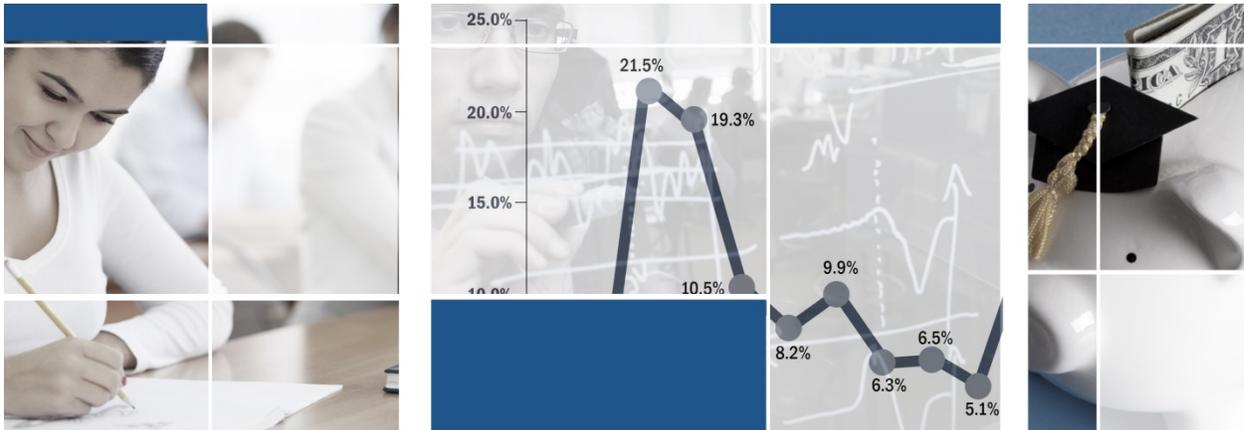


Issued: May 28, 2021



Innovative Internship Program Round 4 Call for Proposals Regional Collaboratives

Activity	Key Dates: 1 st Deadline	Key Dates: 2 nd Deadline	Key Dates: 3 rd Deadline
Call for Proposals Issued	May 28, 2021	May 28, 2021	May 28, 2021
Informational Webinars	By request	By request	By request
Proposals Due	January 10, 2022	TBD	TBD
Award Announcement	~ April 8, 2022	FY2023	FY2024
Estimated Start Date	~ May 2, 2022	TBD	TBD

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Fast Facts

Overview: In 2018, the Virginia General Assembly appropriated funding to the State Council of Higher Education for Virginia (SCHEV) to stimulate public colleges and universities to develop partnerships to provide innovative paid internship opportunities for their students. In 2019, the effort was expanded and enacted into law as the Innovative Internship Fund and Program.

In 2020, through a partnership with the Virginia Chamber Foundation, the program was rebranded as the Virginia Talent + Opportunity Partnership (V-TOP).

The purpose of the program is to expand paid and credit-bearing student internships and other work-based learning opportunities in collaboration with Virginia employers. The program comprises institutional grants and a statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internship and other work-based learning opportunities. **The focus of Round 4 is to support regional collaborative efforts to connect employers to students and assure the readiness of employers, students and institutions to increase significantly the number of high-quality paid internships and other work-based learning opportunities.**

For the Round 4 competition, each of the nine GO Virginia regions are invited to apply for a two-year grant with the option for annual renewals. Year 1 will consist of planning and partial implementation to complete the tasks listed below. Year 2 and any subsequent years will consist of iterative improvements and scaling of the initiative.

Required Year 1 Activities:

- Convene PK-12, public and private colleges and universities, regional chambers of commerce and economic development partnerships, industry groups, employers, and other relevant organizations which will vary by region
- Inventory existing opportunities for employers to engage with students across public and private PK-12, colleges and universities, higher education centers, and other community organizations
- Begin to identify employer needs for engagement that are not currently available (this will be a continuing activity over time)

Innovative Internship Program – Call for Proposals Round 4

- Collaboratively prioritize which of the existing opportunities will be marketed to new employer partners and which of the needed new engagement opportunities will be developed over the first two to three years; consider focusing on the industry sectors identified in the region’s diversification plan, but also consider the needs of non-profit and local government employers as well as students enrolled in programs that are not aligned with the diversification plan
- Create an implementation plan that includes:
- Review of the V-TOP Employer Readiness Toolkit focusing on relevance for the region
- Review of the employer internship readiness training modules to be developed at the state level and a plan for delivery of those modules in the region, including decisions whether to tailor the content and plan for co-delivery or other support provided by college/university and industry partners, while maintaining standards to ensure that employers who complete the program will be eligible for rewards and recognition by the V-TOP initiative
- Review of the student readiness training modules to be developed at the state level, including decisions whether to tailor the content for students in the region; plan for support of students to complete the modules
- Identification of existing student readiness programs in the region and considerations whether to submit documentation to SCHEV to gain approval of those programs as meeting the standards (to be developed collaboratively with SCHEV) so that students who complete the program will be eligible for rewards and recognition by the V-TOP initiative
- Review of the new internship designed at the state level specifically for freshmen and sophomores, which will include a guide for institutions or employers to support the students throughout the experience; regions must determine a plan for supporting students (institutions, employers, volunteers from other companies, etc.)
- In collaboration with the institutions who led a prior event, design a regional event for employers to connect with, interview and hire interns (based on the Hire Virginia event in Hampton Roads)

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- Orientation and other forums for employers to learn about:
- Existing ways to engage with students in the region
- The V-TOP Employer Readiness Toolkit
- The employer internship readiness training modules and, for those employers that want guidance to create a new internship program, the process to become “internship ready”
- The existence of the student readiness training modules so employers can make a determination whether to prefer applicants who have completed the training
- The existence of the new internship designed for freshmen and sophomores and the support available to employers who participate
- The existence of the new event for employers to interview and hire interns and information about how to participate
- The method to submit their needs to engage with students in ways that are not currently available in the region

By the end of Year 1, grantees will hold at least one orientation session for employers and will have scheduled the first employer internship readiness training support session. Further, grantees will submit a report of the progress in the region and an implementation plan for Years 2 and 3. The implementation plan should include selected metrics for measuring success, which may include both progress measures and outcome measures. Finally, grantees will submit an estimate for ongoing costs of maintaining the initiative after the initial grant period ends.

Please see full instructions for details regarding limited submission rules, required members of the collaborative, deliverables and more.

Proposals Due: January 10, 2022

Estimated Start Date: May 2, 2022

Length of Award: 24 months with options to renew

Number of Grants: Up to seven over three years

Award Amount: up to \$125,000 per year

Website:

Background

In 2018, the Virginia General Assembly appropriated funding to the State Council of Higher Education for Virginia (SCHEV) to stimulate public colleges and universities to develop partnerships to provide innovative paid internship opportunities for their students. In 2019, the effort was expanded and enacted into law as the Innovative Internship Fund and Program ([Va. Code § 23.1-903.4](#)).

In 2020, through a partnership with the Virginia Chamber Foundation, the program was rebranded as the Virginia Talent + Opportunity Partnership (V-TOP). The Chamber Foundation also launched a new [website](#) and produced the Virginia Employer Readiness Toolkit: A Blueprint to Develop Quality Internship Opportunities for Virginia’s Talent Pipeline, available on the Employer tab of the V-TOP website.

The purpose of the program is to expand paid and/or credit-bearing student internships and other work-based learning opportunities in collaboration with Virginia employers. The program comprises institutional grants and a statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internship and other work-based learning opportunities. **The focus of Round 4 is to support regional collaborative efforts to connect employers to students and assure the readiness of employers, students and institutions to increase significantly the number of high-quality paid internships and other work-based learning opportunities.**

Statutory Purpose

As regions commence their work, the seven goals the General Assembly set for experiential learning in the Commonwealth should be considered: (i) support state or regional workforce needs; (ii) support initiatives to attract and retain talent in the Commonwealth; (iii) support research and research commercialization in sectors and clusters targeted for development; (iv) support regional economic growth and diversification plans; (v) enhance the job readiness of students; (vi) enhance higher education affordability and timely completion for Virginia students; or (vii) further the objectives of increasing the tech talent pipeline.

Glossary and Graphic

Definitions of experiential learning, internship, work-based learning, etc., vary depending on the objectives of the parties involved. The National Association of Colleges and Employers, Jobs for the Future, U.S. Department of Education, U.S. Department of Labor, the National Society of Experiential Education, the Cooperative Education and Internship Association and Virginia Department of Education and others all publish definitions and descriptions of these terms.

Examples of definitions are provided below. **The primary focus of regional collaboratives should be work-based learning. As grantees prioritize which opportunities to promote over the first few years of the initiative, they should ensure to highlight a variety of work-based learning options at all levels of education and at all levels of intensity (exploration, exposure, engagement, experience).**

NACE defines **experiential learning** as encompassing “a wide variety of enriching opportunities for students, including service-learning, volunteering, student organization leadership and campus involvement, faculty-led research and projects, experiential study-abroad, student employment/work-study, cooperative education, and internships.” The nature of experiential learning can be co-curricular or extracurricular and can take place on campus or off campus.

Co-curricular experiential learning includes opportunities that contribute to gaining skills and abilities that are part of the core competencies, and/or outcomes established by the institution and its governing bodies. Co-curricular experiences are based on learning that is planned and which is expressed in learning outcomes. Examples of on-campus co-curricular activities include in-class project-based learning when the problem to be solved is defined by faculty or students, capstone projects, research experiences in faculty labs, etc. Examples of off-campus experiential learning are included under work-based learning, below.

Extracurricular experiential learning includes opportunities to engage with the institution and that connect students to others within the community in meaningful ways. Extracurricular experiences may teach students something, but their primary role is to foster a sense of engagement and connection. Examples include leadership in student clubs, participation in student government, role as a resident advisor, study abroad, traditional federal work-study, etc.

Jobs for the Future defines **work-based learning** as an opportunity to complete meaningful job tasks in a workplace that develop readiness for work, knowledge and skills that support entry or advancement in a particular career field. Work-based learning supports a continuum of lifelong learning and skill development for a range of workers and learners—K-12 students, young adults, college students, adult jobseekers, and incumbent workers. Some work-based experiential learning is co-curricular in nature, such as credit-bearing internships and co-ops or project-based learning where the problem to be solved is defined by an industry partner.

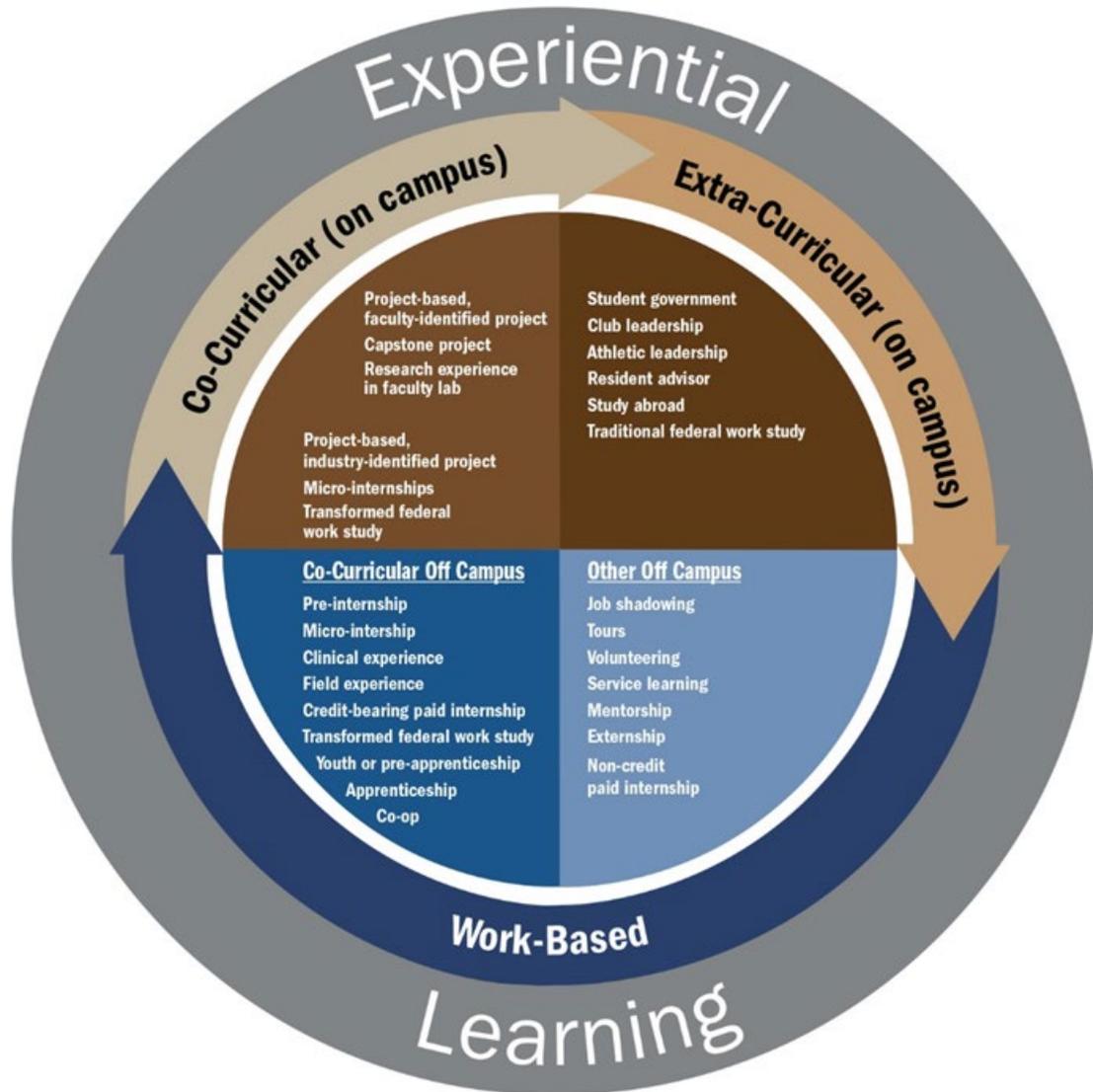
In addition to the three levels of work-based experiential learning described below, Jobs for the Future also suggests a foundational level of awareness to prepare students for experiential learning:

- **Career Exploration:** Builds awareness of careers. Career exploration activities do not take place in workplaces and are not work-based learning, but provide a foundation for work-based learning and prepare participants to make the most of opportunities. Examples include: Career fairs, industry projects, interest inventories, mock interviews
- **Career Exposure:** Brings participants to workplaces for short periods of time with the goal of gaining introductory information about an industry and associated occupations. Examples include: Job shadowing, company tours, mentoring, simulations, information interviews
- **Career Engagement:** Provides extended opportunities for participants to increase their knowledge of an identified field of interest and gain employability skills and some entry-level technical knowledge or skills. Examples include: service learning, apprenticeship readiness, pre-apprenticeships, cooperative education, internships
- **Career Experience:** Engages individuals as paid workers to gain specific skills, in conjunction with related classroom or lab instruction, in a particular industry or occupation. Examples include: Registered, youth, and other forms of apprenticeships; transitional jobs; on-the-job training; work-based courses

The **Virginia Department of Education** defines three levels of work-based experiential learning:

- **Career Awareness:** Prepare students for WBL experiences; designed to increase student awareness of personal interests and talents along with the education and training needed to pursue a career goal; students gain an initial understanding of work, various industries, and different career pathways.
- **Career Exploration:** Encourage students to develop personal career interests, a better understanding of pathways to a chosen career, and the workplace readiness skills needed to make informed decisions regarding secondary and postsecondary education and training; experiences are typically of shorter duration.
- **Career Preparation:** Deepen student knowledge and develop skills necessary for success in employment and postsecondary education; recommended for students who have a clear goal of entering the workforce directly after high school or of enrolling in a closely related postsecondary training program: give students extensive practice in applying fundamental technical and practical knowledge and skills; experiences take place over a longer timeframe and involve more responsibilities.

The graphic below illustrates a draft working model of experiential learning. SCHEV will be refining this illustration as the statewide initiative develops.



Regional Collaborative Initiative

Over the course of 2019 and 2020, SCHEV collaborated with the Virginia Chamber of Commerce and several regional chambers of commerce and institutions of higher education to begin to define the outlines of the “statewide initiative” authorized by the statute. Concurrently, other organizations, such as GO Virginia and the Virginia Business Higher Education Council (VBHEC), were advocating for greater investment in work-based learning and making investments themselves. One aspect became clear very quickly: one size does not fit all across the entire Commonwealth; regional variation is a necessity.

Each of the required Year 1 activities arose from ideas generated by GO Virginia, VBHEC, meetings with regional chambers or the six work groups with almost 80 members convened by SCHEV to delve into specific topics.

While the rationale for each activity will not be described here, one example might prove illustrative. The idea for a new type of internship designed specifically for freshmen and sophomores arose to address three concerns expressed by employers at the regional chamber of commerce meetings:

1. Employers who already host junior- and senior-level interns were concerned that interns were not well prepared; employers knew their obligation was to teach interns technical aspects of the job, however they felt interns also needed to develop work-ready skills and preferred that interns arrive with those skills
2. Employers in industry sectors with strong competition for talent wanted to engage with students (including community college students) prior to a junior- or senior-level internship, but didn't know what types of tasks they could find for students who had not yet taken 300- and 400-level courses in their majors
3. Small employers were interested in hiring interns, but faced barriers such as funding to pay an intern for a full summer or semester and identifying enough work for a student to do that was specific to a single degree or role at their company.

The proposed solution is an 8-week internship that focuses on work-ready skills such as the [8 competencies espoused by the National Association of Colleges and Employers \(NACE\)](#). Employers will be able to create a job description that assigns almost any type of task to an intern, provided they also guide the student through a structured program that focuses each week on a new work skill. Employers will be supported with training prior to hiring their first intern and the student will have access to a new online module each week created at the state level and reviewed and perhaps tailored at the regional level.

Required Year 1 Activities:

- Convene PK-12, public and private colleges and universities, regional chambers of commerce and economic development partnerships, industry groups, employers, and other relevant organizations which will vary by region

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- Inventory existing opportunities for employers to engage with students across public and private PK-12, colleges and universities, higher education centers, and other community organizations. Public institutions of higher education should consider applying for a separate grant from SCHEV to support this activity as part of a broader set of activities required by that grant program. More information is available here:
<https://schev.edu/index/institutional/grants/commonwealth-innovative-internship-program/round-3-call-for-proposals>
- Begin to identify employer needs for engagement that are not currently available (this will be a continuing activity over time)
- Collaboratively prioritize which of the existing opportunities will be marketed to new employer partners and which of the needed new engagement opportunities will be developed over the first two to three years; consider focusing on the industry sectors identified in the region’s diversification plan, but also consider the needs of non-profit and local government employers as well as students enrolled in programs that are not aligned with the diversification plan
- Create an implementation plan that includes:
 - Review of the V-TOP Employer Readiness Toolkit focusing on relevance for the region
 - Review of the employer internship readiness training modules to be developed at the state level and a plan for delivery of those modules in the region, including decisions whether to tailor the content and plan for co-delivery or other support provided by college/university and industry partners, while maintaining standards to ensure that employers who complete the program will be eligible for rewards and recognition by the V-TOP initiative
 - Review of the student readiness training modules to be developed at the state level, including decisions whether to tailor the content for students in the region; plan for support of students to complete the modules
 - Identification of existing student readiness programs and considerations whether to submit documentation to SCHEV to gain approval of those programs as meeting the standards (to be developed collaboratively with

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SCHEV) so that students who complete the program will be eligible for rewards and recognition by the V-TOP initiative

- Review of the new internship designed at the state level specifically for freshmen and sophomores, which will include a guide for institutions or employers to support the students throughout the experience; regions must determine a plan for supporting students (institutions, employers, volunteers from other companies, etc.)
- In collaboration with the institutions who led a prior event, design a regional event for employers to connect with, interview and hire interns (based on the Hire Virginia event in Hampton Roads)
- Orientation and other forums for employers to learn about:
 - Existing ways to engage with students in the region
 - The V-TOP Employer Readiness Toolkit
 - The employer internship readiness training modules and, for those employers that want guidance to create a new internship program, the process to become “internship ready”
 - The existence of the student readiness training modules so employers can make a determination whether to prefer applicants who have completed the training
 - The existence of the new internship designed for freshmen and sophomores and the support available to employers who participate
 - The existence of the new event for employers to interview and hire interns and information about how to participate
 - The method to submit their needs to engage with students that are not currently available in the region

Collaborative Membership Requirements

Required members of regional collaboratives:

- PK-12 public districts and private PK-12 schools
- Community colleges
- Public and private institutions of higher education
- Higher education centers located in and/or serving the region
- Chambers of commerce
- Economic development partnerships
- At least two other members (i.e., industry groups, employers, and other relevant organizations which will vary by region)

Deliverables

By the end of Year 1, grantees will hold at least one orientation session for employers and will have scheduled the first employer internship readiness training support session. Further, grantees will submit a report of the progress in the region and an implementation plan for Years 2 and 3. The implementation plan should include selected metrics for measuring success, which may include both progress measures and outcome measures. Finally, grantees will submit an estimate for ongoing costs of maintaining the initiative after the initial grant period ends.

Description of Funding Opportunity

Eligible Applicants and Required Fiscal Agent

Eligible applicants are any partners to GO Virginia regional structures. However, if the applicant is not a public institution of higher education in Virginia, then **the fiscal agent must be a public institution of higher education.**

Limited Submission

Each [GO Virginia region](#) may submit one proposal.

Award Type and Amount

Funds will be awarded in the form of a grant, with a Memorandum of Understanding between the State Council of Higher Education for Virginia and the fiscal agent (see Appendix).

Award amount: up to \$125,000 per year

There is no minimum amount for requests.

No matching funds are required for the first two years. However, grantees are expected to track and report expenditures that support the project and are funded by other means. Matching funds requirements for subsequent years have not been determined.

SCHEV expects to make seven grant awards over the next three years, one to each GO Virginia region.

Period of Performance

Grant periods are 24 months with options to renew annually. Renewals may be at a reduced amount.

The grant period for up to two regional grantees will begin on or about May 2, 2022. Start dates for awards in subsequent fiscal years have not been determined.

Application and Submission Information

Proposal Length, Type Face and Size, Spacing

Proposals are limited to 7 pages, not including cover sheet, table of contents, executive summary, list of members and potential members of the collaborative, budget and budget narrative.

- Proposals may be single spaced.
- Font must be either Times New Roman 12 pt. or Arial 11 pt.
- Font for figures, tables, formulas and diagrams can be reduced no smaller than Times New Roman 10 pt. or Arial 9 pt.
- Margins, in all directions, must be at least an inch; margins for illustrations, graphics, diagrams, tables or figures that take up a full page may be reduced no smaller than half an inch.
- Pages should be numbered on the bottom right.
- Inclusion of other information in headers or footers is at the discretion of the applicant.

Contents of Proposal

Cover Sheet

The cover sheet should include the following information:

- Title of proposed project
- Name and contact information for lead organization
- Name and contact information for the fiscal agent (if different from the lead organization); **must** be a public institution of higher education in Virginia
- Total amount of funds requested (include both years)
- Printed name, title and signature of authorized signer for lead organization
- Printed name, title and signature of authorized signer for fiscal agent (if different from the lead organization)

Proposal Narrative

Proposal narratives will be assessed using the scoring below (up to 40 points) and the criteria described in “Application Processing, Review Criteria and Award.” In addition, up to 20 impact points can be awarded by the reviewers at their discretion for a possible total of 60 points. Impact points may be awarded based on the reviewers’ recognition of the overall value of the proposed activities to Virginia as well as other factors.

Proposal narratives must include the sections listed below in the same order and with identical headings:

- Table of Contents
- Executive Summary: The summary will be published on the website and used for a press release if the proposal is funded (2 points; 1-page limit)
- Members of the Collaborative: Provide (1) the names of each organization that has already committed to participate, along with the name and title of the contact person at that organization; (2) a list of organizations that have been contacted and are considering participation; and (3) a list of any other organizations that could be asked to join the collaborative over the two-year grant period (6 points)
- Project Description (7-page limit):
 - a. Brief History: Provide a brief history of **collaborative** work-based learning efforts in the region; this should **not** be a list of efforts offered by individual partnering organizations (4 points; about 1 ½ pages)
 - b. Work Plan: Describe your Year 1 plan to convene the collaborating organizations and accomplish the tasks listed in the “Regional Collaborative Initiative” section of this Call for Proposals; briefly describe your plans for Year 2 (25 points; about 4 ½ pages)
 - c. Milestones and Timeline: Milestones are the completion of activities listed in the “Regional Collaborative Initiative” section of this Call for Proposals.

Provide a timeline that also may include progress measures leading to completion of the milestones (3 points; about 1 page)

- d. Conclusion (key reasons why your proposal should be funded; state your case in a few sentences)

Budget and Budget Narrative

Please provide a line-item budget either in Excel or Word; consider using standard direct cost budget categories such as salaries/wages, benefits, travel (for staff or other personnel), supplies, etc. Provide a separate line item budget for any subawardees. Also provide a brief description of the planned expenditures. Grant funds cannot be used for indirect costs (no points; about 2 pages)

Submission of Applications

Please submit applications via email to Lynn Seuffert, Senior Associate for Strategic Planning and Policy Studies, at lynnseuffert@schev.edu. Proposals must be received by 11:59 p.m. on the due date. Please submit proposals in a single pdf file, except detailed budgets may be submitted in Excel.

Application Processing, Review Criteria and Award

Application Processing

Upon receipt via email of an application package, SCHEV staff will respond by return email within two business days to confirm receipt.

Review of applications is a two-step process. First, SCHEV staff will conduct an administrative review to ensure that proposal packets are complete and conform to administrative requirements in this Call for Proposals. Some applicants may receive follow-up questions from SCHEV staff. If issues of compliance are found, SCHEV staff will work with the applicant to resolve the issue(s), if possible.

Conforming applications will move to the second stage where proposals will be evaluated and ranked by a team with relevant experience and knowledge.

Review Criteria

The number of points available for each section of the application is listed in “Contents of Proposal.” While some points will be awarded based on compliance with instructions, other points will be awarded based on aspects such as the inclusion of

partners relevant to the region, the likelihood that the proposed activities will lead to completion of the milestones, etc.

Award

SCHEV leadership and staff will examine the review team’s assessment of the proposals and make the final decision regarding awards. SCHEV staff may negotiate with applicants prior to making award decisions. SCHEV could consider many factors in making awards, including but not limited to the consensus score awarded by the review team, reviewer comments, the overall quality of the activities proposed, the proposed use of grant funds, timing of geographic distribution of awards, etc.

Funds will be awarded in the form of a grant, with a Memorandum of Understanding (MOU) between the State Council of Higher Education for Virginia and the lead institution or fiscal agent (see Appendix). Upon execution of the MOU, SCHEV will notify the Virginia Department of Planning and Budget to release the approved funds to the grantee for the first two years.

Reporting Requirements

Financial Report

Financial reports are required annually during the grant period; a final cumulative report is also required.

SCHEV will accept reports generated from an institution’s accounting system reporting function.

The reports must include information regarding the total amount awarded, the amount forwarded to the institution at the beginning of the grant period and thereafter, the amount encumbered to date, the amount spent and the amount remaining for each budget category and for the same budget categories for each subaward, if any.

Reports showing the same information for additional related expenses funded by other sources are also required.

Technical Narrative Reports

By the end of Year 1, grantees will hold at least one orientation session for employers and will have scheduled the first employer internship readiness training support session. Further, grantees will submit a report of the progress in the region and an

implementation plan for Years 2 and 3. Finally, grantees will submit an estimate for ongoing costs of maintaining the initiative after the grant period ends.

Technical progress reports in narrative form will be due annually thereafter; a final cumulative report is also required to be submitted 30 days after the end of the grant period.

Award Administration

SCHEV staff would like to build a relationship with grantees and foster a collaborative approach to addressing issues and removing any roadblocks that arise. For details regarding post-award revisions that require prior approval, along with other conditions of award, please see Appendix: Terms and Conditions of Award, specifically Attachment 1. Special Terms and Conditions.

Appendix: Assurances and Certifications – Terms and Conditions of Award

Assurances and Certifications

The Authorized Organizational Representative (AOR) signing the cover page is assuring and certifying the following:

Certification Regarding Collaborating Entity AOR Approval: The applicant AOR is certifying that the AORs (or equivalent) of all collaborating entities have made the same assurances and certifications and that documentation of such exists.

Certification Regarding State Funds: The AOR is certifying that the organization understands that SCHEV is awarding state funds. The organization will comply with all rules and regulations regarding state funds, including but not limited to the Commonwealth Accounting Policies and Procedures Manual, the Virginia Public Procurement Act (when applicable) and the Library of Virginia's Virginia Public Records Management Manual.

Terms and Conditions

Grantor and grantee agree that this MOU will be performed in accordance with the following:

1. The statement of work and budget for this award are as specified in the grantee's proposal submitted (date; to be filled in only if grant awarded) and incorporated herein by reference. In its performance of the statement of work, grantee shall be an independent entity and not an employee or agent of grantor.
2. Matters concerning the performance of this award should be directed to the appropriate party's contact, as shown in Attachments 3A & 3B. [To be completed at time of award]
3. Matters concerning the request or negotiation of any changes in the terms, conditions or amounts cited in this award agreement, and any changes requiring prior approval, should be directed to the appropriate party's Contact, as shown in Attachments 3A & 3B. Any such changes made to this MOU require the written approval of each party's Authorized Official as shown in Attachments 3A & 3B.
4. Incorporated into this MOU by reference are the Call for Proposals, the entirety of the grantee's application packet including the assurances and certifications, the special terms and conditions in Attachment 1 and the general terms and conditions in Attachment 2.

Signature lines will be added at time of award.

Attachment 1: Special Terms and Conditions

Applicability

The terms and conditions in the MOU and all attachments apply directly to the grantee and also apply to collaborating entities, subrecipients and contractors. The grantee is accountable for the performance of the project, program or activity; the appropriate expenditure of funds under the award by all parties; and all other obligations of the grantee, as cited in the MOU and all attachments.

Changes

The changes listed below require the prior approval of the grantor. Requests should be directed to the grantor's Contact, as shown in Attachments 3A & 3B.

- Changes to the scope of the project
- Changes to milestones and timelines
- Changes to collaborating entities that will receive subawards of grant funds
- Changes to key personnel named in the approved proposal
- Plans for continued progress during extended absence of lead personnel
- Changes to the budget resulting in a deviation of 20% or more in any budget category; the request must include the current allocation of resources along with specific detail and justification for the reallocation

No-cost extensions require the approval of the grantor. Requests for a no-cost extension should be addressed to and received by the Contact, as shown in Attachments 3A & 3B, not less than sixty (60) days prior to the desired effective date of the requested change.

Disbursement of Funds, Accounting and Audit

Grantor will authorize the State Comptroller and the Virginia Department of Planning and Budget to release the awarded funds to the grantee.

All payments shall be considered provisional and subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the grantee.

Award monies not expended by the end of the period of performance must be returned.

The grantee will oversee the expenditure of all grant funds by all parties and ensure that all funds are expended in strict compliance with state rules, regulations and guidelines; the terms and conditions of this MOU; professional accounting standards; and all applicable state laws and requirements.

The grantee will maintain systematic accounting records of all expenditures relating to this award, including the supporting source documentation. Records will be retained by the grantee in accordance with Library of Virginia Record Retention Policy.

Records will be available for inspection and/or audit by SCHEV, the Virginia Auditor of Public Accounts or other appropriate entity.

Reporting

Report type and due dates are required as detailed in the Call for Proposals.

Termination of Award

SCHEV may terminate this award in the event of non-compliance with the terms and conditions of this MOU, significant lack of progress including failure to achieve milestones on the timeline set forth in the proposal, or other extenuating conditions. In the case of termination, the grantee will return any unexpended and unobligated funds.

Attachment 2: General Terms and Conditions

- A. **VENDORS MANUAL**: NA

- B. **APPLICABLE LAWS AND COURTS**: This contract shall be governed in all respects by the laws of the Commonwealth of Virginia and any litigation with respect thereto shall be brought in the courts of the Commonwealth. The agency and the grantee are encouraged to resolve any issues in controversy arising from the award of the contract or any contractual dispute using Alternative Dispute Resolution (ADR) procedures (Code of Virginia, §2.2-4366). ADR procedures are described in Chapter 9 of the Vendors Manual. The grantee shall comply with all applicable federal, state and local laws, rules and regulations.

- C. **ANTI-DISCRIMINATION**: By signing this contract, the grantee certifies to the State Council of Higher Education for Virginia that they will conform to the provisions of the Federal Civil Rights Act of 1964, as amended, as well as the Virginia Fair Employment Contracting Act of 1975, as amended, where applicable, the Virginians With Disabilities Act, the Americans With Disabilities Act and §2.2-4311 of the Virginia Public Procurement Act (VPPA). The grantee shall not discriminate against any recipient of goods, services or disbursements made pursuant to the contract on the basis of the recipient's religion, religious belief, refusal to participate in a religious practice, or on the basis of race, age, color, gender or national origin and shall be subject to the same rules as other organizations that contract with public bodies to account for the use of the funds

provided; however, if the faith-based organization segregates public funds into separate accounts, only the accounts and programs funded with public funds shall be subject to audit by the public body. (Code of Virginia, §2.2-4343 1.E.).

1. During the performance of this contract, the grantee agrees as follows:
 - a. The grantee will not discriminate against any employee or applicant for employment because of race, religion, color, sex, national origin, age, disability or any other basis prohibited by state law relating to discrimination in employment, except where there is a bona fide occupational qualification reasonably necessary to the normal operation of the grantee. The grantee agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.
 - b. The grantee, in all solicitations or advertisements for employees placed by or on behalf of the grantee, will state that such grantee is an equal opportunity employer.
 - c. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting these requirements.
2. The grantee will include the provisions of 1. above in every subcontract or purchase order over \$10,000, so that the provisions will be binding upon each subcontractor or vendor.

D. **ETHICS IN PUBLIC CONTRACTING**: By signing this contract with the State Council of Higher Education for Virginia, the grantee certifies that their offer is made without collusion or fraud and that they have not offered or received any kickbacks or inducements from any other contractor, supplier, manufacturer or subcontractor in connection with their offer and that they have not conferred on any public employee having official responsibility for this transaction any payment, loan, subscription, advance, deposit of money, services or anything of more than nominal value, present or promised, unless consideration of substantially equal or greater value was exchanged.

E. **IMMIGRATION REFORM AND CONTROL ACT OF 1986**: By signing this contract with the State Council of Higher Education for Virginia, the grantee certifies that the grantee does not, and shall not during the performance of the contract, knowingly employ an unauthorized alien as defined in the federal Immigration Reform and Control Act of 1986.

- F. **DEBARMENT STATUS:** By signing this contract, grantee shall certify that they are not currently debarred by the Commonwealth of Virginia from contracts for the type of activities covered by the Scope of Work/proposal, nor are they an agent of any person or entity that is currently so debarred. (Not applicable to state agencies)
- G. **ANTITRUST:** By entering into this contract, the grantee conveys, sells, assigns and transfers to the State Council of Higher Education for Virginia all rights, title and interest in and to all causes of action it may now have or hereafter acquire under the antitrust laws of the United States and the Commonwealth of Virginia, relating to the particular goods or services purchased or acquired by the State Council of Higher Education for Virginia under said contract. (Not applicable to state agencies)
- H. **MANDATORY USE OF STATE FORM AND TERMS AND CONDITIONS FOR IFBs AND RFPs:** NA
- I. **CLARIFICATION OF TERMS:** NA
- J. **PAYMENT:** See “Disbursement of Funds, Accounting and Audit” in Attachment 1: Special Terms and Conditions.
- I. **TESTING AND INSPECTION:** The State Council of Higher Education for Virginia reserves the right to conduct any test/inspection it may deem advisable to assure goods and services conform to the specifications in the Scope of Work.
- J. **ASSIGNMENT OF CONTRACT:** A contract shall not be assignable by the grantee in whole or in part without the written consent of the State Council of Higher Education for Virginia.
- K. **PRECEDENCE OF TERMS:** The following General Terms and Conditions VENDORS MANUAL (NA), APPLICABLE LAWS AND COURTS, ANTI-DISCRIMINATION, ETHICS IN PUBLIC CONTRACTING, IMMIGRATION REFORM AND CONTRAL ACT OF 1986, DEBARMENT STATUS, ANTITRUST, MANDATORY USE OF STATE FORM AND TERMS AND CONDITIONS (NA), CLARIFICATION OF TERMS (NA), PAYMENT shall apply in all instances. In the event there is a conflict between any of the other General Terms and Conditions and any Special Terms and Conditions, the Special Terms and Conditions shall apply.

- L. **QUALIFICATIONS OF (BIDDERS/OFFERORS):** NA
- M. **TESTING AND INSPECTION:** NA (duplicate of I. above)
- N. **ASSIGNMENT OF CONTRACT:** NA (duplicate of J. above)
- O. **CHANGES TO THE CONTRACT:** See Attachment 1: Special Terms and Conditions.
- P. **DEFAULT:** See Attachment 1: Special Terms and Conditions.
- Q. **TAXES:** Sales to the Commonwealth of Virginia are normally exempt from state sales tax. State sales and use tax certificates of exemption, Form ST-12, will be issued upon request.
- R. **USE OF BRAND NAMES:** NA
- S. **TRANSPORTATION AND PACKAGING:** NA
- T. **INSURANCE:** NA
- U. **ANNOUNCEMENT OF AWARD:** NA
- V. **DRUG-FREE WORKPLACE:** During the performance of this contract, the grantee and subcontractors agree to provide a drug-free workplace for the grantee's employees. Grantee will inform employees that the unlawful manufacture, sale, distribution, dispensation, possession or use of a controlled substance or marijuana is prohibited in the grantee's workplace.
- W. **NONDISCRIMINATION OF GRANTEES:** Grantee shall not be discriminated against because of race, religion, color, sex, national origin, age, disability, faith-based organizational status, any other basis prohibited by state law relating to discrimination in employment or because grantee employs ex-offenders unless the State Council of Higher Education for Virginia has made a written determination that employing ex-offenders on the specific contract is not in its best interest. If the award of this contract is made to a faith-based organization and an individual, who applies for or receives goods, services or disbursements provided pursuant to this contract, objects to the religious character of the faith-based organization from which the individual receives or would receive the goods, services or disbursements, the public body shall offer the individual, within a reasonable

period of time after the date of his objection, access to equivalent goods, services or disbursements from an alternative provider.

- X. **eVA BUSINESS-TO-GOVERNMENT VENDOR REGISTRATION, CONTRACTS AND ORDERS:** NA

- Y. **AVAILABILITY OF FUNDS:** The parties herein understand and agree that the agency shall be bound hereunder only to the extent of the funds available or which may hereafter become available for the purpose of this agreement.

- Z. **SET-ASIDES:** NA

- AA. **BID PRICE CURRENCY:** NA

- BB. **AUTHORIZATION TO CONDUCT BUSINESS IN THE COMMONWEALTH:**
NA

Additional Terms and Conditions

- A. **RENEWAL OF CONTRACT:** NA

- B. **ADDITIONAL INFORMATION:** NA

- C. **DELIVERY POINT:** N/A

- D. **eVA Business-To-Government Contracts and Orders:** NA

- E. **PRIME GRANTEE RESPONSIBILITIES:** The grantee shall be responsible for completely supervising and directing the work under this contract and all subcontractors that he may utilize, using his best skill and attention.

Subcontractors who perform work under this contract shall be responsible to the prime grantee. The grantee agrees that he is as fully responsible for the acts and omissions of his subcontractors and of persons employed by them as he is for the acts and omissions of his own employees.

- F. **PROPOSAL ACCEPTANCE PERIOD:** NA

- G. **WARRANTY:** NA

H. **SUBCONTRACTS**: No portion of the work shall be subcontracted without prior written consent of the purchasing agency. In the event that the grantee desires to subcontract some part of the work specified herein, the grantee shall furnish the purchasing agency the names, qualifications and experience of their proposed subcontractors. The grantee shall, however, remain fully liable and responsible for the work to be done by its subcontractor(s) and shall assure compliance with all requirements of the contract.