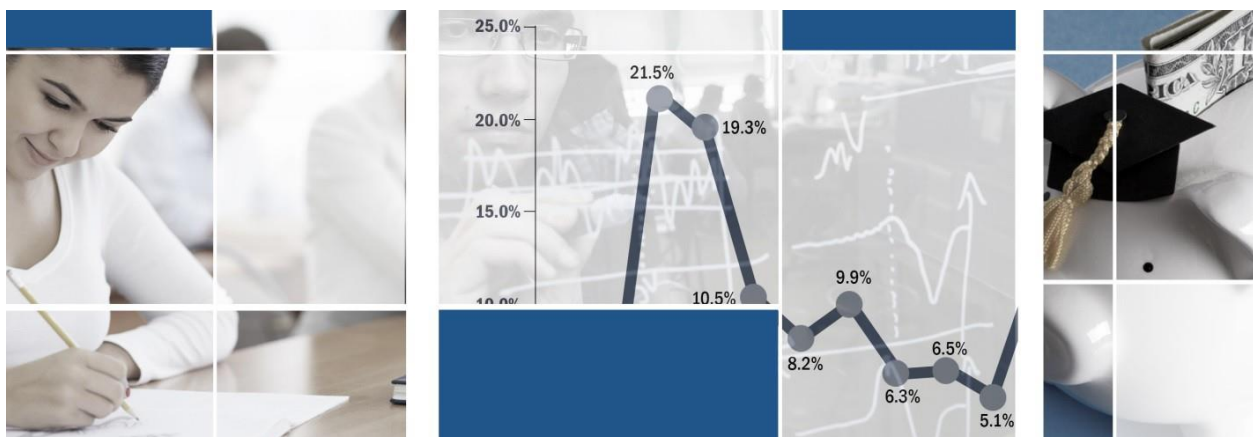


Issued: Sept. 14, 2021



# Innovative Internship Program Round 3 Call for Proposals Institutional Readiness: Internship and Work-Based Learning

Activity	Key Dates
Call for Proposals Issued	Revised call issued Sept. 14, 2021
Informational Webinars	Recorded webinar available on the website
Proposals Due	Proposals are accepted on a rolling basis
Award Announcement	Approximately 90 days after submission of the proposal
Estimated Start Date	Shortly after notice of the award

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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 internships and other work-based learning opportunities. **The focus of Round 3 is to support the readiness of eligible higher education institutions to scale significantly high-quality paid internships and other work-based learning opportunities.**

For the Round 3 competition, presidents of eligible institutions should convene a task force to develop an experiential learning vision for students at their institutions, determine institutional priorities, and design strategies to implement the highest priority initiatives needed to achieve the vision over time. The final deliverable is a comprehensive plan submitted to SCHEV at the end of the grant period.

Please see full instructions for details, including eligibility criteria.

### **Proposals Are Now Being Accepted on a Rolling Basis**

**Estimated Start Date:** approximately 90 days after submission

**Length of Award:** 12 months

**Number of Grants:** To be determined

**Award Amount:** up to \$25,000

**Website:** <https://www.schev.edu/index/institutional/grants/commonwealth-innovative-internship-program>

### **Questions:**

Alisha Bazemore, Assistant Director for Innovative Work-Based Learning Initiatives – Virginia Talent + Opportunity Partnership  
State Council of Higher Education for Virginia  
[alishabazemore@schev.edu](mailto:alishabazemore@schev.edu)

## 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 internships and other work-based learning opportunities. **The focus of Round 3 is the readiness of eligible higher education institutions to scale significantly high-quality paid internships and other work-based learning opportunities.**

## Statutory Authority and Purpose

The authorizing statute ([Va. Code § 23.1-903.4](#)) states, in paragraph B.2., that SCHEV shall establish eligibility criteria for institutional grants. For Round 3 only, “eligible institution” is defined to include a public institution of higher education in Virginia or a nonprofit private institution of higher education that participates in the Tuition Assistance Grant (TAG) Program. This definition of eligible institution applies to Round 3 only. Comprehensive plans developed by grantees as a required deliverable will inform further planning of the statewide initiative envisioned by the statute.

As presidential task forces formulate the institutional vision, 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.

## Why Readiness Grants?

After reviewing proposals from previous grant competitions, conducting meetings with institutional internship practitioners and employers and interviewing institutional staff, SCHEV identified that while many institutions have increased efforts to support experiential learning opportunities, including internships and work-based learning, additional strategic planning is needed to scale these efforts while maintaining consistency and quality for students and employers.

Specifically, SCHEV identified the following areas where additional efforts at institutions are needed to support high-quality, paid internships:

**Definitions:** Definitions of experiential learning, internship, work-based learning, etc., vary within an institution, across institutions and with employers. This can cause confusion for students and employers as they engage in the process. For example, an institution may consider internships as credit-bearing while a student or employer may consider any short-term job as an internship. Also, departments, schools and the career services office within an institution sometimes have varying definitions and different perspectives on the importance of the types of experiences.

**Coordination:** The level of coordination varies among career service offices, schools, academic departments, degree programs and individual classrooms. Most institutions have not identified all the opportunities available across their campuses and not all opportunities align with evidence-based best practices. In addition, not all institutions are using alumni associations and foundations, industry advisory councils and panels, institutional advancement and development offices and foundations, and government relations offices to identify new employer partners for experiential learning.

**Access and Equity:** Institutional policies and practices sometimes create barriers to access for students. While many institutions have implemented policies and practices related to internships and work-based learning, these should be reviewed with an equity lens to ensure that all students have equal access to information about experiential learning opportunities and an equal opportunity

to participate. Some potential policy concerns relate to the timing of financial aid in relationship to the timing of internship scheduling, if there are scholarships targeted to support internships, and how federal work-study is leveraged as a source of funding for internships on or off campus.

**Student Experience:** The student experience is not always consistent. For example, some students may face cost-related barriers to participation in experiential learning (such as tuition, travel, housing, intern wages, etc.); other students need access to local opportunities; and students participating in experiential learning are not all receiving the same level of support, advising and guidance.

**Professional Development and Recognition:** Faculty and staff administering experiential learning programs have not all received the same level of professional development; training may be needed in nationally recognized best practices for administering formal internship programs, such as those espoused by the National Association of Colleges and Employers (NACE); in addition, faculty requested more guidance related to career planning and supporting students' experiential learning, helping students understand the value of their major in the economy and/or in the workplace, helping students understand industry-sector norms and culture, intentionally using the classroom as a training ground for workplace skills and using the syllabus to connect course content to workplace skills; all practitioners, whether faculty or staff, whether in central offices or in schools and departments, should be supported and formally recognized for their essential roles guiding students through experiential learning.

Through the discovery process, a single principle emerged: Experiential learning must be integral (not extra) to a student's education. Students should know what skills they will need to be successful and should have access to a structured pathway of increasingly intensive experiential learning opportunities to gain the skills they'll need for an entry-level role in their chosen profession by the time of graduation.

For the Round 3 competition, presidents of eligible institutions will convene a task force of policy makers and practitioners to develop an experiential learning vision for students at their institutions, set goals, determine institutional priorities and design strategies to implement the highest priority initiatives needed to achieve the vision over

time. The final deliverable is a comprehensive plan submitted to SCHEV at the end of the grant period.

These plans are part of a larger process to build a comprehensive statewide initiative to affordably scale high-quality paid internships and other work-based learning opportunities as envisioned by the statute. For example, this Round 3 competition dovetails with a new grant opportunity, Round 4: Regional Collaboratives. Institutions within the region that have been awarded a Round 3 grant will be better prepared for the deliverables that are required from Round 4 grantees.

## 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, Virginia Department of Education and others all publish definitions and descriptions of these terms.

Examples of definitions are provided below. Grantees are not required to use these definitions as they develop their vision; however, grantees are required to include a glossary of the definitions they have chosen in the comprehensive plan submitted to SCHEV at the end of the grant period. Further, SCHEV may seek counsel from grantees about the emerging definitions and incorporate consensus definitions into the statewide vision.

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:



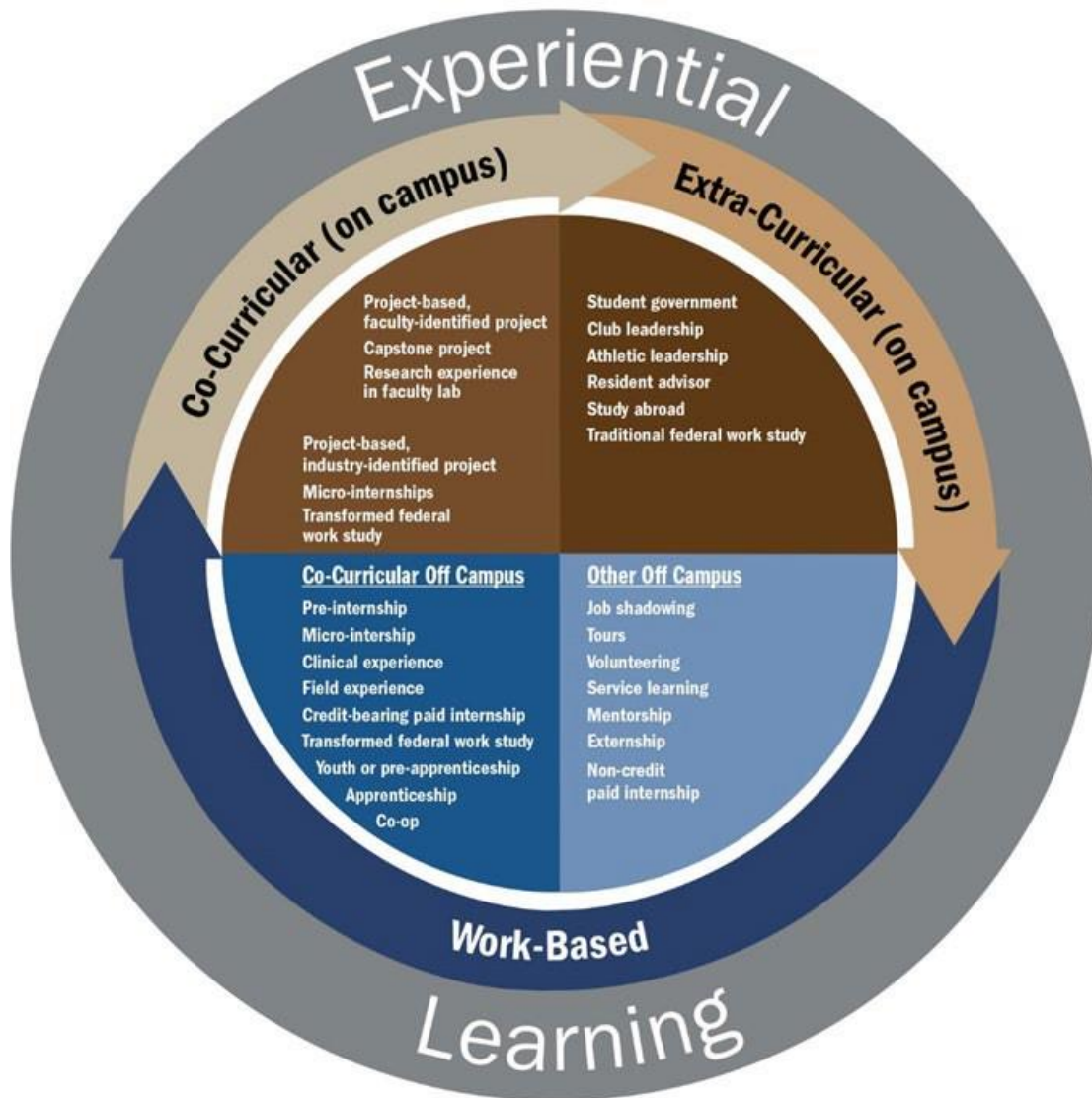
service learning, apprenticeship readiness, pre-apprenticeships, cooperative education, internships

- **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.

Please see the graphic on the next page that illustrates a draft working model of experiential learning. SCHEV will be refining this illustration as the statewide initiative develops.



## Task Force Membership

SCHEV envisions the task force as an advisory body to the president. Working groups of practitioners with deep knowledge of the operational issues under each of the policy areas listed below also may be convened.

The following roles are suggested for representation on the task force:

- President (honorary chair, delivers charge to task force)
- Leaders with authority to make policy or advise on policy decisions in the following areas:
  - Institutional career services
  - Departmental career services
  - Academic affairs, including policy on the role of faculty in supporting students in experiential learning
  - Financial aid, especially federal work-study and scholarship administration
  - Alumni services, associations and foundations
  - Institutional advancement and development offices and foundations
  - Industry advisory councils and panels
  - Government relations offices
- Representatives of any working groups convened, such as practitioners in the following areas:
  - Institutional career services
  - Departmental career services
  - Financial aid, especially federal work study and scholarship staff
  - Experiential learning coordinators at the course, program, department and school levels
  - Faculty
- The voice of students
- The voice of employers

## **Deliverable**

Experiential learning at each of Virginia's institutions of higher education is at a different stage of maturity. Round 3 grants will provide funds for institutions to take their experiential learning vision and the plan for the associated initiatives to the next level.

The final deliverable is a comprehensive plan submitted to SCHEV at the end of the grant period. SCHEV anticipates that comprehensive plans will include the following elements:

1. Vision statement developed by the task force and endorsed by the president

2. List of final task force members and organizational chart showing each member's relationship to the president
3. Glossary of terms and descriptions of the levels of experiential learning
4. Description of a structured pathway of increasingly intensive experiential learning opportunities for students that starts (at least) at orientation and ends with students who have the skills needed for an entry-level role by the time of graduation
5. Description of the institutional goals and the initiatives planned to achieve the vision and goals over time; include prioritization of the initiatives and associated strategies to implement the highest priority initiatives; consider including initiatives to:
  - a. Enhance coordination resulting in:
    - i. Consistent administration of experiential learning throughout an institution (adherence to national best practices as well as efficient and uniform institutional policies, practices and procedures), whether those experiences are administered through a course, program, department, school, or at the career services office
    - ii. New or improved tracking of experiential learning across the entire institution, whether those opportunities are self-identified by students or matched to the student and supported at the course, program, department, or school level or at the career services office, including outcomes such as offer and acceptance rates for interns hired by the company at which they interned
    - iii. Evaluation of experiential learning program(s)
  - b. Enhance employer engagement resulting in:
    - i. Single online starting point for all employers seeking to participate in experiential learning opportunities
    - ii. Use of relationships with employers cultivated by departments and university-affiliated associations and foundations from across the

institution to identify and recruit new employer partners for experiential learning

- c. Enhance student access and equity\* resulting in:
  - i. Equity of information (all eligible students will have access to the same information about an experiential learning opportunity)
  - ii. Removal of barriers to access created by institutional policies and practices
  - iii. In collaboration with financial aid officials, implementation of paid internships at state and local government agencies and non-profit organizations through federal work-study
- d. Enhance consistency of student experience resulting in:
  - i. A formal process for recruitment, application and selection of students to participate in experiential learning
  - ii. New or improved support for students prior to and throughout experiential learning, including ensuring that students are well-prepared
  - iii. Experiential learning designed for students to participate remotely from the company hosting the experience
  - iv. Experiential learning for students enrolled solely online, for students attending courses at higher education centers and institutes, for students at satellite campuses, etc.
  - v. Experiential learning opportunities for students with lower GPAs
- e. Enhance professional development for faculty and staff

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\* What does equity mean? The USC Center for Urban Education created a series of guides on how to bring equity awareness to state policy. In the guides, they state that "an equity focus on policy recognizes the need to eliminate disparities in educational outcomes of students from underserved and underrepresented populations." SCHEV currently defines these groups as those who are race/ethnic minorities, low-income, ages 25 and older or from regions of the state with low educational attainment (typically rural).

Comprehensive plans for public institution grantees only may also include implementation of the provision in the 2019 state budget that authorizes use of 15% of the “Higher Education Student Financial Assistance (10800)” item for each institution as a grant for students in internship programs (with restrictions).

## **Description of Funding Opportunity**

### **Eligible Applicants**

Eligible applicants are public institutions of higher education in Virginia and nonprofit private institutions of higher education that participate in the Tuition Assistance Grant (TAG) Program.

### **Limited Submission**

Each eligible institution of higher education may submit one proposal. Virginia higher education centers and institutes can participate as partners in any proposal.

Virginia’s higher education centers and institutes are:

- Institute for Advanced Learning and Research
- New College Institute
- Roanoke Higher Education Center
- Southern Virginia Higher Education Center
- Southwest Virginia Higher Education Center

### **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 lead institution (see Appendix).

Award amount: up to \$25,000

There is no minimum amount for requests.

No matching funds are required.

The number of grant awards has not been determined.

### **Period of Performance**

Grant periods are 12 months.

The grant period will begin shortly after notice of award, which should occur approximately 90 days after submission of proposal.

## **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, and organizational chart of task force members, 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 the president of the applicant institution (task force chair)
- Name and contact information for vice chair or primary contact of task force
- Amount of funds requested
- Printed name, title and signature of authorized signer

#### **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 such as task force membership, the likelihood that the task force will be able to deliver a comprehensive plan that includes the suggested elements, whether the task force will



be appropriately focused on mitigating or eliminating disparities in experiential learning participation by students from underserved and underrepresented populations, evidence that employer partners will be engaged in the design and implementation of the proposed comprehensive plan, or other considerations.

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)
- Organizational Chart: Provide an organizational chart showing each task force member and the leadership chain to the president (2 points; 1-page limit)
- Project Description (7-page limit):
  - a. Brief History: Provide a brief history of previous or current efforts to create a comprehensive vision for experiential learning opportunities at the applicant institution (4 points; about 1 page)
  - b. Task Force: Provide names and titles of all proposed task force members. While the president is the honorary chair of the task force, the vice chair may serve as the primary contact during the grant period and may take the lead on day-to-day activities to develop the vision and comprehensive plan (4 points; about ½ page)
  - c. Work Plan: Describe your plan of work and the design of the activities to be undertaken during the grant period that will lead to the development of the vision and comprehensive plan (25 points; about 4 pages)
  - d. Milestones and Timeline: Provide the milestones and timeline of activities; may include both progress and outcome milestones; if relevant, consider extending timeline past the end of the grant period to illustrate when unfinished activities will end and/or next steps (3 points; about 1 page)
  - e. Conclusion (key reasons why your proposal should be funded; state your case in a few sentences)
  - f. Budget and Budget Narrative: Please provide a brief description of planned expenditures; consider using standard direct cost budget categories such as salaries/wages, benefits, travel (for staff or other personnel), supplies, etc. Grant funds cannot be used for indirect costs (no points; about 1 page)

## **Submission of Applications**

Please submit applications via email to Lynn Seuffert, Senior Associate for Strategic Planning and Policy Studies, at [lynnseuffert@schev.edu](mailto:lynnseuffert@schev.edu). 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 of interagency and business professionals 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 likelihood that the proposed activities will lead to development of a vision and comprehensive plan for experiential learning.

Reviewers understand that institutions have had varying levels of resources available to support experiential learning and will consider that when assessing the proposed activities.

### **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, geographic distribution and distribution across institutional type.

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 (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 fiscal year.

## **Reporting Requirements**

### Financial Report

Financial reports are due 30 days after the end of the grant period.

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, the amount spent and the amount remaining for each budget category and for the same budget categories for each sub award, if any.

### Technical Narrative Report

The comprehensive plan will be due 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, sub recipients 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 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.