies, state workforce agencies, and federal agencies to enhance available resources for program participants.

Finally, HU has the ability and capacity to manage all aspects of ESF-RWP Grant through its Sponsored Programs and Grants Management (SPGM) office. The SPGM is the pre- and post-award administration office for all of the College's externally sponsored projects and currently manages over two hundred million dollars in grants. SPGM reviews and advises the HU grant community on matters of new or revised federal and state laws, rules, and regulations that affect grant administration.

The US Department of Education Stabilization Funds affords the Commonwealth the opportunity to establish new partnerships that will strengthen the workforce development system. We are committed to addressing the business development needs that have emerged as a result of the COVID-19 pandemic, and we are confident that VBWD's partnership with HU will contribute greatly to our efforts.

Sincerely,



Megan Healy  
Chief Workforce Advisor  
Office of Governor Northam

Nat Marshall  
Chair  
Virginia Board of Workforce Development

## Appendix 9: References

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- Brown, E., Hurwitz, J.H., Mullin, M., Parkins, M. & Puscasu, T. (2015). Shifting workforce development into high gear: How economic developers lead workforce system alignment.
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[https://www.rand.org/pubs/research\\_briefs/RB10074.html](https://www.rand.org/pubs/research_briefs/RB10074.html)

# Appendix 10: Logic Model

**Virginia Workforce Innovation and Entrepreneurship Center Logic Model**

COVID-19 has had a severe impact on the health and economy of Virginia’s residents, particularly among its African-American and Latinx population. Over 500,000 jobs in the small business sector have been lost in the Commonwealth of Virginia alone, and the unemployment rate is at its highest since the Great Depression. The S&P Global predicts spending losses at 90% in the travel industry, which supported 234,000 jobs statewide in 2018 while generating \$26 billion in visitor spending throughout the state. A return to 2019 spending levels may not occur in Virginia until 2023.

<b>Input</b>	<b>Activities</b>	<b>Outputs (Performance Measures)</b>	<b>Outcomes</b>
Funding Education Stabilization Fund (ESF), authorized by the <i>Coronavirus                      Aid, Relief, and                      Economic</i>	<ul style="list-style-type: none"> <li>• Create Individual Business Pathway Plan (IBPP) that will guide their program of study.</li> <li>• Assist participants in the preparation of a business plan,</li> <li>• Coaching and mentoring assistance from faculty, including the development of an</li> </ul>	<ul style="list-style-type: none"> <li>• # of employees at the end of their participation in the program and whether</li> <li>• # of employees employed at the start of their participation in this program,</li> <li>• # of follow-ups completed</li> </ul>	<p style="text-align: center;"><b>Short-term</b></p> <ul style="list-style-type: none"> <li>• Increased knowledge and understanding of the business concepts that exist in all areas of enterprise</li> <li>• Increased knowledge of entrepreneurial strategies</li> </ul>

<p><i>Security (CARES) Act</i></p> <ul style="list-style-type: none"> <li>• Commonwealth of Virginia Workforce Development Board's resources</li> <li>• Hampton University's resources</li> <li>• Old Dominion University's resources</li> <li>• All designated as minority-</li> </ul>	<p>Individual Business Pathway Plan (IBPP) that will help clients reach their business goals from wherever they are in the new business development process.</p> <ul style="list-style-type: none"> <li>• Equip clients with the tools needed for market assessments</li> <li>• Help clients develop and protect business ideas</li> <li>• Provide seven entrepreneurial tracks will be offered in currently thriving industries in Virginia</li> <li>• Leverage and coordinate resources and expertise throughout the Commonwealth of Virginia to empower those</li> </ul>	<ul style="list-style-type: none"> <li>• # of graduates still in business one year after completing the program.</li> <li>• # of graduates that remain after starting a new business venture</li> <li>• # of graduates maintain/expand their existing small business.</li> <li>• # of individuals that had started a new business venture one year after its completion</li> <li>• # of individuals who participated in the short-</li> </ul>	<ul style="list-style-type: none"> <li>• Increased business computer and technology literacy.</li> <li>• Increased knowledge of small business planning and operation</li> </ul> <p style="text-align: center;"><b>Intermediate</b></p> <ul style="list-style-type: none"> <li>• Increased availability and utilization of small business incubators</li> <li>• Increased entrepreneurial self-efficacy</li> <li>• Increased work readiness, employability</li> </ul> <p style="text-align: center;"><b>Long-term</b></p> <ul style="list-style-type: none"> <li>• Augment # of entrepreneurs,</li> </ul>
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<p>serving institutions and/or HBCUs</p> <ul style="list-style-type: none"> <li>Existing relationships with community organizations the business sectors and community based organizations.</li> </ul>	<p>who have been negatively impacted by COVID-19.</p> <ul style="list-style-type: none"> <li>Provide market development assistance, including market research, advertising and public relations support, and contract procurement.</li> <li>Make available networking opportunities to develop sales leads, foster collaboration among entrepreneurs, and build mentoring relationships.</li> <li>Offer mental health and wellness support to those in need.</li> </ul>	<p>course or programs offered by the business incubator</p> <ul style="list-style-type: none"> <li># of participants equipped with marketable skills</li> <li># of small business owners that remain after one year following completion of the short courses/programs offered by the business incubator</li> <li># of small business owners that remain after in business and/or retain the same number of employees or increase the number of employees</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of small businesses that comply with or exceed industry standards and meet State and occupational health, safety and licensure requirements, particularly in light of the COVID-19 pandemic.</li> <li>Expand # small businesses</li> <li>Increase employment stabilization</li> <li>Increased capability and capacity of Virginia's entrepreneurs</li> <li>Increased employment and earnings</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provide general and trade-specific mentoring based on Individual Business Pathway Plan.</li> <li>• Create an incubator will serve as a statewide nexus of support by synthesizing the resources of universities, workforce centers, and experts in the public and private business sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• # of small business owners that remain after one year following completion of business incubator services,</li> <li>• # of entrepreneurial skill development opportunities</li> <li>• # of resources to expand existing businesses or build new ones</li> <li>• # of new small business ventures</li> <li>• # of small business closures</li> </ul>	<ul style="list-style-type: none"> <li>• Increased job production</li> <li>• Reduction in the rate of small business closures</li> </ul>
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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**PROJECT NAME: Virginia Workforce Innovation and Entrepreneurship Center**

**(VWIEC)**

**BUDGET NARRATIVE**

**Table of Contents**

**1. Personnel ..... 2**

**2. Fringe Benefits ..... 6**

**3. Travel ..... 6**

**4. Equipment ..... 7**

**5. Supplies ..... 9**

**6. Contractual ..... 12**

**(1) Partner 1 Subcontract (Old Dominion University) .....12**

**(2) Other Anticipated Partners (Various Statewide Workforce Entities) .....13**

**(3) Consultants .....13**

**(4) Office Space Rental .....14**

**8. Other ..... 14**

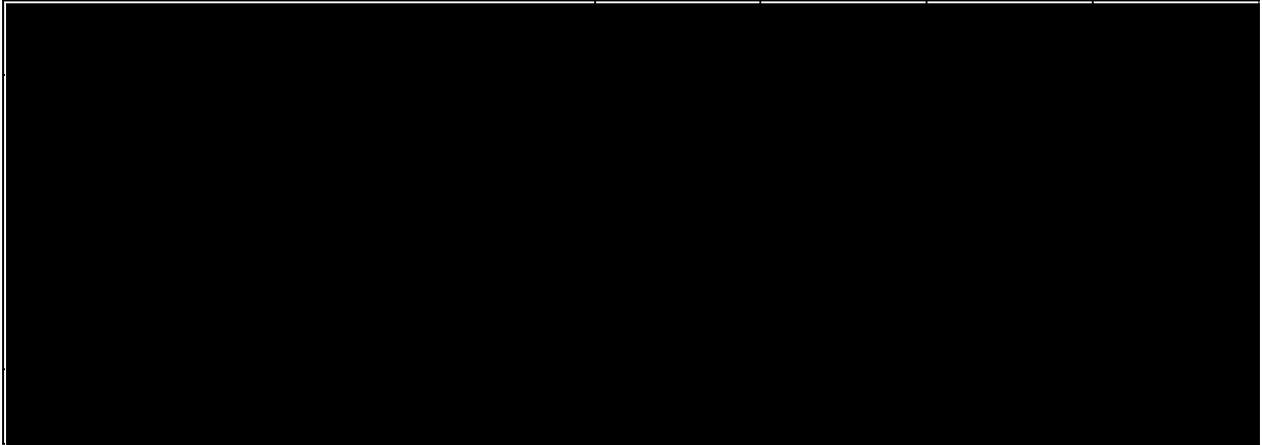
**9. Total Direct Costs ..... 14**

**10. Indirect Costs ..... 15**

**11. Training Stipends ..... 15**

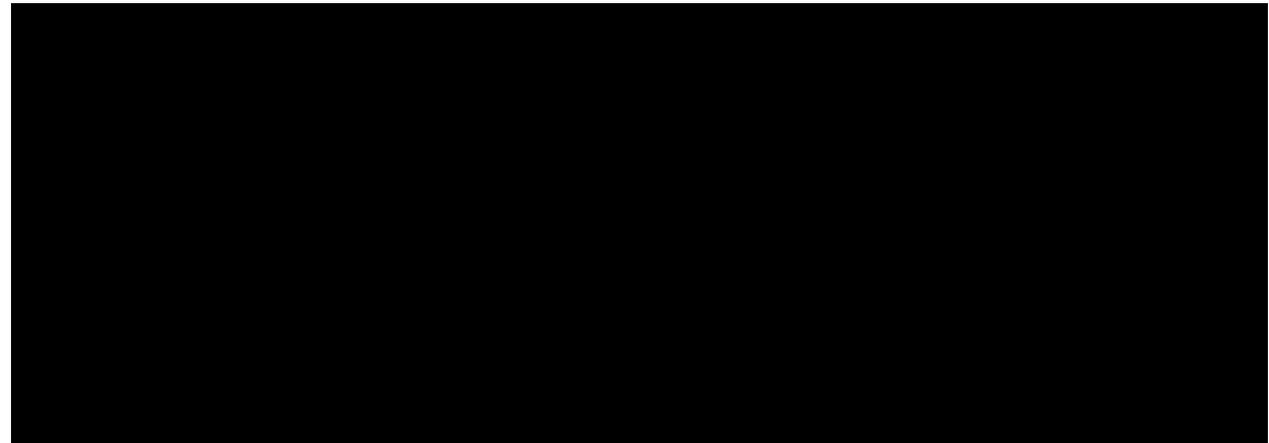
**12. Total Costs (lines 9 – 11) ..... 16**

## 1. Personnel



Dr. Crawford will serve as **Principal Investigator** serve as the PI of the project and will work directly with the ED to assure that the program is run efficiently and effectively.

The PI's time is budgeted 5% every year.

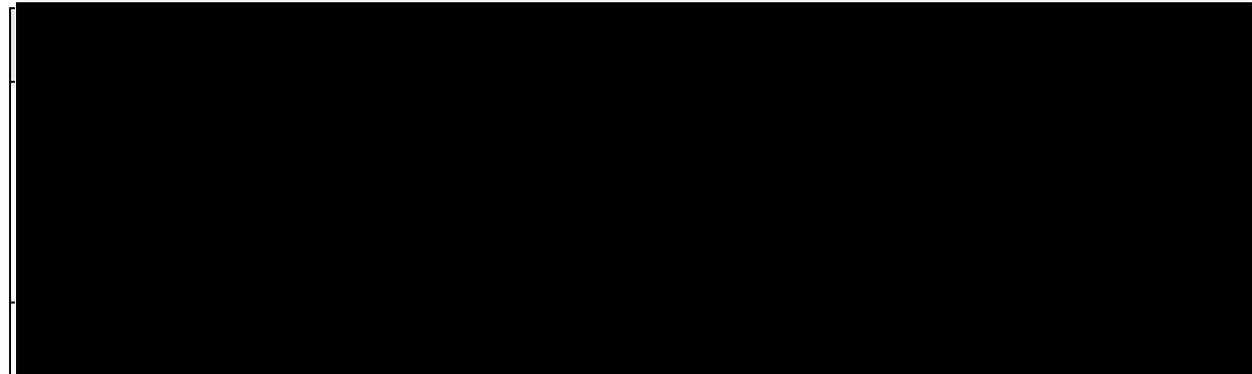


Dr. Evans will serve as **Co-Principal Investigator** and will assist with overseeing the program by providing leadership and direction to the Directors of Soft Skills and Programs and Implementation. In addition, Dr. Evans will work with corporate and community partners to manage the summer program that will include practical

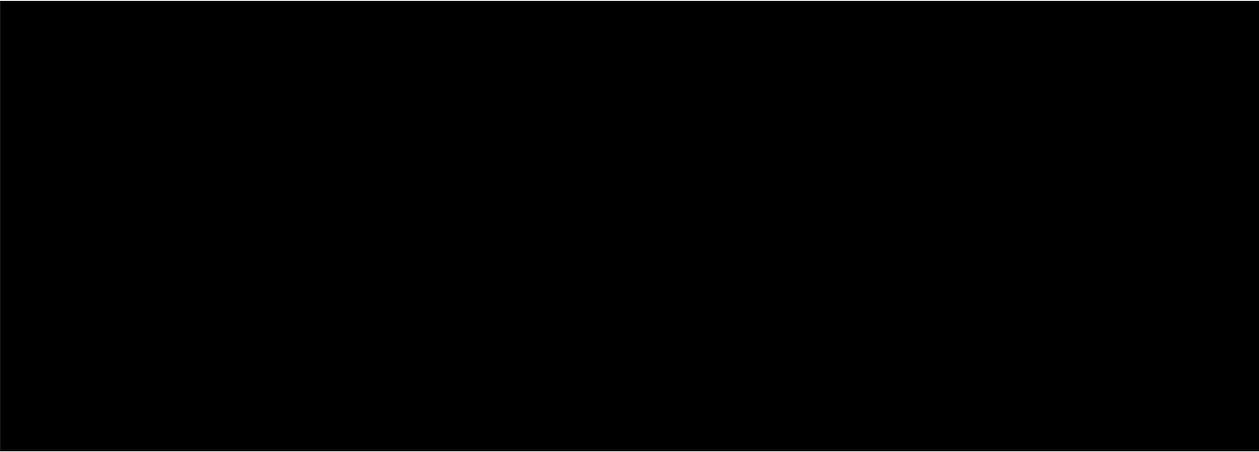
application of the soft skills and networking training. The Co-Principal Investigator's time is budgeted 33% every year.



**Dr. Kim Luckes, Ph.D.**, will serve as Executive Director and allocate a percentage of her time to the project. Dr. Luckes will lead the VWIEC and act as the liaison between the PI and the center. Her time is budgeted at 100% every year.



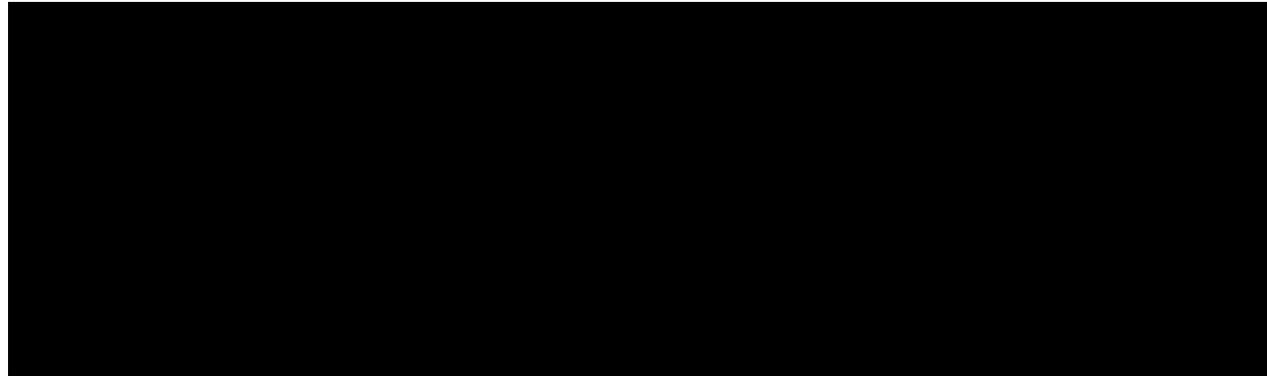
A **Program Coordinator** will be hired to assume this new position. The Program Coordinator will assist the ED with daily implementation and project deliverables that will concentrate on the necessary paperwork and administrative duties. The Program Coordinator's time is budgeted at 100% every year.



A **Director of Soft Skills and Social Competencies** will be hired to assume this new position. This person will assist participants with business readiness and the selection of their entrepreneurial track. The Director of Soft Skills and Social Competencies' time is budgeted at 100% of the year.

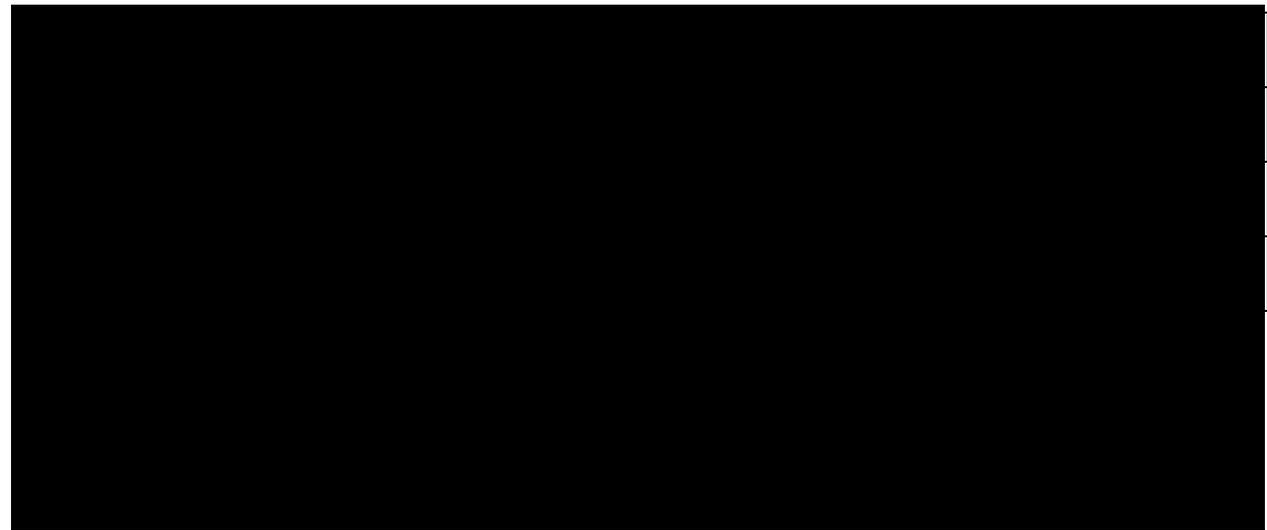


A **Director of Programs** will be hired to assume this new position. The person will serve as the expert in innovation and entrepreneurship to assist participants once they have identified their tracks. This person will also play a role in creating course schedules and advising the participants academically. The Director of Programs' time is budgeted at 100% every year.



A **Director of Implementation** will be hired to assume this new position. The person will serve as the expert in placement, partnerships and support for participants. This person will assist participants with completing their business license applications, networking with mentors and other entrepreneurs and any additional outgoing paperwork. The Director of Implementation's time is budgeted at 100% every year.

Adjunct Professors to teach courses in the seven tracks - 14@\$ [REDACTED] for four quarters.

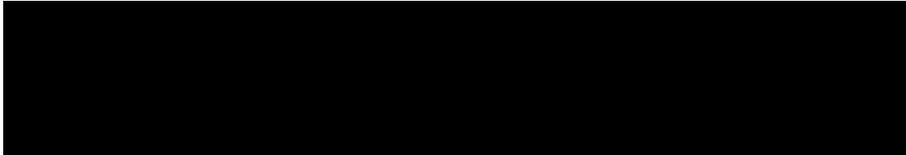


## 2. Fringe Benefits



Fringe benefits are calculated at [REDACTED] on all salaries per Hampton University policy.

## 3. Travel



*Travel Reimbursement Policy:* Per University policy, the following rates are used to calculate and reimburse personnel and contractors for travel expenses incurred during the performance of project activities.

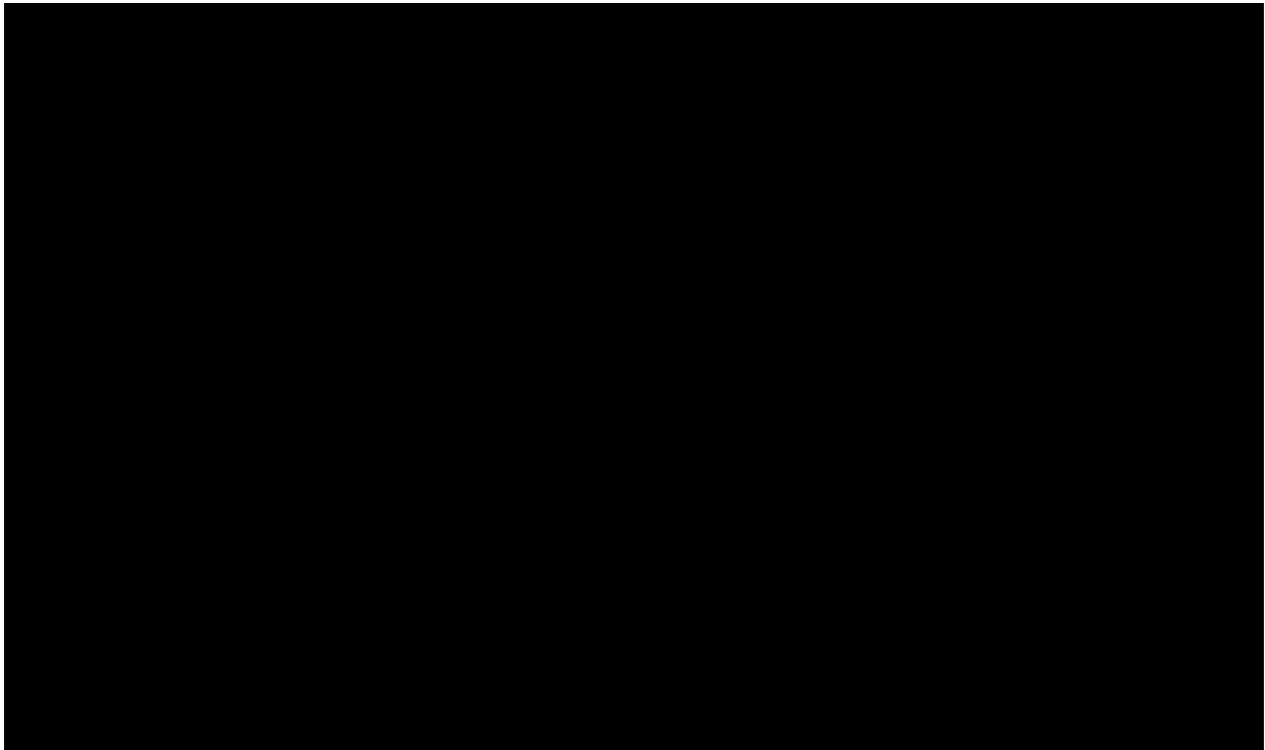
- Mileage for project-related travel is reimbursed at [REDACTED] per mile, based on actual mileage.
- Lodging and transportation are reimbursed at actual rates accrued. Receipts must be presented for reimbursement.
- Meals are reimbursed at \$ [REDACTED] per day.

PI and two other faculty to travel to accompany participants to the Startup Grind Entrepreneurship Conference; estimate includes round trip tickets to San Francisco, CA (3 @ [REDACTED] lodging (\$ [REDACTED]/night for 2 nights), meals (\$ [REDACTED]/day for 3 days), conference fees (3 @ \$ [REDACTED] transportation to/from airport and hotel/conference (\$ [REDACTED]



Between the PI, Co-PI and faculty member, it is anticipated that 700 miles per year will be reimbursed. Personnel will travel to all conferences one time per year.

#### **4. Equipment**



- **Communication Equipment** to facilitate communication is requested in the amount of \$ [REDACTED] for the first year and \$ [REDACTED] each year for years two and

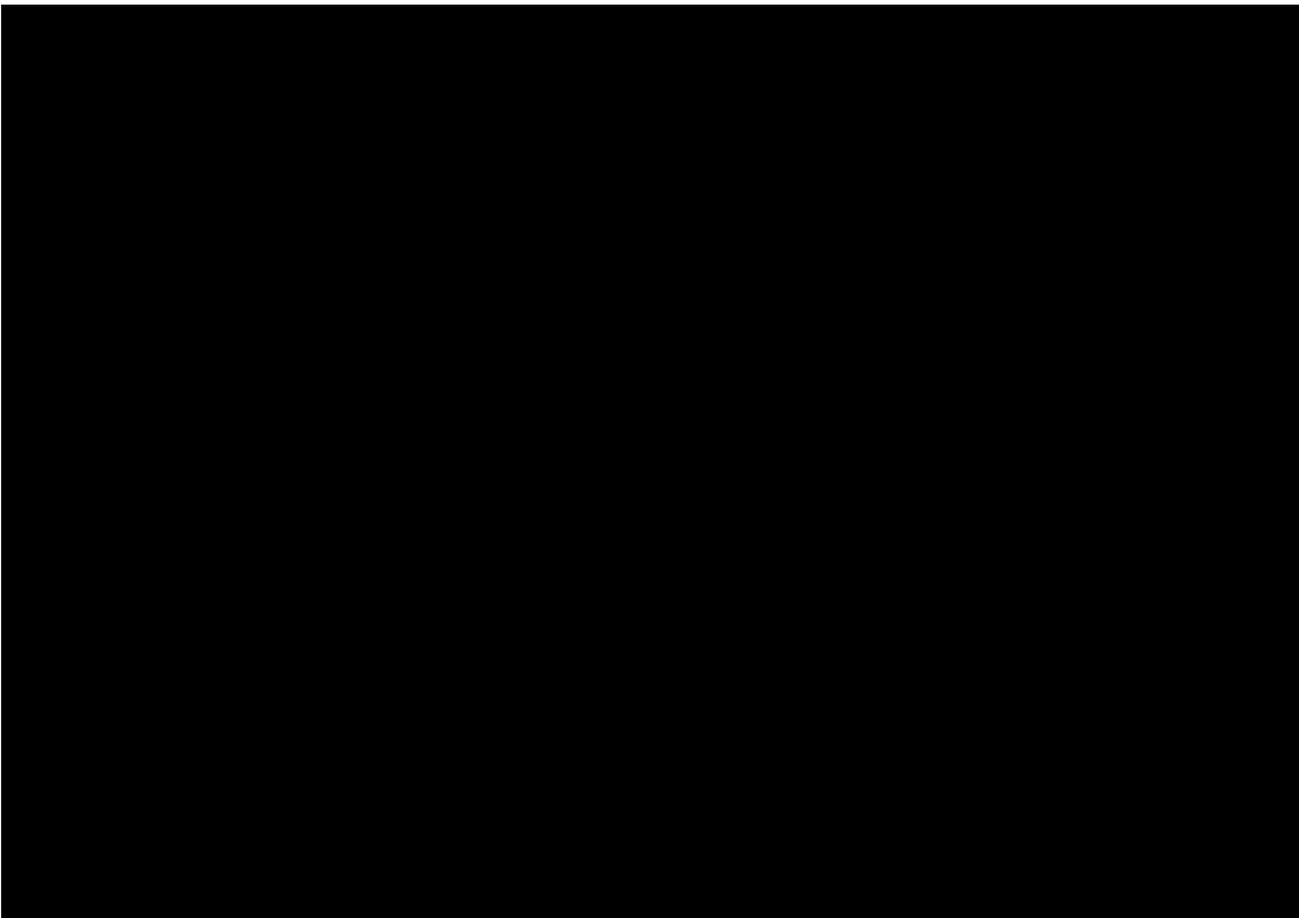
three. The total amount is \$ [REDACTED]. This amount will include telephones, fax machines, and networking systems.

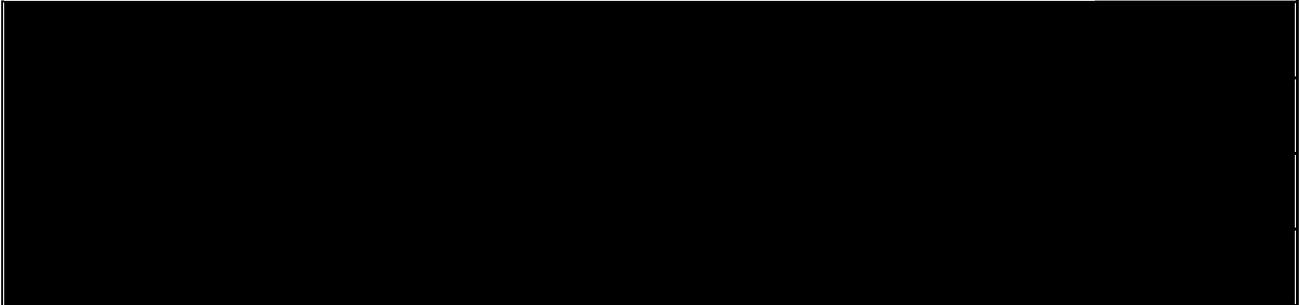
- **Computer Equipment** in the amount of \$ [REDACTED] is requested to purchase three Promethean boards in the amount of \$ [REDACTED] each. The boards will be installed in the two conference rooms and in the Action Building located at 1 West Queens Way on HU property. The building designated the "Action Building" will house the Director of Soft Skills and Social Competencies as well as the Director of Implementation. The purpose of this location is to provide classroom space as well as space for hands-on experience for the several tracks. Scientific equipment as well as any other necessary technical equipment will be available for participant use at no cost to the participant.
- **Scientific Equipment** is requested in the amount of [REDACTED] [REDACTED]. This equipment will be housed in the Action Building and will assist in the training to successfully businesses in the STEM area such as wind energy, nursing and shipbuilding. In addition, those wanting to have their own cosmetic or health and beauty companies may use this area to create their products. A community kitchen for participant use for those that would like to pursue mobile catering or a similar environment is possible as well.
- **Office Equipment** of \$ [REDACTED] is requested to purchase equipment for both office spaces. This would include copiers, large-scale printers and items costing over \$ [REDACTED] each.
- **Other Equipment** in the amount of \$ [REDACTED] in the first year and \$ [REDACTED] and \$ [REDACTED] in years two and three, respectively for a total amount of \$ [REDACTED]. This

equipment will support the different technical needs of the seven entrepreneurial tracks. Much of the equipment will be housed in the Action Building for participant use.

- **Printers** for desks for staff and participant workstations. 10@\$ [REDACTED]
- **HU Equip/Fed Supplies** to purchase laptops and desktops for staff and participant use. The laptops and tablets will have the purchased software installed and have Wi-Fi and Bluetooth connectivity to facilitate setting up mobile labs. 285@\$ [REDACTED] Cost for subsequent years will allow the purchase of additional laptops

## **5. Supplies**





- Furniture in the amount of \$ [REDACTED] is requested to furnish the seven employee offices, several participant workspaces for the Executive Business Office, the reception area and the Action Building. The building at 1 West Queen’s Way is designated the “Action Building,” and will house the Director of Soft Skills and Social Competencies as well as the Director of Implementation. The purpose of this location is to provide classroom space as well as space for hands-on experience for the several tracks. Scientific equipment as well as any other necessary technical equipment will be available for participant use at no cost to the participant.
- Program-related Office supplies of \$ [REDACTED] for a total of \$ [REDACTED] is requested to stock both locations with items such as paper, pencils, folders and other standard office supplies.
- Repairs to equipment in the amount of \$ [REDACTED] per year for a total amount of \$ [REDACTED] is requested to repair equipment at either location.
- A budget of \$ [REDACTED] per year for a total amount of \$ [REDACTED] is requested for program-related copying purposes for both locations.
- Postage of \$ [REDACTED] a year for a total amount of \$ [REDACTED] is requested to mail certificates and other documents to local and long-distance clients.

- Telephone charges of \$ [REDACTED] per year for a total of \$ [REDACTED] is requested for telephone services at both locations.
- Computer Services funds in the amount of \$ [REDACTED] per year for a total of \$ [REDACTED] for computer service at both locations is requested.
- A budget of [REDACTED] is requested for printing. This budget will be used to purchase ink to print the certificates for participants and any other documents as needed.
- Marketing and Advertising funds in the amount of \$ [REDACTED] per year for a total of \$ [REDACTED] is requested to assist in marketing the program. Media spaces such as television, radio and social media will be used to market the program and enroll participants. This funding will also support infrastructure for a newly established Clearinghouse. The Center will create a Clearinghouse website/database that will utilize mediums such as web-crawling, referrals, crowd-sourcing and direct input by providers to create a state-wide Clearinghouse that will provide a one-stop access point for all State of Virginia entrepreneurship events and information.
- Meal support in the total of \$ [REDACTED] for each year for a total of \$ [REDACTED] is requested. This funding will be used at award banquets and hosted networking events that involve participants, corporate partners and current entrepreneurs.
- Recruiting funds of \$ [REDACTED] per year for a total of \$ [REDACTED] is requested to purchase and create recruiting materials for the program to increase the number of participants to meet the service goal of 3,000 participants and attract the attention of potential partners.

- Membership funds to support the membership of the participants in Entrepreneurial Business Associations in amounts of \$ [REDACTED] \$ [REDACTED] and \$ [REDACTED] for Years 1 through 3, respectively.
- Software funds to upload business software such as the Microsoft Office Suite, Microsoft Teams, Accounting Software and any software needed for participant courses to purchased laptops and desktops in the amount of \$ [REDACTED] each year for three years.

**6. Contractual**

To carry out the project activities, Hampton University is working with multiple critical partners: (1) Old Dominion University; (2) Various Workforce Entities (3) quality assurance consultants and (4) several Adjunct Professors. The scopes of work and budgets for these subcontractors are below.

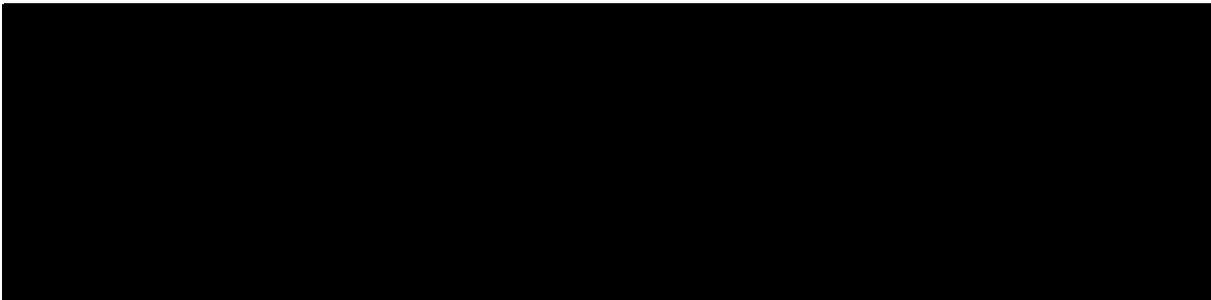
**(1) Partner 1 Subcontract (Old Dominion University)**



- ODU, led by John Nunnery will play a key role in assisting COVID-19 impacted entrepreneurs. ODU's role will be to provide expertise and services from its existing centers, including the Institute for Innovation & Entrepreneurship (IIE), the Women's Business Center, and the Veterans Business Outreach Center. IIE has active engagements with a range of incubators and accelerators, start-up training programs, and both formal and informal mentoring programs. IIE works closely with the ODU Strome College of Business, which has existing programs

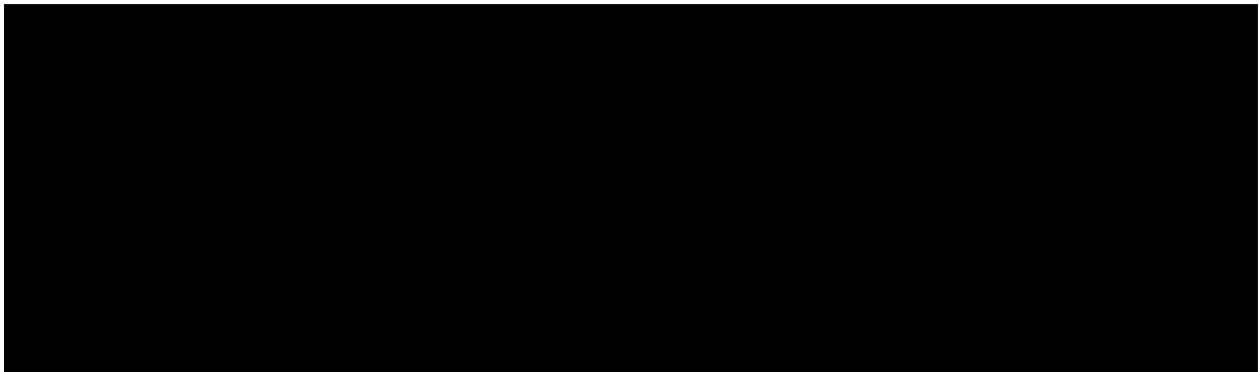
aimed at prospective entrepreneurs and entrepreneurial teams, as well as existing businesses planning to start, save, or grow a business. Detail on ODU's proposed budget is available for review.

**(2) Other Anticipated Partners (Various Statewide Workforce Entities)**



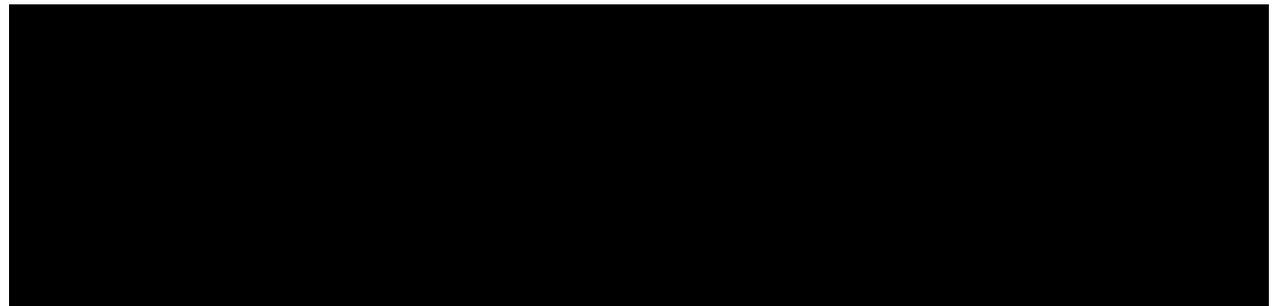
- Funds to assist participants in various workforce agencies that would like to become an entrepreneur. Assistance can include, but is not limited to, software, computers, books, business license fees and transportation costs. The requested amount is \$ [REDACTED] per year for a total of \$ [REDACTED]. Preference for these funds will go to workforce boards that service rural areas and those areas in the state that have been highly impacted by COVID-19.

**(3) Consultants**



- Consulting fees to cover a Data Analyst and Program Evaluator. The two consultants to collect pertinent research information during the course of the program to evaluate courses on pre and post-tests, process evaluations, and surveys as well as track performance and sustainability. Year 1 (2@\$██████████ A ██████████ raise has been included for each of the subsequent years.

**(4) Office Space Rental**

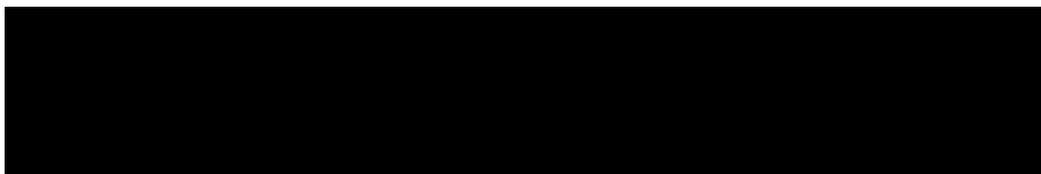


- Office space at 2 Eaton Street (Executive Business Office - 2,500 sq. ft.) and 1 West Queens Way ("Action Building" - 9,900 sq. ft), Hampton University buildings located in the VA Opportunity Zone. The buildings will house offices, classrooms, and technical work spaces for five full-time employees and participants. Two centers at \$██████████ and \$██████████ per year, respectively.

**8. Other**

- N/A

**9. Total Direct Costs**



## 10. Indirect Costs



Indirect costs are calculated [REDACTED]. The base is modified total direct costs (MTDC). MTDC consists of all salaries and wages, fringe benefits, materials and supplies, services, travel, and subgrants and subcontracts up to the first \$ [REDACTED] of each subgrant or subcontract. Participant support costs (training stipends and tuition) are excluded from MTDC.

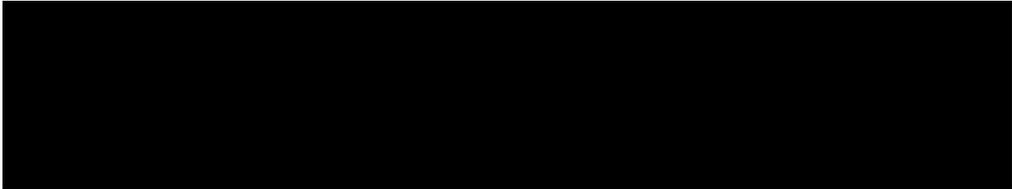
## 11. Training Stipends



- Stipends for Graduate Research Associates to assist with the soft skills training, social competency training and the research component of the program to include assisting in the gathering and analyzing of data. 13@ \$ [REDACTED]
- Travel Stipends to participants (40) to travel to Startup Grind Entrepreneurship Conference for networking, research and practical application; estimate includes round trip tickets to San Francisco, CA (40 @ [REDACTED] lodging - double occupancy (\$ [REDACTED]/night for 2 nights), meals (\$ [REDACTED]/day for 3 days), conference fees (40@ \$ [REDACTED] transportation to/from airport and hotel/conference (\$ [REDACTED] Increased participation is expected for each year.

- External stipends to assist participants overcome externalities such as childcare, transportation, certification fees, and business licensing fees. Each participant will have a limit of \$ [REDACTED]. Each participant may request to use funds for any of the stated categories. 1,300@ \$ [REDACTED] year 1; years 2 and 3 (1,400@ \$ [REDACTED])

**12. Total Costs (lines 9 – 11)**



# 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
--	--	--

**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="n/a"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input type="text" value="84.425"/>
--	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**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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Standard Form - LLL (Rev. 7-97)